



ANALYSIS OF INSTITUTIONAL ACCREDITATION FOLLOW-UP REPORTS

A Study of the First Two Years of Implementation

First edition

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INTRODUCTION

Institutional accreditation follow-up is an intermediate stage in the external review cycle for university centres. Once a centre has obtained initial institutional accreditation, it enters a period in which it must systematically and continuously demonstrate that it is maintaining and building on the quality standards achieved through the effective operation of its internal quality assurance system (IQAS).

This follow-up forms part of the continuous enhancement cycle underpinning AQU Catalunya's model, which is aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Its purpose is to verify that the centre's policies, processes and outcomes remain consistent with the established standards and its stated educational objectives.

AQU Catalunya's institutional follow-up review procedure does not assign ratings to standards, dimensions or accreditation levels, nor does it alter ratings assigned in previous reviews, as its approach is focused on continuous enhancement. In this context, follow-up reports provide key evidence for subsequent external reviews, while helping centres to improve where necessary and prepare for the renewal of their institutional accreditation.

The review is based primarily on an analysis of the centre's follow-up report, the evidence and indicators generated through its regular activities, and publicly available information; the creation of *ad hoc* evidence should be avoided.

Follow-up review reports are structured around the dimensions, standards and substandards defined in the relevant framework documents and conclude with a summary focused on continuous enhancement. This includes good practices, enhancement areas, recommendations and points to consider, which are intended to guide centres through future reviews and towards the renewal of their institutional accreditation.

In this respect, follow-up is not simply a compliance exercise. Rather, it serves as a tool for institutional reflection, enabling the centre to strengthen the links between its strategy, processes, outcomes and enhancement actions and putting it in a strong position for institutional accreditation renewal.

Implementation of the institutional accreditation follow-up process

Institutional accreditation follow-up is a recently introduced review process at AQU Catalunya and is still undergoing gradual consolidation.

The first follow-up reports were submitted and reviewed during the 2023–2024 academic year, marking the effective launch of this new exercise within the institutional accreditation

process for university centres. It was also a new exercise for the Specific Commission for Institutional Assessment (CEAI), which was established in late 2023.

Both the centres and the CEAI have gradually refined their approaches, the depth of analysis and expectations for the reports, particularly in terms of striking the right balance between description, critical assessment and a focus on enhancement.

From its initial implementation to the present, a total of thirty institutional accreditation follow-up reports have been reviewed, excluding reports received from 2026 onwards.

This considerable number of reviews has enabled AQU Catalunya to build up experience of how the process works; identify common patterns, good practices and recurring difficulties; and reinforce the formative and supportive role of follow-up. At the same time, this initial experience is helping to make the process more consistent and methodologically robust, laying a solid foundation for undertaking the first institutional accreditation renewals in the coming years within a more mature and broadly shared review framework.

Data on the institutional accreditation follow-up process

As Figures 1 and 2 show, a higher number of reports (18) were reviewed in 2024, as some reports originally scheduled for review in 2023 were deferred until early 2024. In 2025, twelve reports were reviewed.

The number of reports also varied across universities, with some institutions (such as the UAB and URL) accounting for a larger share than others. This reflects differences in the pace at which universities obtained initial institutional accreditation.

Figure 1. Reports submitted by year

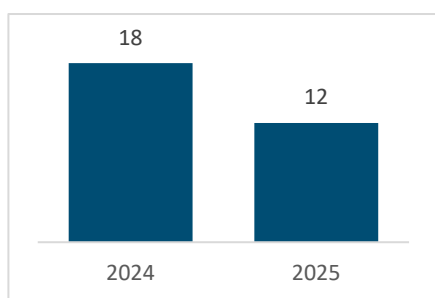
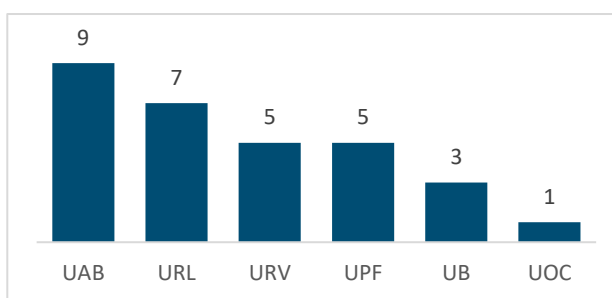


Figure 2. Reports submitted by university



ANALYSIS OF INSTITUTIONAL ACCREDITATION FOLLOW-UP OUTCOMES

Before examining each of the dimensions analysed, this section provides an overview of the main findings from the reports produced by the CEAI.

