



AGÈNCIA DE QUALITAT  
DE L'ENSENYAMENT SUPERIOR  
D'ANDORRA

# EVALUATION GUIDE

## FOR NEW PRIVATE HEI'S

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OCTOBER 2023

Affiliate  
of enqa.





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# **EVALUATION GUIDE OF STRATEGIC PLANS FOR NEW PRIVATE UNIVERSITIES AND OTHER PRIVATE HIGHER EDUCATION INSTITUTIONS (*EX-ANTE* INSTITUTIONAL EVALUATION)**

**Andorra la Vella, October 2023**



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## 1. Presentation

The Quality Assurance Agency for Higher Education of Andorra (Agència de Qualitat de l'Ensenyament Superior d'Andorra — AQUA) supervises the standards of quality of higher education in Andorra with a constant commitment to quality and rigour emanating from the expectations of different social and labour groups. The evaluation system is the tool that allows us to adapt the higher education of Andorra to the framework of the European Higher Education Area (EHEA) while ensuring continuous improvement of processes in higher education. In this sense, AQUA aims to evaluate, accredit and certify the quality of higher education, following the standards and guidelines for quality assurance in the European Higher Education Area (EHEA) and in coordination with higher education institutions.

*Based on Decree 183/2022, of 4 May 2022, authorizing universities and other private higher education institutions of the higher education system of Andorra, and Decree 15/2023, of 11 January 2023, amending Decree 183/2022, private universities or other private higher education institutions that wish to establish themselves in Andorra must submit a strategic plan that will be evaluated by AQUA.*

The evaluation of strategic plans of private universities and other private higher education institutions (HEIs) consists of an assessment of the strategic plan presented by its promoters. The external evaluation process is summarized in a reasoned report with a favourable or unfavourable result, establishing the strengths and improvement proposals based on the evaluated criteria.

Below is the legal framework on which the evaluation of strategic plans is based:

- *Law 14/2018, of 21 June, on Higher Education.*
- *Decree of 8 July 2020, approving the Regulation of Official Higher Education Degrees.*
- *Law 20/2021, of 15 July, on the creation of the Andorran Qualifications Framework.*
- *Law on the Andorran Education System, of 9 June 1994.*
- *Decree 183/2022, of 4 May 2022, approving the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System.*
- *Decree 15/2023, of 11 January 2023 modifying Decree 183/2022, of 4 May 2022, approving the Regulation for the Authorization of Universities and other Private Higher Education Institutions in the Andorran Higher Education System.*
- *Convention on the Recognition of Qualifications concerning Higher education in the European Region, signed in Lisbon on 11 April 1997, dated 22 November 2007.*
- *Convention on the Fight Against Discrimination in Education, 2017.*

- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).*
- *Objectives for sustainable development. Organization of the United Nations.*
- *London Communiqué. European Ministerial Conference on Higher Education. London, 17-18 May 2007.*
- *Leuven and Louvain-la-Neuve Communiqué. European Ministerial Conference on Higher Education. Leuven and Louvain-la-Neuve, 28-29 April 2009.*
- *Bucharest Communiqué. European Ministerial Conference on Higher Education. Bucharest, 26-27 April 2012.*
- *Yerevan Communiqué. European Ministerial Conference on Higher Education. Yerevan, 14-15 May 2015.*
- *Paris Communiqué. European Ministerial Conference on Higher Education. Paris, 25 May 2018.*
- *Universal Design for Learning Guidelines. CAST Professional Publishing, 2018.*

## 2. Development of the process

The evaluation process of a strategic plan for new HEIs is developed through the following steps:

### 1) Application

The private HEI project promotor requests AQUA to evaluate the strategic plan and submits the relevant documentation.

### 2) Acceptance of the application

AQUA has fifteen days to analyse and accept the application. Once accepted, the project promoter proceeds to pay the fee.

### 3) Review of formal aspects

AQUA conducts a review of formal aspects. In the event of detecting formal deficiencies, it notifies the HEI, which has ten business days to make the necessary modifications to the strategic plan and resubmit it.

### 4) Composition of the panel of experts

AQUA proposes a composition for the panel of experts, according to the criteria established in *Decree 63/2021, of 2 February 2021, approving the Regulation of the Quality Assurance Agency for Higher Education of Andorra (AQUA).*

The project promoter has five business days to reasonably contest the members of the expert panel with justification. In the event of a contest, AQUA has ten business days to suggest a new composition for the expert panel.

### 5) Evaluation

The expert panel evaluates the strategic plan and the Evaluations Commission issues the preliminary evaluation report, within a maximum period of two months from the start of the evaluation.

The HEI has ten business days to submit allegations, modifications or additional information related to the preliminary report.

The panel of experts analyses the allegations, modifications or additional information and the Evaluations Commission issues the final evaluation report within a maximum period of two months from the receipt of the allegations, modifications or additional information.

Upon payment of the fee, AQUA must resolve the evaluation within a maximum period of six months. In the event that formal deficiencies are highlighted, the evaluation begins from the date the HEI submits the modified strategic plan and not from the payment of the fee.

If deemed necessary, the HEI has the possibility to appeal.

## 3. Application for the evaluation of a strategic plan

To request an evaluation, the project promoter of the private HEI must submit the strategic plan to AQUA together with the notification of the Ministry responsible for higher education indicating that the dossier is complete (as stated in *Decree 183/2022, of 4 May 2022, approving the regulation authorizing universities and other private higher education institutions of the Andorran higher education system*).

## 4. The strategic plan

The strategic plan must contain, at least, the information detailed in *Decree 183/2022, of 4 May 2022, approving the Regulation Authorizing Universities and other Private Higher Education Institutions of the Andorran Higher Education System* and *Decree 15/2023, of 11 January 2023*, which modifies the former.



