



Agència  
per a la Qualitat  
del Sistema Universitari  
de **Catalunya**

# STANDARDS AND CRITERIA FOR THE INSTITUTIONAL ACCREDITATION OF UNIVERSITY CENTRES

This document constitutes the basis for the institutional accreditation of Catalan university centres. It is structured in dimensions that group the fundamental aspects of teaching activity in the centres. For each dimension a standard to be achieved is established, which is broken down into different sub-standards. The standards are specified in criteria that constitute the minimum requirements for institutional accreditation.





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Barcelona, 2021

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First edition: February 2021

1<sup>st</sup> revision: November 2021

Document approved by the Institutional and Programme Assessment Committee on 19  
November 2020

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# Introduction

**In Catalonia institutional accreditation is a voluntary quality assurance process in which the quality of the programmes offered by university centres, their roll-out, services and processes are assessed externally to determine whether they meet the standards established in a scheme of continuous improvement. If the standards are complied with, the Agency grants the centre the status of accredited centre for a maximum period of five years, which allows the centre to continue operating under the legal institutional accreditation scheme and within the AQU Catalunya Framework for Verification, Monitoring, Modification and Accreditation (Marc VSMA).**

## 1 INTRODUCTION

Institutional accreditation is intended to be a further step towards strengthening the autonomy of university institutions by confirming that the university centre fulfils its legal responsibility to ensure the quality of the courses it offers.

The institutional accreditation set up by AQU is not only intended to certify the achievement of the training objectives of the centre's courses, but should also make it possible to recognise its strengths, good practices and areas that need to be improved. Accountability and assessment for improvement must therefore be combined in institutional accreditation. At the same time, AQU Catalunya hopes that this process will help institutions to develop training programmes of increasing quality and academic relevance.

University centres decide how to organise the quality assurance specified in the Internal Quality Assurance System (IQAS). Institutional accreditation also includes assessing the scope, functionality, and effectiveness of these processes.

Students are at the centre of the educational activities of the university centre so they play a significant role in institutional accreditation.

The centre's quality assurance must be systematic and continuous over time. It should focus on training programmes and responsibility for different processes should be well established.

This document sets out the procedures and criteria for accreditation determined by AQU Catalunya in accordance with the European Standards and Guidelines (ESG, 2015), the primary goal of which is to ensure equivalence between the programme taught and European qualification levels. As a new feature, it includes the risks for quality that may arise if centres do not meet the standards. It is thus hoped that centres will incorporate risk analysis in their IQAS to minimise such risks and ensure quality training for students.

The procedure, guidelines, evidence and indicators for assessment are set out in the Reference Documents.

## 2 OBJECTIVES

In our case, in the context of the State's presence as a regulator, we may say that accreditation can be viewed as an administrative procedure or action which is governed by a legal mandate and which grants official recognition or legal status to academic credentials (qualifications) awarded to university students by institutions.

Nevertheless, beyond this, the ultimate goal of accreditation is to ensure – for the benefit of the user – that study programmes offered by universities meet the formal and administrative requirements imposed by the relevant authority, while guaranteeing that the educational standard attained by graduates corresponds to the level certified by the institution. Institutional accreditation also certifies that the university

centre ensures this level of training through well-established processes that include the establishment of quality assurance policies, the roll-out of associated processes and the analysis and improvement of the same.

To achieve this, the following need to be verified:

- The centre has a strategy and policies for quality assurance, within the framework of the competencies defined by the organisational structure of the University, covering, at least, the dimensions contemplated in this methodological guide.
- An IQAS that will ensure the implementation of this policy is in place and is continuously analysed and reviewed.
- The courses offered meet the following conditions: a) They respond, in terms of the profile of competencies established, to what is specified in the MECES and in the Framework of Qualifications in Higher Education in Catalonia (MCQ) in accordance with the level of the qualification; b) They have been developed using suitable resources in terms of teaching staff, infrastructure, learning support services and material resources; c) The certificates awarded are subject to suitable, appropriate procedures for assessing student achievement and correspond to the standard required; d) The academic pathways of progression and graduation, and the employability of graduates, are in line with the characteristics of the students and the potential of the labour market.

To this end, the Governing Council of AQU Catalunya has approved the Framework for the verification, monitoring, modification and accreditation of recognised qualifications (VSMA Framework, AQU 2016), which includes the standards and criteria approved by AQU Catalunya's Institutional and Programme Assessment Committee (CAIP). The proposed institutional accreditation model aims to:

- **Ensure the quality of the courses offered** in accordance with the qualification levels

established and the criteria set out in current regulations.

- **Ensure the availability of valid, reliable information** to assist users of the university system in decision-making.
- **Ensure the effectiveness of internal processes to improve the quality** of the programmes and services developed by university centres.
- **Promote the autonomy of centres** regarding the training they offer and quality assurance.

In order to achieve these aims, the accreditation model proposed in this guide makes the following assumptions:

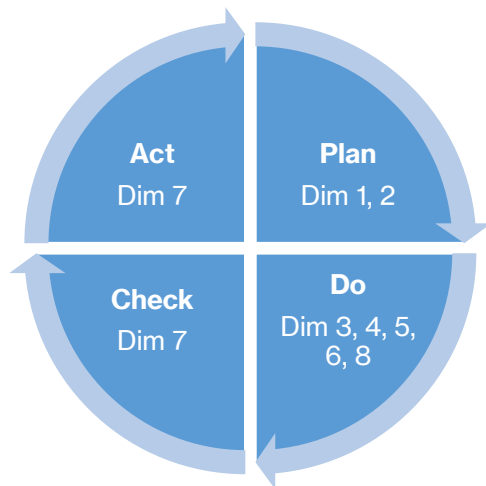
- **International equivalence.** As an acknowledged agency and a member of European quality assurance bodies (ENQA, EQAR), AQU Catalunya must adopt assessment guidelines and criteria in accordance with its status (in line with the ESG, 2015).
- **Involvement of each centre in the assessment of evidence and implementation of measures for improvement.** Internal validation and self-assessment are a key part of the process. The improvement plan that organises and schedules the measures to be taken is based on verifiable qualitative and quantitative information drawn from an internal quality assurance system.
- **Integration of accountability and continual improvement** as a means of incorporating internal and external requirements.
- Specific attention to students' academic achievements, vital evidence as to the quality of education.
- **Recognition of progress, best practices and outstanding quality** as an indication of the need to accept the principle that accreditation should foster continual improvement of training programmes and internal quality assurance processes.



- **Transparency and disclosure of processes and results, an essential goal for ensuring the credibility of decisions.**

This also implies that the defence of institutions is guaranteed in relation to allegations concerning final decisions.

The standards established for the institutional accreditation of university centres follow a standard cycle of continuous improvement and can be grouped as follows:



**Plan:** Every activity begins with planning. In the institutional accreditation of centres, the main elements of planning are to be found in the definition of policies, strategies and processes (Dimension 1) and in the processes of design and approval of the university qualifications that the centre will offer (Dimension 2).

**Do:** Once planning is complete, policies and associated processes are put in place. For each centre these specify the way in which students are admitted to courses and progress throughout their studies (Dimension 3), the assignment of teaching staff to training programmes (Dimension 4), the student learning process (Dimension 5), the resources that the centre makes available to students to ensure learning outcomes (Dimension 6) and, finally, what information is made available to students and society about training programmes and other related aspects (Dimension 8).