These reports generally find that university centres have implemented operational IQAS, with defined processes, available indicators and established continuous enhancement practices. Annual follow-up reports, active enhancement plans and periodic review mechanisms that enable centres to identify deviations and take corrective action are all viewed positively.

In terms of strategy, governance and institutional alignment, the reports indicate a good level of formal alignment between the strategies of the centres and those of their respective universities. However, the CEAI frequently highlights the need for clearer traceability between strategic objectives, actions taken and results achieved. It also recommends strengthening the involvement of stakeholders, particularly students and external parties, in strategy definition and follow-up.

Academic and graduate employment outcomes are generally considered satisfactory. Centres regularly monitor performance, success and graduation indicators. However, low response rates to satisfaction surveys are highlighted as a common challenge, limiting the representativeness of the data and making it more difficult to take fully evidence-based decisions.

With regard to teaching staff and human resources, the reports find that staffing levels and competencies are generally adequate, but identify structural enhancement areas. These include high proportions of non-permanent teaching staff at some centres, the need to increase the number of staff with PhDs and research accreditations, and the need for better medium-term planning of teaching staff profiles. Overall, the reports recommend integrating the analysis of staffing-related risks more systematically into the IQAS.

Finally, publicly available information is considered appropriate, accessible and well structured, particularly information on curricula and academic outcomes. Nevertheless, the reports repeatedly recommend improving stakeholders' perceptions of this information, ensuring that it is systematically kept up to date, and publishing more satisfaction data and key quality indicators.

The following sections examine the key aspects identified by the CEAI and communicated to university centres through its follow-up review reports, organised by review dimension.

Given the importance of Dimension 1 (D1), a more detailed analysis is provided for each of its subdimensions, while the remaining sections cover each dimension as a whole.

At the end of each dimension, the most frequently recurring recommendations and enhancement areas across the CEAI's reports are highlighted, together with the main strengths identified at the centres reviewed.

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.*

General observations

Overall, centres consistently demonstrate that they have a formalised strategy, defined quality policies, established governance mechanisms, and processes for approval, review and enhancement. Stakeholder involvement and alignment with institutional strategic plans, often formalised through a programme contract, are also reviewed. Most reports find that responsibilities are clearly assigned, policies are communicated effectively and centres are accountable for their results.

It is important to note, however, that this dimension and its various sections require centres to review and reflect on their policies and strategies across a range of areas: governance, academic provision, human resources, internationalisation, online education, sustainable development and quality management. The assessment rubrics are applied to each of these areas. Centres are not expected simply to describe the relevant processes and outcomes, but to provide a more reflective and critical analysis of the policies they have in place. This dimension therefore focuses on how effective these policies are and how they contribute to the actual quality of the centre's degree programmes.

1.1 Framework of the centre's relationship with the university

The relationship between centres and their universities is generally characterised by strong strategic alignment, with consistent objectives and policies supported by institutional guidelines, mapping tables and shared planning, follow-up and review mechanisms. This structured and operational relationship combines centres' management autonomy with a

common institutional framework that ensures consistency and coordination through annual reports, cross-cutting processes, the IQAS and alignment with the strategic plan.

Overall, this relationship is considered robust and well documented, although there is still room for improvement in documentation, information accessibility and critical assessment of how the relationship works in practice. The CEAI also frequently highlights the need for clearer traceability between strategic objectives, actions taken and results achieved.

Finally, the reports recommend strengthening the involvement of stakeholders, particularly students and external parties, in strategy definition and follow-up.