## 5. Evaluation

AQUA takes into account the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* and the legal framework presented in this guide and combines its content into seven (7) quality dimensions, which are further specified into key aspects. These are presented in Table 1- Dimensions, key aspects and criteria for evaluation.

Table 1- Dimensions, key aspects and criteria for evaluation

<b>DIMENSION I. GOVERNANCE AND MANAGEMENT</b>	
<b>Key aspect</b> <b>Vision, mission and objectives</b>	<b>I.1.</b> Criterion I.1.a. The vision, mission and objectives of the HEI are well defined, consistent and appropriate.
<b>Key aspect</b> <b>Structure, management policies</b>	<b>I.2.</b> Criterion I.2.a. The HEI presents regulations and mandates that define its organizational structure and governing bodies, which will enable the achievement of its vision, mission and objectives.
	Criterion I.2.b. The HEI presents a cross-cutting policy for effective gender equality and prevention of discrimination.
	Criterion I.2.c. The HEI presents a policy aimed at ensuring that students with special educational needs can take degrees and participate in the academic life of the institution on an equal opportunities basis.
<b>Key aspect</b> <b>Strategic development, planning and implementation</b>	<b>I.3.</b> Criterion I.3.a. The HEI presents an effective action plan to achieve its strategic objectives.
<b>Key aspect</b> <b>Human resources</b>	<b>I.4.</b> Criterion I.4.a. The HEI presents an effective human resources policy for the recruitment and management of teaching and research staff, as well as administrative and technical staff.
<b>DIMENSION II. INTERNAL QUALITY AND CONTINUOUS IMPROVEMENT</b>	
<b>Key aspect</b> <b>Internal quality assurance (IQAS)</b>	<b>II.1.</b> Criterion II.1.a. The HEI presents a policy and quality objectives aimed at establishing a quality culture.
	Criterion II.1.b. The HEI outlines an internal quality assurance system with processes that cover all its activities and foresees the participation of stakeholders.
<b>Key aspect</b> <b>Continuous quality improvement</b>	<b>II.2.</b> Criterion II.2.a. The HEI outlines processes for monitoring, reviewing and continuously improving the internal quality assurance system.
<b>DIMENSION III. STUDY PROGRAMMES</b>	
<b>Key aspect</b> <b>Modification of study programmes</b>	<b>III.1.</b> Criterion III.1.a. The HEI includes the minimum curriculum options established in the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System.

	Criterion III.1.b. The HEI outlines an appropriate process for the implementation of study programmes.
<b>Key aspect III.2. Termination of study programmes</b>	Criterion III.2.a The HEI outlines an appropriate process for the termination of study programmes.
<b>Key aspect III.3. Teaching coordination mechanisms</b>	Criterion III.3.a. The HEI outlines appropriate teaching coordination mechanisms.
<b>Key aspect III.4. Teaching, learning and student evaluation processes</b>	Criterion III.4.a. The HEI presents a cross-cutting policy suitable for the assignment, monitoring and evaluation of internships and the supervision of the suitability and quality of the centres where they are carried out.
	Criterion III.4.b. The HEI plans to implement teaching and assessment methods that promote student-centred learning.
<b>DIMENSION IV. TEACHING AND RESEARCH STAFF</b>	
<b>Key aspect IV.1. Suitability and sufficiency of teaching and research staff</b>	Criterion IV.1.a. The teaching and research staff planned is sufficient and has the academic and professional merits that make them suitable for the development of the teaching and research activities.
	Criterion IV.1.b. The teaching and research staff planned have adequate working hours for the development of teaching and research activities.
<b>DIMENSION V. RESEARCH AND KNOWLEDGE TRANSFER</b>	
<b>Key aspect V.1. Research policy</b>	Criterion V.1.a. The HEI presents objectives, lines, groups and research projects to produce impactful and significant research in the Andorran and international context and outlines its funding sources.
	Criterion V.1.b. The HEI outlines adequate management of its research activity.
	Criterion V.1.c. The HEI outlines mechanisms to ensure ethics and integrity in its research activities.
<b>DIMENSION VI. LEARNING RESOURCES AND STUDENT SUPPORT</b>	
<b>Key aspect VI.1. Admission, progression and recognition of students</b>	Criterion VI.1.a. The HEI presents an adequate structure and process to manage student admission and enrolment.
	Criterion VI.1.b. The HEI presents adequate regulations for student retention and progression.
	Criterion VI.1.c. The HEI presents a tutorial action plan or other adequate student support mechanisms.
	Criterion VI.1.d. The HEI presents regulations for credit recognition and transfer in accordance with current legislation.
<b>Key aspect VI.2. Infrastructure, services and learning support resources.</b>	Criterion VI.2.a. The HEI presents a set of material resources and physical infrastructure that are adequate for the development of its educational and research activities.

	Criterion VI.2.b. The HEI presents a set of adequate technological infrastructure for the development of its educational and research activities.
	Criterion VI.2.c. The HEI presents a set of adequate services and learning support resources for the development of its curriculum options.
<b>DIMENSION VII. PUBLIC INFORMATION.</b>	
<b>Key aspect VII.1. Public information system</b>	Criterion VII.1.a. The HEI presents a public information strategy on its activity to ensure it is clear, rigorous, objective, complete, updated and relevant to the public and all stakeholders.