**Check:** The centre will continuously collect information on the roll-out of training programmes

and other related activity to monitor their implementation and plan action for improvement if necessary (Dimension 7).

**Act:** the centre will draw up monitoring reports on the quality of the degrees it offers and reviews specifying the measures it will take to solve any problems that may arise and improve the quality of its activity. These actions will be detailed in improvement plans (Dimension 7).

### References

- [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). (2015). Brussels, Belgium.
- [Catalan Higher Education Qualifications Framework](#). Barcelona: AQU Catalunya, 2019.
- [Framework for the ex-ante assessment, monitoring, modification and accreditation of recognised degrees \(VSMA Framework\)](#)
- [Royal Decree 1027/2011](#), of 15 July, establishing the Spanish Qualifications Framework for Higher Education. BOE no. 185, 3 August 2011.

# Dimension 1

## Policies and strategy

**The centre has a formally adopted strategy and policies, with the participation of stakeholders, to strengthen and develop the quality and relevance of training programmes on an ongoing basis.**

- The centre has defined a strategy whose objectives are reflected in indicators that measure the extent to which they have been achieved.
- The centre has established quality assurance policies that include scope, values, and goals to be achieved.
- The processes for their approval, review and improvement are clearly defined.
- The chain of responsibility and the parties responsible are clearly identified in the decision-making process.
- Policies are disclosed and stakeholders are informed of their results.
- The risks involved in the strategy to be implemented and those which may arise have been identified and preventive measures have been planned.

Policies and processes are the main pillars of a coherent institutional quality assurance system that involves a cycle of continuous improvement and contributes to the accountability of the institution. These policies promote the development of a culture of quality in which all internal stakeholders take responsibility for quality and are committed to ensuring it in all areas of the institution. To facilitate this, these policies have a formal status and are publicly accessible (**ESG 1.1 Quality Assurance Policy**).

Universities define their policies to achieve their three missions: teaching, research and knowledge transfer. These policies are applied taking the values established by the centre into account.

The objective of having quality assurance policies and strategies in place is that the activities related to academic training be of appropriate quality, meet the requirements of the university's institutional strategy and policies, and provide the outcomes expected by students, and that all the qualifications awarded correspond to the relevant level. An effective system of governance is an

essential component of the overall structures and processes of management teams in centres. The system provides a framework for establishing, monitoring, and maintaining the quality and integrity of higher education, and ensures quality educational experiences and learning outcomes for students.

The policies and strategy implemented by the centre will necessarily be derived from those established by the university and be part of a complex decision-making network. The standards and criteria of this dimension are not unrelated to this aspect and, consequently, many of them must be applied with the support of different organisational levels: university, centre, departments, services, etc. The organisational structure of the University will define the powers of each teaching centre in the implementation of policies

### Risks related to quality

A lack of policies, strategies and objectives thus makes it difficult or impossible for the centre to guarantee the quality of its educational activities

and weakens the academic leadership of the institution's management team.

An insufficient policy framework can also lead to unclear expectations and requirements for both staff and students, leading to low satisfaction levels, mediocre academic performance and ultimately a lack of prestige and credibility for the courses offered and the qualifications awarded.

It could also involve insufficient compliance with legal obligations regarding respect for diversity, equity and the effective equality of men and women and/or failure to implement them across all the centre's actions and policies.

Policies and strategies implemented without adequate risk analysis can lead to revisions of these policies that are inappropriate and may put the centre at a competitive disadvantage regarding student training.

## 1 FRAMEWORK OF THE CENTRE'S RELATIONSHIP WITH THE UNIVERSITY

The centre's policies, strategy and goals are aligned with those of the university.

Mechanisms have been introduced to analyse and review the alignment of policies and objectives with those of the university and they are operational and effective.

The university's support for the achievement of the centre's objectives is relevant and appropriate.

For its part, the centre participates in establishing the policies, strategies and objectives of the university.

## 2 GOVERNANCE

Realistic operational objectives have been established for the centre, its progress is checked against the objectives and any deviations are corrected.

The governance model allows the centre to set its own objectives independently in accordance with national and international standards.

The centre has a decision-making structure which stakeholders can participate in and oversee while ensuring parity.

Responsibilities are well defined and appropriately assigned.

The centre's stakeholders are properly represented in its governing bodies.

Stakeholders have access to the information they need to participate in management bodies.

Risks affecting the viability of the centre are identified, managed and mitigated effectively.

Suggestions and complaints about the operation of the centre are collected, managed and resolved.

Private centres have relevant and adequate procedures in place to ensure their financial viability and the operation of their business model.

## 3 TRAINING AVAILABLE AND PROSPECTS OF CHANGE

The centre periodically reviews the relevance of the recognised qualifications it offers, considering the current social and employment context.

The courses offered are adequate in terms of the number of places available, demand and enrolment.

Any risks affecting the centre's ability to continue offering courses leading to qualifications are identified, managed and mitigated effectively.

The centre has an appropriate system for identifying its current position in its regional, national and international environment and defining future developments in training.

Any training offered jointly with other higher education centres and institutions, is appropriate and relevant and is specified in agreements that define all key aspects related to the training of students.

## 4 HUMAN RESOURCES POLICY

The centre has a procedure in place for defining the teacher profiles needed for different subjects/disciplines in the degrees it teaches and

these are appropriate and effective.

In conjunction with suppliers<sup>1</sup> the centre has appropriate and effective procedures for the development of teaching staff, which include the selection, assessment and training of teaching and learning support staff.

The centre has introduced a process for analysing and assessing the profile of staff assigned by suppliers, which envisages corrective measures if they are not suitable.

A procedure, operated in conjunction with suppliers, is in place for the assessment of future teaching needs to ensure a sufficient supply of teaching staff with suitable profiles for all the centre's courses.

The centre has defined the profiles of teaching support staff and they are appropriate.

Future needs for teaching support staff are reviewed periodically.

## 5 INTERNATIONALISATION POLICY

The centre has defined a policy that favours the internationalisation of student and teacher qualifications and promotes interculturalism.

The centre's internationalisation goals are viable and relevant, and they are analysed and improved.

Courses have been designed to facilitate the acquisition of knowledge and skills that promote academic and professional development in international environments.

Working with the suppliers, the centre ensures that teaching staff have international academic experience and participate in networks.

The centre has introduced or participates in activities that favour the recruitment of foreign students and teachers.

The centre has introduced or participates in activities that favour the international mobility of students and teachers.

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<sup>1</sup>"Suppliers" are understood to be departments in the centre, other departments and/or centres, research institutes, etc., in the same university or at other institutions involved in teaching the course(s).

There are specific structures to support internationalisation.

## 6 ONLINE TRAINING POLICY

Virtual learning is part of the overall strategy for the development of the centre and is reflected in a policy for distance learning.

The policy includes the definition of educational objectives, pedagogical models, innovation strategies, assessment of learners' achievement and electronic security.

## 7 SUSTAINABLE DEVELOPMENT POLICY

The centre has a policy that enables it to contribute satisfactorily to the sustainable development of its social and economic environment.

The centre's policies and strategies for teaching and learning are designed to respect and adapt to the diversity of students (universal design for learning).

There is a plan for effective equality between men and women, which is in place and appropriate.

The regulations on effective equality between men and women are cross-cutting, covering all processes in the centre, especially the design of courses, the teaching-learning process, student support services and human and material resources.

The measures in place allow students with disabilities and special educational needs to follow courses reasonably and take part in the academic life of the centre.