1.2 Governance

Centres generally have well-structured governance arrangements, with clear organisational structures, defined roles, and strong participation from key stakeholders. This participation occurs primarily through internal committees and coordinating bodies, which systematically review processes and degree programmes and maintain records of their activities. Despite these structures, the reports highlight the need for more in-depth analysis of how these bodies operate in practice, greater reflection on the effectiveness of stakeholder involvement, and broader engagement with external stakeholders.

1.3 Training available and prospects of change

The follow-up reports indicate that academic provision is systematically reviewed through formal internal processes and dashboards that allow users to analyse indicators and identify where updates or enhancements are needed. Centres with more advanced practices take account of the academic and professional context, as well as developments in the higher education system, to adapt their provision and ensure that it remains academically and socially relevant. In some cases, external advisory bodies or market data are also used to inform future planning. Although these processes are well documented, the reports highlight the need for more critical analysis of emerging trends, closer consideration of the contributions made by different stakeholders, and more comprehensive reflection on the risks, opportunities and criteria underpinning decisions to introduce, review or continue degree programmes.

1.4 Human resources policy

The follow-up reports consistently describe human resources policy as a set of formal processes governing the planning, recruitment, evaluation and professional development of teaching staff and technical management, administrative and service staff, with the aim of ensuring that staffing levels and competencies meet the centre's academic needs. Centres have mechanisms for defining staff profiles, structuring recruitment and teaching evaluation processes, and promoting continuous professional development. However, the reports

frequently recommend closer analysis of the effectiveness of these processes and their alignment with institutional strategy.

The reports also highlight the need to consider risks associated with workforce composition, such as excessive reliance on non-permanent teaching staff, gender imbalances, insufficient succession planning and mismatches between staff profiles and teaching needs. They also call for contingency plans and management models that enable centres to anticipate future staffing needs.

Overall, human resources policies are considered operational and effective in ensuring adequate teaching provision. However, the reports emphasise the need for a more critical and strategic approach to support the sustainability, quality and development of the workforce.

1.5 Internationalisation policy

The follow-up reports describe internationalisation policy as encompassing a range of measures aimed at increasing centres' international presence through student and teaching staff mobility, participation in academic networks and the integration of an international perspective into the curriculum. Centres generally have formal processes governing mobility and supporting teaching initiatives in English. However, the reports frequently recommend closer analysis of teaching staff profiles and the extent to which they support internationalisation, as well as clearer traceability of the actions taken and their actual impact on the quality and international profile of degree programmes.

1.6 Online training policy

Online training policy encompasses the measures taken to ensure that online and hybrid programmes meet quality standards, follow a coherent methodological approach and align with institutional strategy.

Not all centres offer online education, but those that do generally have formal processes governing the organisation of online teaching, the use of digital tools and support for teaching staff. The reports also note efforts to integrate online provision into strategic plans and IQAS. The Universitat Oberta de Catalunya (UOC) represents a distinct case, as the follow-up of its degree programmes highlights online training policy as an integral part of the university's model.

Overall, the reports highlight the need for more systematic assessment of the impact of online provision, greater reflection on the resources and staff profiles needed to sustain it, and clearer and more accessible information in this area to support effective follow-up and robust decision-making. While the increasing maturity of this policy is viewed positively, the reports recommend further analysis of its effectiveness in practice and its contribution to the quality of degree programmes.

1.7 Sustainable development policy

The follow-up reports identify sustainable development policy as an area receiving increasing attention which, despite having solid institutional foundations, still requires more systematic implementation and more in-depth analysis. Centres generally have plans, committees or lines of action linked to the Sustainable Development Goals (SDGs), including measures addressing gender equality, climate action, institutional sustainability and diversity. Specific initiatives include equality plans, reporting channels and working groups dedicated to sustainability.

However, the reports consistently highlight the lack of a fully structured strategy that integrates action planning with impact assessment. Altogether, sustainable development policy has made significant progress, but a more comprehensive and measurable approach is needed to ensure alignment with institutional quality and social responsibility objectives.

1.8 Quality policy management structures

The reports describe quality policy management structures as formalised and operational, with cross-cutting processes and designated bodies that coordinate follow-up, review and continuous enhancement. These arrangements include clearly defined procedures, dashboards and oversight mechanisms that support data analysis and evidence-based decision-making.