Each criterion is assessed according to the following levels of achievement:

- **Lack of information:** there is insufficient information to assess the level of achievement of the criterion.
- **Inadequate:** the information provided in the strategic plan demonstrates that the criterion has not been met satisfactorily.
- **Adequate:** the information provided in the strategic plan demonstrates that the criterion has been met satisfactorily.
- **Very adequate:** the information provided in the strategic plan demonstrates that the criterion has been exceeded, and additional complementary actions are being developed to improve it.

To assess each criterion, the description in **Annex 1 - DIMENSIONS, KEY ASPECTS AND EVALUATION CRITERIA** will be used.

## 6. Results and effects of the process

The outcome of the evaluation is synthesized in an evaluation report that includes, at least:

- The identifying data of the university or private HEI intending to establish itself in Andorra.
- Description of the evaluation process.
- The result of the evaluation: favourable or unfavourable, with recommendations for the HEI to improve its strategic plan, if applicable.
- The assessment of each quality criterion.
- To obtain a favourable result, all criteria must have an achievement level of at least 'adequate.' The Evaluations Commission may also issue a favourable report if it considers that any criterion rated as 'inadequate' does not substantially affect the quality of the strategic plan or can be resolved in the short term.

## 7. Contact

Any questions, comments or suggestions regarding this process can be addressed to:

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(Agència de Qualitat de l'Ensenyament Superior d'Andorra)  
Edifici del Consell General, plaça Lídia Armengol  
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## 8. Document revisions

Document revisions		
Version	Description of the change	Approval date
1_22-082	Original document	Meeting of the Steering Committee on 31/01/2023
1_23-070	First review	Meeting of the Steering Committee on 10/10/2023



## **ANNEX 1: DIMENSIONS, KEY ASPECTS AND EVALUATION CRITERIA**

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## DIMENSION I. GOVERNANCE AND MANAGEMENT

This dimension refers to the ability of the higher education institution (HEI) to articulate governance and management systems that enable it to execute its strategic plan and achieve its vision, mission and objectives. Table 2 presents the key aspects and criteria for this dimension.

Table 2 - Key aspects and criteria of Dimension I. Governance and management

<b>DIMENSION I. GOVERNANCE AND MANAGEMENT</b>	
<b>Key aspect I.1. Vision, mission and objectives</b>	Criterion I.1.a. The vision, mission and objectives of the HEI are well defined, consistent and appropriate.
<b>Key aspect I.2. Structure, management and policies</b>	Criterion I.2.a. The HEI presents regulations and mandates that define its organizational structure and governing bodies, which will enable the achievement of its vision, mission and objectives.
	Criterion I.2.b. The HEI presents a cross-cutting policy for effective gender equality and prevention of discrimination.
	Criterion I.2.c. The HEI presents a policy aimed at ensuring that students with special educational needs can take degrees and participate in the academic life of the institution on an equal opportunities basis.
<b>Key aspect I.3. Strategic development, planning and implementation</b>	Criterion I.3.a. The HEI presents an effective action plan to achieve its strategic objectives.
<b>Key aspect I.4. Human resources</b>	Criterion I.4.a. The HEI presents an effective human resources policy for the recruitment and management of teaching and research staff, as well as administrative and technical staff.

The main regulation framework for Dimension I. Governance and management is presented below:

- *Law 14/2018, of 21 June, on Higher Education.*
- *Convention on the Fight Against Discrimination in Education, 2017.*
- *Law on the Andorran Education System, of 9 June 1994.*
- *Decree 183/2022, of 4 May 2022, approving the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System (Articles 6, 11, 12, 15, 16).*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.1. Quality Assurance Policy).*
- *Objectives for sustainable development. Organization of the United Nations.*
- *Yerevan Communiqué. European Ministerial Conference on Higher Education. Yerevan, 14-15 May 2015.*

## Key aspect I.1. Vision, mission and objectives

### Criterion I.1.a. The vision, mission and objectives of the HEI are well defined, consistent and appropriate.

This criterion will assess the following:

- If the vision, mission and objectives of the HEI have been clearly defined and are consistent with the characteristics of a higher education institution.
- If the vision, mission and objectives of the HEI are adapted to the Andorran context and are viable.
- If the vision, mission and objectives of the HEI contribute to the sustainable development of the natural, social and economic environment.

#### Assessment rubric

The evaluation of Criterion I.1.a will be based on the rubric presented in Table 3.

Table 3 - Evaluation rubric for Criterion I.1.a

<b>I.1.a.</b> The vision, mission and objectives of the HEI are clearly articulated, consistent and appropriate.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• The vision, mission and objectives of the HEI have not been clearly defined and are not consistent with the characteristics of a HEI.</li> <li>• The vision, mission and objectives of the HEI are not adapted to the Andorran context or are not viable.</li> <li>• The vision, mission and objectives of the HEI do not contribute to the sustainable development of the natural, social and economic environment.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>• If the vision, mission and objectives of the HEI have been clearly defined and are consistent with the characteristics of a higher education institution.</li> <li>• If the vision, mission and objectives of the HEI are adapted to the Andorran context and are viable.</li> <li>• If the vision, mission and objectives of the HEI contribute to the sustainable development of the natural, social and economic environment.</li> </ul>
<b>Very adequate</b>	In addition to the points covered at the 'adequate' level, at least one of the following points is also met: <ul style="list-style-type: none"> <li>• The vision, mission and objectives of the HEI are innovative and/or inspiring.</li> </ul>

	<ul style="list-style-type: none"> <li>The HEI justifies an innovative contribution of its vision, mission and objectives to the sustainable development of the natural, social and economic environment.</li> </ul>
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## Key aspect I.2. Structure, management and policies

### Criterion I.2.a. The HEI presents regulations and mandates that define its organizational structure and governing bodies, which will enable the achievement of its vision, mission and objectives.