The social dimension of the centre is evident in the existence of an appropriate policy for its involvement in society regarding training, research and knowledge transfer, which also includes the incorporation of its graduates in the workforce.

Mechanisms for analysing and reviewing the results of this policy have been introduced, and they are operative and effective.

## 8 QUALITY POLICY MANAGEMENT STRUCTURES

The functions and objectives of the quality management structure have been established and they are appropriate.

The centre has sufficient personnel to maintain, review and improve measures related to quality assurance policies.

Quality management staff have an appropriate professional profile, training and responsibilities.

The quality management structure of the centre is effective.

### References

- [Considerations for quality assurance of e-learning provision. European Association for Quality Assurance in Higher Education AISBL](#) (2018), Brussels. Belgium.
- [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). (2015). Brussels, Belgium.
- [Law 1/2003](#), of 19 February, on universities in Catalonia. DOGC no. 3826, February 20, 2003, pages 3326 to 3345.
- [Law 17/2015](#), of 21 July, on the effective equality of women and men. DOGC no. 6919, of 23 July 2015.
- [Organic Law 6/2001](#), of 21 December, on Universities. BOE no. 307, of 24 December 2001, pages 49400 to 49425.
- [Royal Decree 822/2021](#) of September 28, establishing the organization of university education and the quality assurance procedure. BOE no. 233, of 29 September 2021.
- [Sustainable Development Goals](#). United Nations Organization.
- [Universal Design for Learning](#). CAST (2018).

## Dimension 2

# Design, approval and roll-out of training programmes

**The centre has implemented processes for the design and approval of its programmes that result in curricula that respond adequately to the content and training objectives of degree courses; the learning outcomes correspond to the level of these degrees, in accordance with the Catalan Qualifications Framework (MCQ); and the roll-out schedule, allocation of ECTS credits to subjects, and teaching staff assigned are appropriate and acceptable.**

- The processes implemented by the centre for the design and approval of its training programmes are adequate and effective.
- Training programmes are reviewed and improved periodically.
- The learning outcomes correspond to those established by the MCQ for the educational level of the degrees offered.
- The roll-out of courses is consistent and appropriate in terms of timing, teaching load, coordination and supervision.

As indicated in the ESG, study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers. **(ESG 1.2. Design and approval of programmes).**

The centre must have a process for designing and approving study programmes, which clearly establishes responsibilities and takes current regulations into account.

The design of the courses offered by the centre can be structurally defined as the content, duration and sequencing of the elements (subjects/disciplines) that they comprise. The design, however, embraces other aspects of paramount importance such as the nature of the content; the expected learning outcomes and the sequence in which they are achieved and assessed.

Good course design must be the result of the participation of stakeholders, especially teachers

and students, but also other social agents. The course must be designed so as to allow students to achieve the expected learning outcomes progressively and consistently, regardless of the type of teaching they follow.

All courses must have a report that clearly details their rationale, objectives and competencies, curriculum structure, student workload, teaching methods, and assessment methods.

Curricula must specify the expected learning outcomes in each subject and how their achievement will be certified. Learning outcomes must be in line with the level required by the MCQ and the reference guidelines for the field, if these have been published. In the case of qualifications that allow entry to a regulated professional activity in Spain, the learning outcomes must also be in line with those established in official regulations.

The curriculum should be developed in a way that allows students to achieve learning outcomes reasonably. The centre must ensure the appropriate allocation of teaching staff, coordination mechanisms and the quality of



external work placement centres. In the case of simultaneous courses, the centre must ensure that students acquire all the learning outcomes of the training programmes involved.

Once the curricula have been implemented and rolled out, "Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned" **(ESG 1.9. Ongoing monitoring and periodic review of programmes)**.

### Risks related to quality

The main risk affecting poor curriculum design is that the identification and definition of learning outcomes do not correspond to the discipline and level of the course. This will mean that:

- a) the centre certifies a degree that is not recognised as equivalent to national or international degrees in the same field, and/or
- b) the degree does not correspond to the standard required by the MCQ.

An inadequate structure and/or sequencing of the curriculum will have similar effects, as it may mean that not all learning outcomes can be achieved by students.

The use of inadequate teaching methods and assessment systems can also lead to the same effects and to the unreliability of the qualifications awarded by the centre.

The risk to the institution's credibility and prestige is obvious and will reduce the chances of full employment in suitable posts for students, as society perceives the quality of their degree as inferior.

It will also affect students' possibilities of mobility during their course and if they continue their studies.

Inadequate monitoring and review will result in curricula not being updated in line with scientific

and pedagogical advances in the discipline and will affect the prestige, credibility and competitiveness of the centre.

Ultimately, the recruitment of students by the university and the prestige of the Catalan university system could be affected.

## 1 DESIGN

Training programmes are designed taking into account the opinion of stakeholders and considering the needs of the community in fields related to the discipline.

The content, duration and level of the centre's training programmes conform to the discipline and are recognised internationally.

Training programmes are designed to be flexible so that students can follow different learning paths.

Training programmes take into account students' previous learning of the subjects in the curriculum.

Student learning outcomes are detailed clearly in the subjects/disciplines and in the training programme.

Learning outcomes are specified in accordance with the MCQ in terms of: knowledge, skills and competencies.

Learning outcomes are consistent with the level and scope of the training programme in accordance with the qualification awarded (MCQ).

The credits assigned to subjects enable students to achieve the expected learning outcomes.

The content of subjects and the results of learning are sufficiently differentiated and no overlaps occur.

The training programmes implemented give rise to sufficiently differentiated profiles.

Curriculum design applies legal regulations correctly, especially in cases that qualify students for a regulated profession.

The gender perspective is included in the curriculum.

The expected student workload is reasonable,

realistic and appropriate.

The nature of final degree and master's theses and external internships is consistent with the discipline and level of the qualification.

## 2 APPROVAL AND REVIEW

The centre has implemented processes for the design, review and improvement of training programmes and, where appropriate, the termination of such programmes.

Procedures for the design of training programmes take into account the criteria set out in the VSMA Framework.

Training programmes are reviewed periodically to update them in line with the latest scientific and educational advances in the discipline.

The review is carried out considering the most relevant data and indicators drawn from the roll-out of training programmes.

Responsibility for the design, approval, review and improvement of training programmes is well established and is appropriate in terms of authority and technical competence.

The monitoring and review of training programmes is carried out with the participation of stakeholders, especially students and teachers.

## 3 ROLL-OUT

The time sequence set out in curricula allows the expected learning outcomes to be achieved.

Mechanisms for teaching coordination are appropriate and work correctly.

The assignment of the subjects in the curriculum responds adequately to the profile of teachers and training objectives.

External internships are carried out in centres which are appropriate for training goals to be achieved.

Mechanisms for monitoring the adequacy and quality of internship centres are appropriate and work correctly.

The sequencing and recognition of credits for degree courses taken simultaneously is adequate and allows students to achieve all the learning outcomes of the degrees involved.

## References

- [Consideracions per la renovació de l'acreditació dels títols que participen en dobles titulacions](#). Barcelona: AQU Catalunya, 2018.
- [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). (2015). Brussels, Belgium.
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- [Yerevan Communiqué 2015](#). European Ministerial Conference on Higher Education. Yerevan, 14-15 May, 2015.