Despite this solid foundation, the reports recommend making the supporting evidence submitted with reports easier to access and trace, ensuring that all necessary documentation is available, and providing more critical assessments of how effectively processes operate in practice and the extent to which stakeholders are involved in quality management.

ENHANCEMENT AREAS AND RECOMMENDATIONS

- Strengthen critical assessment of the implementation of strategies and policies, moving beyond description.
- Include evaluative rather than merely descriptive reflection on the effectiveness of policies and processes.
- Develop systematic risk analysis across all dimensions, including risks relating to the sustainability of academic provision, reliance on particular teaching staff profiles and failure to meet strategic objectives.
- Increase the involvement of external stakeholders in strategic planning, including industry, graduates and employers.
- Document the impact of policies and strategic follow-up on the centre's outcomes.

STRENGTHS

- Strong strategic alignment between centres and their universities, with objectives translated into indicators and supported by follow-up mechanisms.
- Active participation in collegiate bodies and institutional committees, helping to ensure consistency in strategic decision-making.
- Clear, well-defined governance structures, with standardised decision-making processes.

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.*

The follow-up reports show that most centres have formalised and effective processes for the design, approval and roll-out of degree programmes. These processes ensure that curricula appropriately reflect their subject matter and educational objectives and that learning outcomes are aligned with the relevant MCQ qualification level.

The reports find that programmes are periodically reviewed and modified in response to indicators, regulatory requirements, and social or professional needs. Overall, the roll-out of courses is considered consistent in terms of timing, teaching load, coordination and supervision. Centres have mechanisms in place for coordinating teaching, managing placements and bachelor's and master's degree final projects, and follow-up programme delivery.

However, several reports highlight the need for more critical reflection, particularly on the effectiveness of these processes, stakeholder contributions, the impact of curriculum reviews, and the integration of cross-cutting perspectives such as gender, the SDGs, internationalisation and inclusion.

ENHANCEMENT AREAS AND RECOMMENDATIONS

- Increase critical reflection on the effectiveness of programme design and review, moving beyond a simple description of processes.
- Increase stakeholder involvement (including students, employers and professional bodies) in programme design and review.

- Systematically include double degrees and degree programmes delivered jointly with other centres or universities in the analysis, including student guidance, tutoring and curriculum consistency.

STRENGTHS

- Robust cross-cutting processes for the planning, validation, follow-up and review of degree programmes.
- Systematic review of enhancement plans and follow-up of the extent to which actions have been implemented across all degree programmes.

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 follow-up 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.*

The follow-up reports show that centres generally have well-established formal processes that ensure fair and transparent admission in line with the entry profiles required for their degree programmes. Access criteria are publicly available, procedures ensure equity and non-discrimination, and the number and profile of students admitted are generally appropriate in relation to demand and the intended learning outcomes. Centres also have effective mechanisms for follow-up student progression, often through tutoring systems, tutorial action plans and the analysis of performance, dropout and graduation indicators. These mechanisms help to identify risks and provide students with guidance throughout their studies.

With regard to recognition and certification, centres have established procedures for recognising prior learning and transferring credits, which are applied appropriately and in accordance with regulations. The certification of credits and award of qualifications also follow appropriate regulatory procedures, and the Diploma Supplement is used routinely and correctly. Despite this solid foundation, several reports point to a recurring lack of

deeper reflection on how effective these processes are in practice, how well they align with the centre's strategic objectives and how they contribute to continuous enhancement.

ENHANCEMENT AREAS AND RECOMMENDATIONS

- Include more critical reflection on admission, progression and recognition processes, moving beyond formal description.

STRENGTHS

- Stable, well-established procedures for admission, tutoring and certification.
- Effective provision of guidance services, personal support and academic guidance.
- Regular analysis of performance, dropout and graduation indicators to inform enhancement decisions.