This criterion will assess the following:

- If the HEI presents regulations and mandates that define its organizational structure and governing bodies.
- If the organizational structure and governing bodies are operational to carry out the planned activities and achieve the vision, mission and objectives of the HEI.
- If the organizational and governance structure of the HEI provides for the representation of stakeholders.
- If the profiles of the individuals who will occupy governance positions are adequate to ensure good governance and management of the HEI.

#### Evaluation rubric

The evaluation of Criterion I.2.a will be based on the rubric presented in Table 4.

Table 4 - Evaluation rubric for Criterion I.2.a

<b>I.2.a.</b> The HEI presents regulations and mandates that define its organizational structure and governing bodies, which will enable the achievement of its vision, mission and objectives.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI does not present regulations and mandates that define its organizational structure and governing bodies, or these are not clearly defined.</li> <li>The organizational structure and governing bodies are not operational to carry out the planned activities and achieve the vision, mission and objectives of the HEI.</li> <li>The organizational and governance structure of the HEI does not provide for the representation of stakeholders.</li> <li>The profiles of the individuals who will occupy governance positions are not adequate to ensure good governance and management of the HEI.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled:



	<ul style="list-style-type: none"> <li>• The HEI presents regulations and mandates that define its organizational structure and governing bodies, and these are clearly defined.</li> <li>• The organizational structure and governing bodies are operational to carry out the planned activities and achieve the vision, mission and objectives of the HEI.</li> <li>• The organizational and governance structure of the HEI provides for the representation of stakeholders.</li> <li>• The profiles of the individuals who will occupy governance positions are adequate to ensure good governance and management of the HEI.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, at least one of the following points is also met:</p> <ul style="list-style-type: none"> <li>• The organizational structure of the HEI and the governing bodies have innovative features that can add value, such as improving efficiency or increasing stakeholder participation.</li> <li>• The organizational structure of the HEI provides for the representation of other stakeholders, such as future employers, representatives of professional associations, international experts, graduates, etc.</li> </ul>

### **Criterion I.2.b. The HEI presents a cross-cutting policy for effective gender equality and the prevention of discrimination.**

This criterion will assess the following:

- If the HEI presents a policy for effective gender equality and prevention of discrimination.
- If the proposed policy is transversal and covers all its activities
- If the proposed policy is consistent with the trends defined in the main national and international reference frameworks in the field.

#### Evaluation rubric

The evaluation of Criterion I.2.b will be based on the rubric presented in Table 5.

*Table 5 - Evaluation rubric for Criterion I.2.b*

<b>I.2.b.</b> The HEI presents a cross-cutting policy for effective gender equality and prevention of discrimination.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI does not present a policy for effective gender equality and the prevention of discrimination.</li> <li>• The HEI presents a policy for effective gender equality and the prevention of discrimination, but it does not include all its activities.</li> </ul>

	<ul style="list-style-type: none"> <li>The HEI presents a policy for effective gender equality and the prevention of discrimination, but it is not consistent with the trends defined in the main national and international reference frameworks in the field.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI presents a policy for effective gender equality and the prevention of discrimination, and it is coherent.</li> <li>The HEI presents a cross-cutting policy for effective gender equality and the prevention of discrimination that includes all its activities.</li> <li>The HEI presents a policy for effective gender equality and the prevention of discrimination that is consistent with the trends defined in the main national and international reference frameworks in the field.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, the following point is also met:</p> <ul style="list-style-type: none"> <li>The HEI presents a cross-cutting policy that promotes effective gender equality and the prevention of discrimination in a comprehensive way and beyond what is required by current legislation, providing added value in this area.</li> </ul>

**Criterion I.2.c. The HEI presents a policy aimed at ensuring that students with special educational needs can take degrees and participate in the academic life of the institution on an equal opportunities basis.**

This criterion will assess the following:

- If the HEI presents a policy addressing special educational needs.
- The proposed policy provides opportunities for students with special educational needs to pursue degrees and participate in the academic life of the institution.
- If the proposed policy is consistent with the trends defined in the main national and international reference frameworks in the field.

Evaluation rubric

The evaluation of Criterion I.2.c will be based on the rubric presented in Table 6.

*Table 6 - Evaluation rubric for Criterion I.2.c*

<b>I.2.c.</b> The HEI presents a policy aimed at ensuring that students with special educational needs can take degrees and participate in the academic life of the institution on an equal opportunities basis.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled:

	<ul style="list-style-type: none"> <li>The HEI does not present a policy that provides opportunities for students with special educational needs to pursue degrees and participate in the academic life of the institution.</li> <li>The policy aimed at students with special educational needs is not consistent with the trends defined in the national and international reference frameworks in the field.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI presents a policy that provides opportunities for students with special educational needs to pursue degrees and participate in the academic life of the institution.</li> <li>The policy aimed at students with special educational needs is consistent with the trends defined in the national and international reference frameworks in the field.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, at least one of the following points is also met:</p> <ul style="list-style-type: none"> <li>The HEI presents a policy that provides integration opportunities into academic life for students with special educational needs, in a comprehensive manner, and beyond that required by current legislation.</li> </ul>

### Key aspect I.3. Strategic development, planning and implementation

#### Criterion I.3.a. The HEI presents an effective action plan to achieve its strategic objectives.

This criterion will assess the following:

- If the HEI presents an effective action plan to achieve its strategic objectives.
- If the action plan includes its temporary development.
- If the action plan explains how it will be implemented, how it will be monitored and/or how it will be reviewed.

#### Evaluation rubric

The evaluation of Criterion I.3.a will be based on the rubric presented in Table 7.