## Dimension 3

# Student admission, progression, recognition and certification

**The centre has processes in place for fair, reliable, equitable and public student access and admission. The procedures implemented make it possible to reliably certify students' progression and the achievement of learning outcomes and to recognise previously achieved learning outcomes.**

- The processes implemented for student access and admission ensure fairness, reliability and non-discrimination on the grounds of birth, race, sex, sexual orientation, religion, opinion or any other personal or social condition or circumstance.
- The criteria and requirements for access and admission are clear and public.
- All students admitted have the appropriate profile to achieve the learning outcomes of the degree and their number is consistent with the number of places offered.
- The centre has implemented appropriate and efficient procedures for monitoring the progress of students and guiding them academically and personally.
- Procedures for recognising students' prior learning are in place, relevant, and applied appropriately.
- The procedure for the certification of student learning achievements and the passing of credits for the award of the degree is appropriate and conforms to current regulations.
- The centre makes proper use of the European Diploma Supplement.

In accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification. **(ESG 1.4. Student admission, progression, recognition and certification).**

The experience of higher education students begins with the admission process and it is vital for them to know and trust the application of the criteria established for selection. For this reason, the centre must have implemented admission procedures and the criteria to be applied consistently and transparently. If necessary, it should have counselling services that help students understand the requirements and guide them in obtaining the documentation they must

provide. It is important that induction to the university, the centre, and the programme is provided.

The admission process must ensure that the profile of the students admitted is that intended by the centre, so that the achievement of learning outcomes and, therefore, the progression and graduation of the students can be maximised.

Once students have been admitted, it is essential for the centre to have tools to track, supervise and intervene in their progress. Tutorial action plans and other guidance programmes can help to ensure the progression of students who are enrolled.

In accordance with the Catalan Higher Education Qualifications Framework, it is necessary to ensure a smooth and appropriate transition of

students through the different educational levels. For this reason, centres must implement mechanisms that allow the recognition of prior learning. These mechanisms are essential components to ensure the progress of students in their studies, while facilitating mobility. The centre must also have processes and criteria for the recognition of foreign qualifications obtained by students who want to access the course. Recognition of previous qualifications must comply with the guidelines of the Lisbon Convention.

Finally, graduation represents the culmination of the period of study. Students need to receive documentation explaining the qualification gained (European Diploma Supplement and academic record), including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

### Risks related to quality

The risk of there being a mismatch between the admission process and the requirements for successfully completing the course has implications not only for the student's progression, but also for society as a whole, as the initial conditions according to which the qualifications are verified have not been fulfilled.

An inadequate access and admission process can lead to a poor learning experience for students and potential damage to their self-esteem, prospects for future learning and entry into the job market.

Failure to comply with the principle of non-discrimination in access to university studies can lead to legal action against the institution and seriously affect its reputation and quality.

An ineffective system of tutoring and student monitoring can lead to inadequate student progression and even drop-out.

Inappropriate credit recognition may lead to an academic disadvantage for the student because their prior learning does not align with the level of the subject or area recognised and they need subsequent additional support to continue their studies. This could have negative effects on the

standard required in assessments, if the teacher sees the need to keep the progress of the rest of the group in line with that of such students. In the most serious cases this could mean that the degrees awarded do not fully correspond to the relevant level of qualification. The reputation of the centre could be affected in all cases.

On the other hand, failure to recognise prior learning may lead to discrimination, the inability to access studies, academic and financial disadvantages and the inefficiency of the system.

The inadequate certification of students' achievements can affect their employment opportunities and the continuation of lifelong learning.

## 1 ADMISSION

The admission processes and criteria are appropriate and relevant for the level of the qualifications and the learning outcomes sought.

Responsibility for student admission is defined, complies with the regulations and is appropriate.

The admission process guarantees that, prior to enrolment, students are informed of the criteria for admission, their rights and their obligations.

Admission criteria are applied fairly and consistently and are designed to guarantee that students who are admitted have the academic profile expected.

When it is compulsory, the admission procedure ensures that students have reached the required level in a third language.

Students who are admitted have a profile that is suitable for the programme and the number of students is consistent with the number of places offered.

The number of students enrolled is consistent with the number of places offered.

In postgraduate degrees training complements are relevant and effective.

The admission criteria guarantee equal opportunities, non-discrimination and universal accessibility for people with disabilities.

## 2 PROGRESSION

The centre has relevant and appropriate course continuation requirements which students are aware of.

The centre has effective mechanisms to identify and support students who are at risk of not progressing academically.

The Tutorial Action Plan and other mentoring and support programmes envisage specific action to ensure a successful transition for first-year undergraduate students.

The centre maintains, monitors and acts on data and indicators related to students' progress according to access, modality of study, dedication and sex.

There are effective plans to detect issues related to mental health, disability, welfare and sexual harassment or any others and students are aware of them.

## 3 RECOGNITION AND TRANSFER OF CREDITS AND PRIOR LEARNING

The centre has implemented the policy and process of recognition of credits across different higher education courses (levels 1 to 4 of the MCQ).

The criteria for credit transfer and recognition are relevant, public and are applied coherently and correctly.

Students' previous work and professional experience is recognised in accordance with legal regulations and the learning outcomes achieved. This recognition is carried out appropriately in relevant subjects or disciplines.

The centre has implemented regulations on the recognition of previous studies for the admission of students that are relevant and are applied correctly.

## 4 CERTIFICATION

The centre has implemented a policy and a reliable process for the certification of student learning

outcomes.

The regulations for the issuing of qualifications complies with legal provisions and are known to students.

The centre keeps an exhaustive record of the certifications and qualifications awarded, including the European Diploma Supplement, and has introduced measures that make it impossible to manipulate.

### References

- [Convention on the Recognition of Qualifications concerning Higher Education in the European Region](#). Council of Europe, ETS 165. Lisbon, 1997.
- [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG). (2015). Brussels, Belgium.
- [Law 1/2003](#), of 19 February, on universities in Catalonia. DOGC no. 3826, February 20, 2003, pages 3326 to 3345.
- [Organic Law 6/2001](#), of 21 December, on Universities. BOE no. 307, of 24 December 2001, pages 49400 to 49425.
- [Paris Communiqué 2018](#). European Ministerial Conference on Higher Education. Paris, 25 May 2018.
- [Royal Decree 412/2014](#), of 6 June, establishing basic regulations on procedures for admission to recognised university degree courses. BOE no. 138, of 7 June 2014.
- [Catalan Higher Education Qualifications Framework](#). Barcelona: AQU Catalunya, 2019.
- [Royal Decree 22/2015](#), of 23 January, specifying the requirements for issuing the European Diploma Supplement for qualifications regulated by Royal Decree 1393/2007, of 29 October, on the organisation of recognised university education, and amending Royal Decree 1027/2011, of 15 July, establishing the

Spanish Qualifications Framework for Higher Education. BOE no. 33, of 7 February 2015.

- [Royal Decree 1002/2010](#), of 5 August, on the issuing of recognised university degrees. BOE no. 190, of 6 August 2010.
- [Royal Decree 1027/2011](#), of 15 July, establishing the Spanish Qualifications Framework for Higher Education. BOE no. 185, 3 August 2011.
- [Royal Decree 1044/2003](#), of 1 August, establishing the procedure for the issuing by universities of the European Diploma Supplement. BOE no. 218, of 11 September 2003.
- [Royal Decree 822/2021](#) of September 28, establishing the organization of university education and the quality assurance procedure. BOE no. 233, of 29 September 2021.
- [Royal Decree 1618/2011](#), of 14 November, on the recognition of studies in the field of higher education. BOE no. 302, of 16 December 2011.