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 follow-up reports indicate that centres generally have appropriate levels of teaching staff with the competencies and qualifications needed to deliver their academic programmes. Teaching staff's academic credentials and research merits generally meet regulatory requirements and the specific needs of each degree programme. This is particularly the case for master's degree programmes, where the proportion of teaching staff with PhDs tends to be high. Selection and recruitment processes are also found to be transparent, equitable and designed to prevent conflicts of interest. Staff development needs are identified through evaluation mechanisms, with accessible development opportunities provided in response.

Despite these well-established arrangements, the reports also identify several areas requiring continued follow-up. These include variations in the proportion of permanent staff and staff with PhDs across some degree programmes, the need for staff profiles that more closely match the specific requirements of individual subjects, and the need to increase teaching capacity as academic provision expands. Some centres also show gender imbalances among their teaching staff.

ENHANCEMENT AREAS AND RECOMMENDATIONS

- Closely monitor the proportions of permanent teaching staff and staff with PhDs in certain degree programmes and centres.
- Strengthen coordination between departments and centres in defining staff profiles and assigning teaching responsibilities.

- Address gender imbalances among teaching staff and take action to correct them.
- Promote continuous professional development policies aligned with the needs of degree programmes and centres, particularly in relation to online teaching and the use of AI.
- Assess the effectiveness of teaching staff development processes.
- Incorporate risk analysis relating to staffing structures and plan measures to ensure their medium- and long-term sustainability.

STRENGTHS

- Well-established processes for the selection, recruitment, evaluation and professional development of teaching staff.
- Centres generally have appropriate levels of teaching staff with the competencies and qualifications needed to deliver their programmes.

Dimension 5. Student-centred learning, teaching and assessment

The centre ensures that degree programmes are delivered in a way that encourages students to take an active role in the learning process, and that student assessment 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, allowing for flexible learning paths, fostering their autonomy and promoting mutual respect in the teacher-student relationship.*
- *The assessment systems and criteria are varied, innovative and appropriate for certifying and distinguishing learning outcomes.*
- *Bachelor's and master's degree final-year projects and internships are monitored and assessed with relevant and appropriate criteria.*

The follow-up reports show that centres have well-established mechanisms for ensuring a student-centred approach to teaching, with methods designed to foster active learning, participation and progressive competency-building. Course guides, assessment systems and teaching coordination processes are generally formalised, and the reports often provide evidence that assessment methods are periodically reviewed and that the intended learning outcomes are appropriately aligned with the proposed activities.

Despite these positive aspects, the reports indicate that there is still scope for more critical reflection on the effectiveness of teaching and assessment practices, particularly the alignment between activities, workload and learning outcomes. They also point to the need for better integration of cross-cutting competencies and perspectives such as gender, inclusion, ethics and internationalisation across programmes. In some cases, the evidence provided to demonstrate how a student-centred approach is ensured in practice remains largely descriptive and does not always include a comprehensive analysis of how teaching decisions affect the learning process.

The reports also identify a need to periodically review the pedagogical model to ensure that it responds to emerging needs and changes within individual subject areas.

In the follow-up reports, technological change and artificial intelligence are addressed primarily as risks to academic integrity and assessment, and more broadly as factors requiring teaching models to adapt continuously. However, there is a widespread lack of strategic analysis of these developments, particularly AI, which is rarely considered an opportunity for educational transformation within quality assurance systems.

ENHANCEMENT AREAS AND RECOMMENDATIONS

- Strengthen critical assessment of how learning methods work in practice and their actual impact on competency achievement.
- Analyse the impact of artificial intelligence on teaching models from a strategic perspective and integrate AI into the quality assurance system as an opportunity for enhancement.
- Establish teaching coordination processes to ensure vertical and horizontal consistency across degree programmes.

STRENGTHS

- Clear teaching models, supported by comprehensive course guides and documented assessment processes.

Dimension 6. Learning resources and student support

The centre provides 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.*

The follow-up reports indicate that centres have sufficient and appropriate learning resources to support the delivery of their degree programmes. These include infrastructure, laboratories, libraries, workspaces, support services and digital tools that collectively support the delivery of planned teaching activities. Centres also provide dedicated services for student guidance, induction, educational and psychological support, and inclusion, with established mechanisms for identifying needs and ensuring access to resources. Overall, student satisfaction with these services and resources is considered satisfactory and consistent with the academic outcomes and performance indicators observed.