Table 7 - Evaluation rubric for Criterion I.3.a

<b>I.3.a.</b> The HEI presents an effective action plan to achieve its strategic objectives.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI does not present an effective action plan to achieve its strategic objectives.</li> <li>The action plan does not include its temporary development.</li> </ul>

	<ul style="list-style-type: none"> <li>The action plan does not explicitly explain how it will be implemented, how it will be monitored and/or how it will be reviewed.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI presents an effective action plan to achieve its strategic objectives.</li> <li>The action plan includes its temporary development.</li> <li>The action plan explicitly explains how it will be implemented, how it will be monitored and/or how it will be reviewed.</li> </ul>
<b>Very adequate</b>	Not applicable.

### Key aspect I.4. Human resources

#### Criterion I.4.a. The HEI presents an effective human resources policy for the recruitment and management of teaching and research staff, as well as administrative and technical staff.

This criterion will assess the following:

- If the HEI presents a human resources policy and this includes well-defined processes and structures for the recruitment, evaluation, professional development, promotion and management of staff.
- If the HEI outlines mechanisms to ensure competitiveness and transparency in the recruitment of staff.
- If the HEI outlines mechanisms for talent recruitment and retention among its staff.

#### Evaluation rubric

The evaluation of Criterion I.4.a will be based on the rubric presented in Table 8.

*Table 8 - Evaluation rubric for Criterion I.4.a*

<b>I.4.a.</b> The HEI presents an effective human resources policy for the recruitment and management of teaching and research staff, as well as administrative and technical staff.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI presents a human resources policy and this includes well-defined processes and structures for the recruitment, evaluation, professional development, promotion and management of staff.</li> </ul>

	<ul style="list-style-type: none"> <li>The HEI outlines mechanisms to ensure competitiveness and transparency in the recruitment of staff.</li> <li>The HEI outlines mechanisms for talent recruitment and retention among its staff.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI presents a human resources policy and this includes well-defined processes and structures for the recruitment, evaluation, professional development, promotion and management of staff.</li> <li>The HEI outlines mechanisms to ensure competitiveness and transparency in the recruitment of staff.</li> <li>The HEI outlines mechanisms for talent recruitment and retention among its staff.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, at least one of the following points is also met:</p> <ul style="list-style-type: none"> <li>The human resources policy presents innovative features that provide added value in some of the following areas: recruitment, evaluation, professional development and promotion or management of staff.</li> <li>The human resources policy covers other areas to improve the working conditions of the staff, such as support for international staff or flexibility measures for balancing work and family life.</li> </ul>

## DIMENSION II. INTERNAL QUALITY AND CONTINUOUS IMPROVEMENT

This dimension refers to the ability of the higher education institution (HEI) to manage quality in a strategic and coordinated manner, through information management, monitoring, and decision-making, with the aim of ensuring continuous improvement in the performance of its functions. Table 9 presents the key aspects and criteria for this dimension.

Table 9 - Key aspects and criteria of Dimension II. Internal quality and continuous improvement

DIMENSION II. INTERNAL QUALITY AND CONTINUOUS IMPROVEMENT	
<b>Key aspect II.1. Internal quality assurance system (IQAS)</b>	Criterion II.1.a. The HEI presents a policy and quality objectives aimed at establishing a quality culture.
	Criterion II.1.b. The HEI outlines an internal quality assurance system with processes that cover all its activities and foresee the participation of stakeholders.
<b>Key aspect II.2. Continuous quality improvement</b>	Criterion II.2.a. The HEI outlines processes for monitoring, reviewing and continuously improving the internal quality assurance system.

The main regulation framework for Dimension II. Internal quality and continuous improvement is presented below:

- *Law 14/2018, of 21 June, on Higher Education.*
- *Decree of 8 July 2020, approving the Regulation of Official Higher Education Degrees.*
- *Law 20/2021, of 15 July, on the Creation of the Andorran Qualifications Framework.*
- *Decree 183/2022, of 4 May 2022, approving the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System (Article 19).*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.1. Quality assurance policy; ESG 1.2. Design and ex ante programme accreditations and, ESG 1.7. Management of information).*
- *London Communiqué. European Ministerial Conference on Higher Education. London, 17-18 May 2007.*
- *Bucharest Communiqué. European Ministerial Conference on Higher Education. Bucharest, 26-27 April 2012.*
- *Yerevan Communiqué. European Ministerial Conference on Higher Education. Yerevan, 14-15 May 2015.*
- *Universal Design for Learning Guidelines. CAST Professional Publishing, 2018.*

## Key aspect II.1. Internal quality assurance system (IQAS)

### Criterion II.1.a. The HEI presents a policy and quality objectives aimed at establishing a quality culture.

This criterion will assess the following:

- If the HEI provides a quality policy that outlines the orientation and quality objectives.
- If the quality policy is coherent with the mission, vision and objectives of the HEI.

#### Evaluation rubric

The evaluation of Criterion II.1.a will be based on the rubric presented in Table 10.

Table 10 - Evaluation rubric for Criterion II.1.a

<b>II.1.a</b> The HEI presents a policy and quality objectives aimed at establishing a quality culture.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• The HEI does not provide a quality policy or it does not outline the orientation and quality objectives.</li> <li>• The quality policy is not coherent with the mission, vision and objectives of the HEI.</li> </ul>

<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI provides a quality policy and it outlines the orientation and quality objectives.</li> <li>• The quality policy is coherent with the mission, vision and objectives of the HEI.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, the following point is also met:</p> <ul style="list-style-type: none"> <li>• The quality policy of the HEI has an innovative orientation and adds significant value.</li> </ul>

**Criterion II.1.b. The HEI describes an internal quality assurance system with processes that cover all its activities and foresee the participation of stakeholders.**

This criterion will assess the following:

- If the IQAS includes a well-defined chain of responsibilities and identifies stakeholders and their means of participation.
- If the IQAS includes the set of processes and their interrelation (for example, through a process map), covering at least the following dimensions:
  - Design, monitoring and review of study programmes.
  - Teaching methods and student support resources.
  - Teachers and research staff.
  - Material resources and services.
  - Public information.
- If the IQAS presents a management system for the collection and analysis of evidence and quality indicators and for the documentation of documents derived from the internal quality assurance processes.