## Dimension 4

# Teaching staff

**The centre ensures that it has a sufficient number of competent, suitable teaching staff and applies sustainable, fair and transparent processes for their recruitment and personal and professional development.**

- The academic credentials of the teaching staff are adequate to teach the qualifications offered by the centre.
- The teaching staff has the necessary accreditation established by regulations.
- The number of teaching staff at the centre is sufficient to provide the courses offered.
- The hiring of new teachers is consistent with the established profile for teaching staff and the characteristics of the courses.
- Selection processes are fair, reliable, ensure non-discrimination, and avoid conflicts of interest.
- The training needs of teachers are assessed and the activities scheduled are easily accessible.

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competencies and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing.

Institutions must ensure that their faculty are competent. They should apply fair and transparent processes for the recruitment and development of the staff (**ESG 1.5 Teaching staff**).

Educational institutions must provide teachers with an environment that allows them to carry out their work effectively. For this purpose and in accordance with the ESG, institutions:

- must establish clear, transparent and fair processes for hiring staff and employment conditions that recognise the importance of teaching, as well as monitoring it;
- offer teachers opportunities for professional development and promote it;
- stimulate academic activity to strengthen

the link between education and research;

- encourage innovation in teaching methods and the use of new technologies.

The centre must ensure that for each degree and subject it has sufficient teaching staff with a profile that reflects the nature, level and educational needs of the course.

Schools must comply with legal regulations regarding the profile and accreditation of their teachers. However, it must be acknowledged that practical realities are often much more complex and it is often desirable to involve teachers who meet a particular educational need in a degree or subject (the involvement of experienced professionals, for example), as long as their participation is guided and supervised by responsible staff who must meet requirements and who, at least, have training up to the level of the qualification for which they teach.

The suitability of teaching staff for each course and subject must be assessed in relation to their knowledge, teaching skills and qualifications. All teachers must be up to date with scientific

developments and, especially in the case of those responsible for degrees and subjects, the latest developments in the teaching, learning and assessment of the discipline.

### Risks related to quality

Maintaining standards in terms of teaching staff is intended to prevent students from receiving training from inexperienced and/or unskilled staff. In particular, staff's level of qualification and their teaching/professional experience must not be lower than the level of the degree in which they teach.

A lack of policies, strategies and objectives thus makes it difficult or impossible for the centre to guarantee the quality of its educational activities and weakens the academic leadership of the institution's governing team.

It could also lead to insufficient compliance with legal obligations regarding the profile and sufficiency of teaching staff.

## 1 PROFILE OF TEACHING STAFF

The teaching staff responsible for the degrees and subjects have relevant teaching and research merits.

The percentage of teachers with doctorates who teach on the centre's undergraduate, master's and PhD courses is at least that established in regulations.

Teachers who teach master's degree and doctorate programmes have relevant research merits.

The percentage of staff holding doctorates and accredited doctorates who teach in private centres which are integrated in or attached to the university is at least that established in regulations.

The teaching staff of the centre includes equal proportions of women and men.

The staff who teach the centre's degree courses have at least the same level of training or an equivalent qualification.

The teaching staff responsible for courses and subjects are employed by the centre or university

issuing the degree, preferably with full-time contracts.

Associate faculty have professional experience in the field of the degrees in which they teach.

Teaching staff involved in online teaching have knowledge and experience of online and blended teaching models, and of the use of technologies for virtual learning.

## 2 TEACHING STAFF REQUIREMENTS

The centre has enough staff for the normal teaching of all courses offered.

Selection processes are fair, reliable and ensure non-discrimination on the grounds of birth, race, sex, sexual orientation, religion, opinion or any other personal or social condition or circumstance.

The hiring of new teachers takes into account the needs of the courses and profiles established by the centre.

The teacher/student ratio, for both on-site teaching and blended or online learning, is at least that established in regulations.

The percentage of full-time teaching staff is at least that established in regulations.

## 3 TEACHER TRAINING

The teachers in the centre are up to date with regard to general new developments in university teaching and specific developments in the teaching of their discipline.

Staff have access to and participate in training activities of a general nature and specific activities for their discipline.

Teaching staff have access to the opinions of students about the quality of their teaching and have opportunities to improve it.

### References

- [Decree 405/2006](#), of 24 October, establishing additional remuneration for civil servant and contracted teaching and

research staff at public universities in Catalonia. DOGC no. 4748, of 26 October 2006.

- [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). (2015). Brussels, Belgium.
- [Law 1/2003](#), of 19 February, on universities in Catalonia. DOGC no. 3826, February 20, 2003, pages 3326 to 3345.
- [Organic Law 6/2001](#), of 21 December, on Universities. BOE no. 307, of 24 December 2001, pages 49400 to 49425.
- [Royal Decree 103/2019](#), of 1 March, approving the Statute for pre-doctoral research staff in training. BOE no. 64, 15 March 2019.
- [Royal Decree 640/2021](#), of July 27, on the creation, recognition and authorization of universities and university centres, and institutional accreditation of university centres. BOE no. 179, 28 July 2021.
- [Royal Decree 1086/1989](#), of 28 August, on remuneration for university teaching staff. BOE no. 216, of 9 September 1989.
- [Royal Decree 1312/2007](#), of 5 October, establishing national accreditation for access to university teaching bodies. BOE no. 240, 6 October 2007.
- [Royal Decree 1313/2007](#), of 5 October, regulating the system for competitive entry to university teaching bodies. BOE no. 241, 8 October 2007.
- [Royal Decree 822/2021](#) of September 28, establishing the organization of university education and the quality assurance procedure. BOE no. 233, of 29 September 2021.



## Dimension 5

# Student-centred learning, teaching and assessment

**Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of students reflects this approach.**

- Teaching methods and activities are satisfactorily aligned with learning outcomes.
- The teaching-learning process respects and addresses the diversity of students and their needs, so that it allows flexible learning trajectories; it encourages their autonomy and promotes mutual respect in the teacher-student relationship.
- The assessment systems and criteria are varied, innovative and pertinent to certifying and distinguishing learning outcomes.
- Bachelor's and master's degree final projects and external work placements are monitored and assessed with relevant and appropriate criteria.

Student-centred learning and teaching play an important role in stimulating student motivation, self-reflection, and involvement in the learning process. This means careful consideration of the design and delivery of study programmes and the evaluation of results. **(ESG 1.3. Student-centred learning, teaching and assessment).**

Student-centred learning and teaching are not intended for students to decide what they want to learn and how they want to do so. It proposes a paradigm shift in which the needs of students are considered, in groups and as individuals, and we encourage them to participate in the learning process all the time. Teachers facilitate this active participation in and outside the classroom.

The implementation of student-centred learning and teaching respects and addresses the diversity of students and their needs, while allowing for flexible learning pathways.

The centre must ensure that the content of the subjects and learning activities are up to date with the latest knowledge and research in the discipline in question. Both content and activities must respect student diversity and promote effective

equality between men and women.

The centre's teaching staff are expected to use different teaching methods flexibly. These methods must allow students to develop their academic, personal and professional potential. Student autonomy should be encouraged within a framework of mutual respect.

In view of the importance of assessment for students' progression and their professional future, the criteria and methods of assessment and grading need to be published in advance. Teachers must know the assessment methods established by the centre and apply the most appropriate for the assessment of learning in their discipline. Assessment allows students to demonstrate, and staff to verify, the extent to which expected learning outcomes have been achieved. The assessments given to students should include relevant analysis and also help to improve student learning

### Risks related to quality

There is a risk that the teaching methods and activities used in training programmes will not be



adequate to achieve the expected learning outcomes, negatively affecting the value of the qualification.