Despite this solid foundation, the reports indicate that some centres need to analyse more closely how effectively their resources operate in practice and strengthen the links between identified needs and service planning.

ENHANCEMENT AREAS AND RECOMMENDATIONS

- Improve the systematic assessment of resource use and efficiency, including spaces, materials and support services.
- Provide stronger evidence that learning resources are adequate when degree programmes are reviewed or demand is increasing.
- Link resource analysis more closely to institutional risk analysis and the centre's strategic planning.

STRENGTHS

- Comprehensive, well-structured services providing academic guidance, career advice, and educational and psychological support.

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 learning outcome achievement, academic performance indicators, 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 follow-up 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 degree programmes in the same discipline.*

The follow-up reports indicate that centres have implemented operational IQAS, with established processes for collecting, analysing and reviewing relevant information on the delivery of degree programmes and students' academic outcomes. Centres use institutional indicators and follow-up data to assess performance, satisfaction, dropout and graduate employment outcomes and to inform enhancement actions. Enhancement plans linked to the quality assurance system document decisions arising from periodic reviews and the measures taken to ensure that decision-making is supported by the available evidence.

Despite these well-established arrangements, the reports note that there is still scope for more critical reflection on academic outcomes and the actual impact of enhancement actions, as well as for improving data traceability. Some centres also lack systematic assessment of the effectiveness of their quality assurance processes or more detailed analysis of variations between degree programmes, particularly in terms of performance, dropout and teaching evaluation outcomes.

ENHANCEMENT AREAS AND RECOMMENDATIONS

- Improve the traceability of evidence used in the IQAS and ensure that it is kept up to date.
- Increase critical reflection in the analysis and avoid purely procedural descriptions.
- Ensure that IQAS activities are visible and accessible to all stakeholders.
- Guarantee full access to all documents linked to or appended to the follow-up report.

STRENGTHS

- Structured enhancement plans directly linked to the IQAS.
- Continuous follow-up of academic outcomes and the ability to identify trends or deviations.

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.*

The follow-up reports show that centres generally have well-established mechanisms for ensuring transparency and publishing relevant information for all stakeholders. This includes information on the characteristics of degree programmes, academic regulations, quality management processes, course guides, performance and dropout rates, satisfaction data and institutional accreditation outcomes. Most centres use their websites as the main channel for publishing this information, ensuring that it is accessible, up to date and appropriately organised, often through internal processes governing its review and maintenance.

Despite this high level of implementation, several reports identify enhancement areas, particularly in terms of the completeness and accessibility of certain content. In some cases, shortcomings include missing information on teaching staff, information not being available in multiple languages, and a lack of clear information on how published content is monitored and kept up to date. The reports also highlight the need to ensure that all linked documents are accessible and to strengthen assessment of how different stakeholders perceive the quality of publicly available information.

ENHANCEMENT AREAS AND RECOMMENDATIONS

- Further systematise internal processes associated with public information to ensure that it is kept up to date.
- Improve linguistic accessibility and ensure that all relevant content is provided in several languages.
- Periodically check that links remain accessible and ensure that all linked documents can be viewed.
- Assess stakeholders' perceptions of published information and incorporate their feedback into enhancement processes.

STRENGTHS

- Specific processes for ensuring transparency and accountability, together with well-structured institutional websites.
- Regular publication of accessible indicators on academic outcomes, satisfaction and graduate employment.

CONTRIBUTION ROLES AND

This document has incorporated the use of generative artificial intelligence tools for the initial extraction of data and information.

Contribution roles¹

Glòria González Anadón: (Writing – review & editing).

Collaboration roles

Albert Basart Capmany: (Writing – original draft).

¹ NISO CRediT Working Group, *ANSI/NISO Z39.104-2022, CRediT, Contributor Roles Taxonomy*, NISO, 14 January 2022, <https://doi.org/10.3789/ansi.niso.z39.104-2022>.

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