Evaluation rubric

The evaluation of Criterion II.1.b will be based on the rubric presented in Table 11.

*Table 11 - Evaluation rubric for Criterion II.1.b*

<b>II.1.b.</b> The HEI presents internal quality assurance processes that cover all its activities and foresee the participation of stakeholders.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled:

	<ul style="list-style-type: none"> <li>• The IQAS does not include a well-defined chain of responsibilities or does not identify stakeholders and their means of participation.</li> <li>• The IQAS does not include quality assurance processes, their interrelationship or they do not cover the following dimensions:             <ul style="list-style-type: none"> <li>○ Design, monitoring and review of study programmes.</li> <li>○ Teaching methods and student support resources.</li> <li>○ Teachers and research staff.</li> <li>○ Material resources and services.</li> <li>○ Public information.</li> </ul> </li> <li>• The IQAS does not present a management system for the collection and analysis of evidence and quality indicators or for the documentation of documents derived from the internal quality assurance processes.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The IQAS includes a well-defined chain of responsibilities and identifies stakeholders and their means of participation.</li> <li>• The IQAS includes the set of processes and their interrelation (for example, through a process map), covering at least the following dimensions:             <ul style="list-style-type: none"> <li>○ Design, monitoring and review of study programmes.</li> <li>○ Teaching methods and student support resources.</li> <li>○ Teachers and research staff.</li> <li>○ Material resources and services.</li> <li>○ Public information.</li> </ul> </li> <li>• The IQAS presents a management system for the collection and analysis of evidence and quality indicators and for the documentation of documents derived from the internal quality assurance processes.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, at least one of the following points is also met:</p> <ul style="list-style-type: none"> <li>• The internal quality assurance system includes innovative processes that will provide added value.</li> <li>• The internal quality assurance system includes the participation of relevant external stakeholders such as future employers, representatives of professional associations or international experts.</li> </ul>

## Key aspect II.2. Continuous quality improvement

### Criterion II.2.a. The HEI outlines processes for monitoring, reviewing and continuously improving the internal quality assurance system.

This criterion will assess the following:

- If the HEI outlines processes for monitoring, reviewing and continuously improving the internal quality assurance system.

#### Evaluation rubric

The evaluation of Criterion II.2.a will be based on the rubric presented in Table 12.



Table 12 - Evaluation rubric for Criterion II.2.a

<b>II.2.a.</b> The HEI outlines processes for monitoring, reviewing and continuously improving the internal quality assurance system.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>The HEI does not outline processes for monitoring, reviewing and continuously improving the internal quality assurance system.</li> </ul>
<b>Adequate</b>	The following point is fulfilled: <ul style="list-style-type: none"> <li>The HEI describes processes for monitoring, reviewing and continuously improving the internal quality assurance system.</li> </ul>
<b>Very adequate</b>	In addition to the points covered at the 'adequate' level, the following point is also met: <ul style="list-style-type: none"> <li>The HEI outlines innovative processes for monitoring, reviewing and continuously improving the internal quality assurance system.</li> </ul>

## DIMENSION III. STUDY PROGRAMMES

This dimension refers to the academic activity (official degrees). It includes processes for implementing and phasing out study programmes, mechanisms for teacher coordination and promotes student-centred teaching, learning and assessment. Table 13 presents the key aspects and criteria for this dimension.

Table 13- Key aspects and criteria of Dimension III. Study programmes

<b>DIMENSION III. STUDY PROGRAMMES</b>	
<b>Key aspect III.1. Modification of study programmes</b>	Criterion III.1.a. The HEI includes the minimum curriculum options established in the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System.
	Criterion III.1.b. The HEI outlines an appropriate process for the implementation of study programmes.
<b>Key aspect III.2. Termination of study programmes</b>	Criterion III.2.a The HEI outlines an appropriate process for the termination of study programmes.
<b>Key aspect III.3. Teaching coordination mechanisms</b>	Criterion III.3.a. The HEI outlines appropriate teaching coordination mechanisms.
<b>Key aspect III.4 Teaching, learning and student</b>	Criterion III.4.a. The HEI presents a cross-cutting policy suitable for the assignment, monitoring and evaluation of internships and the supervision of the adequacy and quality of the centres where they are carried out.

assessment processes	Criterion III.4.b. The HEI plans to implement teaching and assessment methods that promote student-centred learning.
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The main regulation framework for Dimension III. Study Programmes are presented below:

- *Law 14/2018, of 21 June, on Higher Education.*
- *Decree of 8 July 2020, approving the Regulation of Official Higher Education Degrees.*
- *Law 20/2021, of 15 July, on the Creation of the Andorran Qualifications Framework.*
- *Decree 183/2022, of 4 May 2022, approving the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System (Articles 13, 15, 19 and 20).*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.2. Design and ex-ante programme accreditations; ESG 1.3. Student-centred learning, teaching, and assessment and, ESG 1.9. Continuous monitoring and periodic review of study programmes).*
- *London Communiqué. European Ministerial Conference on Higher Education. London, 17-18 May 2007.*
- *Yerevan Communiqué. European Ministerial Conference on Higher Education. Yerevan, 14-15 May 2015.*
- *Universal Design for Learning Guidelines. CAST Professional Publishing, 2018.*

### Key aspect III.1. Modification of study programmes

#### **Criterion III.1.a. The HEI includes the minimum curriculum established in the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System.**

This criterion will assess the following:

- If the HEI considers the minimum curriculum in its first year of activity in accordance with current legislation.
- If the HEI considers the minimum curriculum in the first five years of activity taking into account the current legislation.