Inappropriate assessment methods and criteria may lead to the certification of learning outcomes that have not been achieved or some learning outcomes being prioritised over others, resulting in incorrect certification of the degree.

Allowing students to graduate when they have not achieved learning outcomes can cause problems in their subsequent careers. This implies that society is losing properly trained human capital and puts it at a competitive disadvantage. The same applies to the centre and the university: by failing in its commitment to student training, it loses prestige and, as a result, its power to attract new students is diminished.

## 1 TEACHING METHOD AND TRAINING ACTIVITIES

The centre has established a strategy for learning and teaching that is shared and known by teachers and students.

The students are aware of the teaching method and learning activities that are used in different subjects and disciplines.

The teaching method is appropriate for the educational level and the discipline of the degree.

The methods and learning activities in university master's degrees allow the student to acquire advanced knowledge, skills and competencies and to become familiar with the research methods applicable to the field of work or learning or to relevant professional practice.

Teaching and learning activities encourage student autonomy and promote mutual respect in the teacher-student relationship.

Teaching and learning activities are organised to promote the progressive and consistent achievement of expected learning outcomes.

Learning activities and teaching methods are designed to guarantee equivalent learning outcomes for all students, regardless of the type of teaching provided.

Learning activities promote appropriate intellectual reflection at the level of the subject/discipline that the student is studying.

The centre has effective measures to ensure the quality of external work placements, the practicum and other forms of integrated learning.

Training activities and teaching method demonstrate the centre's interest in teaching innovation.

The centre compiles and analyses appropriate information to ensure the continued effectiveness of its methodological approach.

Teaching methods and activities take into account and respect student diversity (origin, race, sex, sexual identity, religion, opinion or any other personal, social or cultural considerations).

## 2 ASSESSMENT

Assessment regulations and processes are explicit, transparent and accessible to all stakeholders.

The evaluation methods and criteria are consistent with the learning outcomes being evaluated, they can confirm that all specified learning outcomes are achieved and that the grades awarded reflect the different levels of student achievement.

Student assignments are relevant and consistent with the teaching method and activities and the type of teaching.

Students receive timely information on assessment of their work, an analysis of the level attained and suggestions for improvement to guide them in their academic progression.

The centre has procedures in place to ensure the identity of students in on-site and, especially, online assessment activities.

The centre has defined and implemented mechanisms to prevent, identify and respond to unacceptable academic practices (copying, plagiarism, etc.) and these are known to students.

Assessment activities are adapted to the type of student, especially those with disabilities or other special educational needs.

The centre has mechanisms that guarantee the integrity and security of the assessment process.

## References

- [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). (2015). Brussels, Belgium.
- [Law 1/2003](#), of 19 February, on universities in Catalonia. DOGC no. 3826, February 20, 2003, pages 3326 to 3345.
- [Organic Law 6/2001](#), of 21 December, on Universities. BOE no. 307, of 24 December 2001, pages 49400 to 49425.
- [Catalan Higher Education Qualifications Framework](#). Barcelona: AQU Catalunya, 2019.
- [Royal Decree 822/2021](#) of September 28, establishing the organization of university education and the quality assurance procedure. BOE no. 233, of 29 September 2021.

## Dimension 6

# Learning resources and student support

**The centre has guidance services and adequate and effective resources for student learning.**

- The material resources available are appropriate to the number of students, the characteristics of the course and the educational model of the centre.
- Teaching and learning support infrastructures respond appropriately to students' learning needs.
- The academic guidance services provide adequate support for the learning process, and the professional guidance services facilitate entry into the labour market and/or professional development.

According to the ESG, "Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided." **(ESG 1.6. Learning resources and student support).**

Centres are expected to offer a range of resources to contribute to student learning. The types of resources are very varied: teaching infrastructure (classrooms, laboratories, clinical facilities, animal supply facilities, etc.), libraries, study spaces, computer infrastructures, documentation, tutoring services, guidance for students with disabilities, advice on financial aid, career guidance and placement, residential life, sports, etc.

The resources offered must take into account the needs of a diverse student population as well as the shift towards student-centred learning and flexible learning and teaching models. Access to learning resources should, therefore, not present unexpected barriers, costs or technological requirements for students, including those with special needs.

When learning resources are part of an e-learning management system, all users have timely access to the system and training in its use is available.

The centre must have processes in place to

guarantee the suitability of student support resources for the training objectives. They must also guarantee quality, accessibility and information for students.

Administrative and support staff play a crucial role in providing support services. They must, therefore, be qualified and have opportunities to develop their competencies.

### Risks related to quality

The supply or use of poor quality teaching resources (material that is irrelevant, obsolete, lacking in rigour, etc.) will result in students not achieving the expected learning outcomes and being at a disadvantage in their professional and personal future compared with other graduates on similar training programmes. The same can be said of inadequate, obsolete or derelict teaching infrastructures.

Inadequate student support services will lead to a poor educational experience that can bring about low academic performance, drop-out, and even personal problems for students.

These shortcomings will significantly affect the image of the centre, reducing its prestige and competitive potential compared with other university centres.

## 1 FACILITIES AND INFRASTRUCTURES

The facilities and the rest of the educational infrastructure, both in the centre and partner entities, are sufficient with respect to the number of students and are appropriate for the training activities of the courses.

The technological facilities and infrastructure are adapted to the characteristics and needs of students, especially those with disabilities.

The capability of the technology infrastructure, especially for degrees offered online, is sufficient to support all students, is permanently accessible, and allows adequate interaction between staff and students.

The technological infrastructure is secure, reliable and respects the privacy of students and staff.

The technological infrastructure allows students to be identified unambiguously.

Students and faculty are satisfied with the functioning, adequacy and quality of the facilities and other teaching infrastructures.

## 2 LEARNING SUPPORT SERVICES AND RESOURCES

Learning support services and resources are sufficient and consistent with the discipline, teaching method and learning needs of the course.

Students have access to all the teaching materials recommended in the subjects composing the course, either physically or online.

The centre has programmes for academic guidance and incorporation into the labour market that are appropriate for the discipline and the teaching method and effective.

There are sufficient staff in charge of support services, they are qualified to carry out their work and have opportunities for training.

The centre participates in the definition of criteria for the selection, evaluation and professional development of staff in charge of support services.

The centre ensures equal access to services and

learning resources and they are designed to respect student diversity.

Students are satisfied with the resources and services to support learning offered by the centre.

The centre periodically reviews and improves, where appropriate, the processes associated with learning support

### References

- [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). (2015). Brussels, Belgium.
- [Law 1/2003](#), of 19 February, on universities in Catalonia. DOGC no. 3826, February 20, 2003, pages 3326 to 3345.
- [Organic Law 6/2001](#), of 21 December, on Universities. BOE no. 307, of 24 December 2001, pages 49400 to 49425.

## Dimension 7

# Implementation of the IQAS and academic results

**The centre has implemented an IQAS that includes processes for collecting information to analyse and improve its training activities and the IQAS itself. The results of training programmes are adequate in terms of the achievement of learning outcomes, indicators of academic performance, satisfaction and finding employment.**

- The IQAS has been implemented and is constantly being reviewed and improved.
- IQAS processes are adequate and efficient and allow for proper monitoring and improvement of its activities.
- Students attain the intended learning outcomes.
- The academic results, satisfaction levels and employment outcomes of training programmes are adequate and consistent with those of similar courses in the same discipline.

"Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities" (**ESG 1.7. INFORMATION MANAGEMENT**).

The centre must be able to demonstrate that it achieves its training and operational objectives. In order to know what works well and what the centre's teaching requires, it is essential to have a system that collects and analyses data on the roll-out of the degrees it offers.

The centre must incorporate effective processes for collecting and analysing information about study programmes and other activities within the internal quality assurance system.

It is essential for the centre to collect data and indicators on performance, the profile of the student population; indicators of change, student success and drop-out; student satisfaction with courses and learning and support resources; the satisfaction of students who have qualified with their studies; the satisfaction of the teaching staff with the qualifications for which they teach; and the careers of graduates. The information can be collected using different methods and can take into account the accessibility, cost and

significance of the results obtained. It is important for this information to be compared to that for other similar providers.

The centre must be able to demonstrate that students achieve the intended learning outcomes and that these are consistent with the discipline of the training programmes it offers.

### Risks related to quality

Inefficient or inappropriate information management can lead to the centre not having up-to-date quantitative and qualitative information or incorrect information. In both cases, the analysis and improvement of training programmes will be affected, leading to a significant drop in the quality of the training offered by the centre. The end result of such mismanagement will be an inability to attract new students due to the centre losing prestige and, ultimately, a decrease in the university's competitive potential.

The same can be said if the academic results, satisfaction levels and employment outcomes of students are significantly poorer than the average for other similar degrees in the same disciplines and the objectives set in accordance with the profile of students and the characteristics of their

educational model.

The failure of students to achieve the intended learning outcomes means a failure in the roll-out of the training programme, its methodology and teaching activities, and the assessment system. This failure is a breach of the "contract" established by the centre with society for the training of students and for their professional development.

## 1 IMPLEMENTATION OF THE IQAS

The centre has implemented an effective information collection process that includes the data and indicators necessary to evaluate the adequacy of the implementation of its training programmes.

The centre has implemented a process for the review of the IQAS that is appropriate and effective.

The review and improvement of processes is carried out taking their results into account.

There is an updated improvement plan that is adequate and effective for reviewing the IQAS and the centre's training programmes.

There is a document management system that ensures the proper functioning of the processes and is effective.

## 2 RESULTS OF TRAINING PROGRAMMES

The learning outcomes of graduates correspond to the intended objectives and to the corresponding training level of the Catalan Qualifications Framework.

The indicators of academic results are consistent with the type of students and equivalent qualifications.

Indicators are properly segmented, taking the following into account, if the size of the population allows: access routes, income profiles, sex, country of origin and cohort.

The centre regularly monitors changes in

academic performance indicators and other data on the implementation of training programmes.

The data collected and the indicators generated are compared with those of similar national and international institutions.

The satisfaction of enrolled students, graduates and teachers is consistent with the type of degree and levels of satisfaction with similar degrees.

Job placement indicators are consistent with the type of students and equivalent qualifications.

### References

- [Bucharest Communiqué](#) 2012. European Ministerial Conference on Higher Education. Bucharest, 26-27 April 2012.
- [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). (2015). Brussels, Belgium.
- [Catalan Higher Education Qualifications Framework](#). Barcelona: AQU Catalunya, 2019.
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- [Royal Decree 822/2021](#) of September 28, establishing the organization of university education and the quality assurance procedure. BOE no. 233, of 29 September 2021.

## Dimension 8

# Public information

**The centre adequately informs all stakeholders of the characteristics of the programme and the management processes that guarantee its quality.**

- The centre publishes truthful, complete, up-to-date and accessible information on the characteristics of degree programmes and their delivery.
- The centre publishes information on academic results and levels of satisfaction among students and staff, and publishes the results of the centre's institutional accreditation and/or qualifications.

Information transparency is repeatedly included in the communiqués of European Ministers of Education. For example, in the Bergen Communiqué of May 2005, ministers express a wish to "establish a European Higher Education Area based on the principles of quality and transparency". The importance of transparency is reflected throughout the European standards and guidelines. ESG Standard 1.8 thus states that "Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible" (**ESG 1.8. PUBLIC INFORMATION**).

The guidelines in this standard state that "Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information."

Moreover, centres and university institutions must also inform present and future students about the cost of the ECTS credits for which they are enrolled and the other expenses associated with

enrolment, about the accreditation status of the centre and/or its training programmes, the process for complaints and suggestions, and the people (with their e-mail addresses), services or communication channels they can contact in case of need.

The publication of information ensures transparency and facilitates accountability. The centre must be committed to integrity and transparency in its operations by adopting sound and appropriate policies and processes.

### Risks related to quality

Public information plays a key role in building trust, which implies attracting more new students. Incomplete or unreliable information implies a competitive disadvantage and can damage the centre's image.

Poor information does not allow potential and current students to make correct and relevant decisions. Misinformed decisions can lead to drop-out, poor academic performance, and dissatisfaction, increasing the number of complaints. They thus affect the academic life of students and their professional future, leading to a loss of confidence and harm to the image of the centre.



## 1 QUALITY OF INFORMATION

The centre has implemented a process for the publication of information relevant to stakeholders and, in particular, for enrolled and potential students.

Public information is accessible to all stakeholders (students, faculty, families, and society at large) and is adapted to their different profiles.

The public information available is updated, well structured and comprehensive, and is true.

Public information takes the gender perspective into account and does not display any sex bias.

Public information is adapted to students with disabilities and special educational needs.

Where applicable, the information published is appropriate for attracting foreign students and directing them to the relevant guidance services.

## 2 CONTENT OF INFORMATION

Updated information is provided on conditions for access, admission criteria, complementary training and, if applicable, the price of ECTS credits and other expenses related to enrolment.

The centre publishes all teaching regulations, the IQAS and other regulations or policies on gender equality, non-discrimination, promotion of diversity, treatment of disability, etc.

Information on curricula includes the subjects or disciplines, work load (ECTS), roll-out schedule, teaching methods and activities, bibliographic resources, and activities and criteria for assessment.

The names of the teaching staff in charge of the subjects or disciplines are published, with contact details and a short curriculum vitae.

The academic results of the last five academic years are published.

Students have access to information on mobility, learning resources and other support services.

Students are informed about mechanisms for complaints and suggestions.

Information is published about the satisfaction of graduate students and faculty.

Details of the institutional accreditation of the centre and/or its degrees are published and updated.

### References

- [Bucharest Communiqué](#) 2012. European Ministerial Conference on Higher Education. Bucharest, 26-27 April 2012.
- [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG). (2015). Brussels, Belgium.
- [Leuven / Louvain-la-Neuve Communiqué](#) 2009. European Ministerial Conference on Higher Education. Leuven and [Louvain-la-Neuve](#), 28-29 April 2009.
- [Law 19/2013](#), of 9 December, on transparency, access to public information and good governance. BOE no. 295, of 10 December 2013.
- [Law 19/2014](#), of 29 December, on transparency, access to public information and good governance. DOGC no. 6780, dated 31 December 2014.
- [Royal Decree 822/2021](#) of September 28, establishing the organization of university education and the quality assurance procedure. BOE no. 233, of 29 September 2021.



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"The standards and criteria for the institutional accreditation of university centres" have been drawn up with reference to the methodological documentation of other university systems. In some cases, they include all or part of approaches and texts that form part of these documents.