#### Evaluation rubric

The evaluation of Criterion III.1.a will be based on the rubric presented in Table 14.

*Table 14 - Evaluation rubric for Criterion III.1.a*

<p><b>III.1.a.</b> The HEI includes the minimum curriculum established in the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System.</p>
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<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	<p><i>(In the case of university projects)</i></p> <p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI does not include a minimum curriculum of three degrees (bachelor, master or doctoral) in its first year of activity.</li> <li>• The HEI does not include a minimum curriculum of ten degrees (bachelor, master or doctoral) in the first five years of activity.</li> </ul>
	<p><i>(In the case of other higher education institutions)</i></p> <p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI does not include a minimum curriculum of two degrees (bachelor, master or doctoral) in its first year of activity.</li> <li>• The HEI does not include a minimum curriculum of five degrees (bachelor, master or doctoral) in the first five years of activity.</li> </ul>
<b>Adequate</b>	<p><i>(In the case of university projects).</i></p> <p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI includes a minimum curriculum of three degrees (bachelor, master or doctoral) in its first year of activity.</li> <li>• The HEI includes a minimum curriculum of ten degrees (bachelor, master or doctoral) in the first five years of activity.</li> </ul>
	<p><i>(In the case of other higher education institutions).</i></p> <p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI includes a minimum curriculum of two degrees (bachelor, master or doctoral) in its first year of activity.</li> <li>• The HEI includes a minimum curriculum of five degrees (bachelor, master or doctoral) in the first five years of activity.</li> </ul>
<b>Very adequate</b>	Not applicable.

### **Criterion III.1.b. The HEI outlines an appropriate process for the implementation of study programmes.**

This criterion will assess the following:

- If the HEI outlines an appropriate process for the implementation of study programmes.

#### Evaluation rubric

The evaluation of Criterion III.1.b will be based on the rubric presented in Table 15.

*Table 15 - Evaluation rubric for Criterion III.1.b*

<b>III.1.b.</b> The HEI outlines an appropriate process for the implementation of study programmes.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• The HEI does not outline an appropriate process for the implementation of study programmes.</li> <li>• The HEI outlines a process for the implementation of its study programmes, but it does not include their phases, the agents or structures involved, their development over time, the forecast of the number of students or the provision of spaces and facilities.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>• The HEI outlines an appropriate process for the implementation of study programmes.</li> <li>• This includes, at least: their phases, the agents or structures involved, their development over time, the forecast of the number of students and, where appropriate, the provision of spaces and facilities.</li> </ul>
<b>Very adequate</b>	Not applicable.

### Key aspect III.2. Termination of study programmes

#### Criterion III.2.a. Criterion III.2.a The HEI outlines an appropriate process for the termination of study programmes.

This criterion will assess the following:

- If the HEI outlines an appropriate process for the termination of study programmes.

#### Evaluation rubric

The evaluation of Criterion III.2.a will be based on the rubric presented in Table 16.

*Table 16 - Evaluation rubric for Criterion III.2.a*

<b>III.2.a.</b> The HEI outlines an appropriate process for the termination of study programmes.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled:

	<ul style="list-style-type: none"> <li>The HEI does not outline a process for the termination of study programmes.</li> <li>The HEI outlines a process for the termination of the study programmes, but it does not include their phases, the agents involved and/or their development over time.</li> <li>The HEI does not provide for the monitoring of students enrolled in the programme being terminated.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI outlines a process for the termination of study programmes.</li> <li>The HEI outlines a process for the termination of study programmes, that includes, at least, their phases, the agents involved and their development over time.</li> <li>The HEI provides for the monitoring of students enrolled in the programme being terminated.</li> </ul>
<b>Very adequate</b>	Not applicable.

### Key aspect III.3. Teaching coordination mechanisms

#### Criterion III.3.a. The HEI outlines appropriate teaching coordination mechanisms.

This criterion will assess the following:

- If the HEI outlines adequate mechanisms for teacher coordination, regardless of the teaching modality.
- If the teaching coordination mechanisms are sufficient to ensure vertical and horizontal coordination between the agents involved.
- If the description of the teaching mechanisms indicates the agents involved and their responsibilities.
- If the HEI outlines shared teaching coordination mechanisms, in the case of offering joint degrees with other institutions.

#### Evaluation rubric

The evaluation of Criterion III.3.a will be based on the rubric presented in Table 17.