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- [Guide to institutional accreditation](#). (2013). The Danish Accreditation Institution. Copenhagen, Denmark.
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- [Handbook of Institutional Accreditation](#). (2017). New York State Board of Regents and the Commissioner of Education. Albany, NY, United States of America.
- [Handbook of Accreditation 2013 Revised](#). (2018). WASC Senior College and University Commission. Alameda, CA, United States of America.
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- [Policy Book](#). (2019). High Learning Commission. Chicago, IL, United States of America.
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- [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). (2015). ENQA. Brussels, Belgium.
- [UK Quality Code for Higher Education](#). (2018). The Quality Assurance Agency for Higher Education (QAA). Gloucester, Great Britain.

# Annex

## Relationship between Standards and ESG

ESG	Dimension	Sub-dimension	Standard	Sub-standards
1.1 Quality assurance policy	1. Policies and strategy	1.1. Framework of the centre's relationship with the university 1.2. Governance 1.3. Training available and prospects of change 1.4. Human resources policy 1.5. Internationalisation policy 1.6. Online training policy 1.7. Social responsibility policy 1.8. Quality policy management structures	The centre has a formally adopted strategy and policies, with the participation of stakeholders, to strengthen and develop the quality and relevance of training programmes on an ongoing basis.	<ul style="list-style-type: none"> <li>• The centre has defined a strategy whose objectives are reflected in indicators that measure the extent to which they have been achieved.</li> <li>• The centre has established quality assurance policies that include scope, values, and goals to be achieved.</li> <li>• The processes for their approval, review and improvement are clearly defined.</li> <li>• The chain of responsibility and the parties responsible are clearly identified in the decision-making process.</li> <li>• Policies are disclosed and stakeholders are informed of their results.</li> <li>• The risks involved in the strategy to be implemented and those which may arise have been identified and preventive measures have been planned.</li> </ul>
1.2. Design and approval of programmes  1.9 Ongoing monitoring and periodic review of programmes	2. Design, approval and roll-out of training programmes	2.1. Design 2.2. Approval 2.3. Roll-out	The centre has implemented processes for the design and approval of its programmes that result in curricula that respond adequately to the content and training objectives of degree courses; the learning outcomes correspond to the level of these degrees, in accordance with the Catalan Qualifications Framework (MCQ); and the roll-out schedule, the allocation of ECTS credits to subjects, and the teaching staff assigned are appropriate and acceptable.	<ul style="list-style-type: none"> <li>• The processes implemented by the centre for the design and approval of its training programmes are adequate and effective.</li> <li>• Training programmes are periodically reviewed and improved.</li> <li>• The learning outcomes correspond to those established by the Catalan Qualifications Framework (MCQ) for the educational level of the degrees offered.</li> <li>• The roll-out of courses is consistent and appropriate in terms of timing, teaching load, coordination and supervision.</li> </ul>
1.4 Student admission, progression, recognition and certification	3. Student admission, progression, recognition and certification	3.1. Admission 3.2. Progression 3.3. Recognition and transfer of credits and prior learning 3.4. Certification	The centre has established procedures for the admission of students which are fair, reliable, equitable and public. The procedures implemented make it possible to reliably certify students' progression and the achievement of learning outcomes and to recognise previously achieved learning outcomes.	<ul style="list-style-type: none"> <li>• The processes implemented for student access and admission ensure fairness, reliability and non-discrimination on the grounds of birth, race, sex, sexual orientation, religion, opinion or any other personal or social condition or circumstance.</li> <li>• The criteria and requirements for access and admission are clear and public.</li> <li>• All students admitted have the appropriate profile to achieve the learning outcomes of the degree and their number is consistent with the number of places offered.</li> <li>• The centre has implemented appropriate and efficient procedures for monitoring the progress of students and guiding them academically and personally.</li> <li>• Procedures for recognising students' prior learning are in place, relevant, and applied appropriately.</li> <li>• The procedure for the certification of student learning achievements and the passing of credits for the award of the degree is appropriate and conforms to current regulations.</li> <li>• The centre makes proper use of the European</li> </ul>

## ANNEX

				Diploma Supplement.
1.5 Teaching staff	4. Teaching staff	4.1. Profile of teaching staff 4.2. Number of teaching staff 4.3. Teacher training	The centre ensures that it has a sufficient number of competent, suitable teaching staff and applies sustainable, fair and transparent processes for their recruitment and personal and professional development.	<ul style="list-style-type: none"> <li>• The academic credentials of the teaching staff are adequate to teach the qualifications offered by the centre.</li> <li>• The teaching staff has the necessary accreditation established by regulations.</li> <li>• The number of teaching staff at the centre is sufficient to provide the courses offered.</li> <li>• The hiring of new teachers is consistent with the established profile for teaching staff and the characteristics of the courses.</li> <li>• Selection processes are fair, reliable, ensure non-discrimination, and avoid conflicts of interest.</li> <li>• The training needs of teachers are assessed and the activities scheduled are easily accessible.</li> </ul>
1.3 Student-centred learning, teaching and assessment	5. Student-centred learning, teaching and assessment	5.1. Teaching method and training activities 5.2. Assessment	Institutions should ensure that programmes are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of students reflects this approach.	<ul style="list-style-type: none"> <li>• Teaching methods and activities are satisfactorily aligned with learning outcomes.</li> <li>• The teaching-learning process respects and addresses the diversity of students and their needs, so that it allows flexible learning trajectories; it encourages their autonomy and promotes mutual respect in the teacher-student relationship.</li> <li>• The assessment systems and criteria are varied, innovative and relevant to certifying and distinguishing learning outcomes.</li> <li>• Bachelor's and Master's degree final projects and external work placements are monitored and evaluated with relevant and appropriate criteria.</li> </ul>
1.6. Learning resources and student support	6. Learning resources and student support	6.1. Facilities and infrastructures 6.2. Learning support services and resources	The centre has guidance services and adequate and effective resources for student learning.	<ul style="list-style-type: none"> <li>• The material resources available are appropriate to the number of students, the characteristics of the course and the educational model of the centre.</li> <li>• Teaching and learning support infrastructures respond appropriately to students' learning needs.</li> <li>• Academic guidance services provide adequate support for the learning process, and professional guidance services facilitate entry into the labour market and/or professional development.</li> </ul>
1.7. Information management 1.9. Ongoing monitoring and periodic review of programmes	7. Implementation of the IQAS and academic results	7.1. Implementation of the IQAS 7.2. Results of training programmes	The centre has implemented processes to collect information for the analysis and improvement of its training activities and the IQAS. The results of training programmes are adequate in terms of the achievement of learning outcomes, academic performance indicators, satisfaction and finding employment.	<ul style="list-style-type: none"> <li>• Students attain the intended learning outcomes.</li> <li>• The academic, satisfaction and job placement results of training programmes are adequate and consistent with those obtained for similar degrees in the same discipline.</li> <li>• The centre has processes in place for the management of information and documentation that are appropriate and efficient and allow for adequate monitoring and improvement of its activities.</li> <li>• The IQAS has been implemented and is constantly being reviewed and improved.</li> </ul>
1.8. Public information	8. Public information	8.1. Quality of information 8.2 Content of information	The centre adequately informs all stakeholders about the characteristics of the programme and the management processes that guarantee its quality.	<ul style="list-style-type: none"> <li>• The centre publishes truthful, complete, up-to-date and accessible information on the characteristics of degree programmes and their delivery.</li> <li>• The centre publishes information on academic results, the satisfaction of students and teaching staff and publishes details of the institutional accreditation of the centre and/or its qualifications.</li> </ul>





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