Table 17 - Evaluation rubric for Criterion III.3.a

<b>III.3.a.</b> The HEI outlines appropriate teaching coordination mechanisms.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI does not outline appropriate teaching coordination mechanisms.</li> </ul>

	<ul style="list-style-type: none"> <li>• The HEI outlines teaching coordination mechanisms, but they are not sufficient to ensure horizontal coordination or vertical coordination.</li> <li>• The HEI outlines teaching coordination mechanisms, but these do not indicate the agents involved and/or their responsibilities.</li> <li>• In the event of offering online degrees, the HEI does not outline well-defined digital coordination mechanisms with clear functions.</li> <li>• In the event of offering joint degrees with other HEIs, the HEI does not describe shared coordination mechanisms.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI outlines teaching coordination mechanisms.</li> <li>• The HEI outlines teaching coordination mechanisms, which ensure horizontal coordination and vertical coordination.</li> <li>• The HEI outlines teaching coordination mechanisms, indicating both the agents involved and their responsibilities.</li> <li>• In the event of offering online degrees, the HEI describes well-defined digital coordination mechanisms with clear functions.</li> <li>• In the event of offering joint degrees with other HEIs, the HEI describes shared teaching coordination mechanisms.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, the following point is also met:</p> <ul style="list-style-type: none"> <li>• The HEI outlines innovative teaching coordination mechanisms.</li> </ul>

### Key aspect III.4. Teaching, learning and student evaluation processes

#### Criterion III.4.a. The HEI presents a cross-cutting policy suitable for the assignment, monitoring and evaluation of internships and the supervision of the suitability and quality of the centres where they are carried out.

This criterion will assess the following:

- If the HEI presents an adequate cross-cutting policy for the management of internships.
- If the HEI outlines a process for signing agreements with the centres where students will carry out their internships.
- If the HEI outlines mechanisms for the supervision of the suitability and quality of the centres where the internships will take place.
- If the HEI includes a description of the characteristics that the internship centres must fulfil, in the event that the HEI offers advanced professional diploma programmes, bachelor specialization programmes or professional qualifications.

#### Evaluation rubric

The evaluation of Criterion III.4.a will be based on the rubric presented in Table 18.

Table 18 - Evaluation rubric for Criterion III.4.a

<p><b>III.4.a.</b> The HEI presents a cross-cutting policy suitable for the assignment, monitoring and evaluation of internships and the supervision of the suitability and quality of the centres where they are carried out.</p>	
<p><b>Lack of information</b></p>	<p>There is insufficient information to assess the level of achievement of the criterion.</p>
<p><b>Inadequate</b></p>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI does not present a cross-cutting policy for the management of internships or does not detail how they will be assigned, monitored and/or evaluated.</li> <li>• The HEI does not outline a process for signing agreements with the centres where students will carry out their internships or it does not detail the agents involved.</li> <li>• The HEI does not outline mechanisms for the supervision of the suitability and quality of the centres where the internships will take place.</li> </ul> <p>In the event that the HEI outlines the forecast of offering advanced professional diploma programmes, bachelor specialization programmes or professional qualifications in the strategic plan, one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI does not include a description of the characteristics that must be fulfilled by the internship centres.</li> </ul>
<p><b>Adequate</b></p>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI outlines a cross-cutting policy for the management of internships that details how they will be assigned, monitored and evaluated.</li> <li>• The HEI outlines a process for signing agreements with the centres where students will carry out their internships and details the agents involved.</li> <li>• The HEI outlines mechanisms for the supervision of the suitability and quality of the centres where the internships will take place.</li> </ul> <p>In the event that the HEI outlines the forecast of offering advanced professional diploma programmes, bachelor specialization programmes or professional qualifications in the strategic plan, the following point is fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI includes a description of the characteristics that must be fulfilled by the internship centres.</li> </ul>
<p><b>Very adequate</b></p>	<p>Not applicable.</p>

**Criterion III.4.b. The HEI plans to implement teaching and assessment methods that promote student-centred learning.**

This criterion will assess the following:

- If the HEI plans teaching and learning methods that promote student autonomy while ensuring adequate guidance and support from the teaching staff.
- If the HEI describes mechanisms for formative assessment and student self-assessment.
- If the HEI describes mechanisms to ensure academic integrity in learning and assessments.
- If the HEI foresees the diversity of students and their needs, allowing flexible learning paths.

#### Evaluation rubric

The evaluation of Criterion III.4.b will be based on the rubric presented in Table 19.

*Table 19 - Evaluation rubric for Criterion III.4.b*

<b>III.4.b.</b> The HEI plans to implement teaching, learning and assessment methods that promote student-centred learning.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• The HEI does not promote the use of teaching or learning methods that help students acquire the skills to learn and solve problems autonomously.</li> <li>• The HEI does not describe mechanisms for the assessment to be formative and for students to participate actively in the assessment of their own learning process.</li> <li>• The HEI does not describe mechanisms to ensure academic integrity in learning and assessment.</li> <li>• The HEI does not respect or address the diversity of students and their needs by making the learning path(s) more flexible.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>• The HEI promotes teaching methods that help students acquire the skills to learn and solve problems autonomously.</li> <li>• The HEI describes mechanisms for students to participate actively in the assessment of their own learning process.</li> <li>• The HEI describes mechanisms to ensure academic integrity in learning and assessment.</li> <li>• The HEI considers and addresses the diversity of students and their needs by making the learning path(s) more flexible.</li> </ul>
<b>Very adequate</b>	In addition to the points covered at the 'adequate' level, the following point is also met: <ul style="list-style-type: none"> <li>• The HEI plans innovative teaching, learning and assessment methods to ensure student-centred learning.</li> </ul>



## DIMENSION IV. TEACHING AND RESEARCH STAFF

This dimension refers to ensuring the competence, sufficiency and training opportunities of staff involved in teaching and/or research activities. Table 20 presents the key aspects and criteria for this dimension.

Table 20- Key aspects and criteria of Dimension IV. Teaching and research staff

DIMENSION IV. TEACHING AND RESEARCH STAFF	
<b>Key aspect IV.1. Suitability and sufficiency of teaching and research staff</b>	Criterion IV.1.a. The teaching and research staff planned is sufficient and has the academic and professional merits that make them suitable for the development of the teaching and research activities.
	Criterion IV.1.b. The teaching and research staff planned have adequate working hours for the development of teaching and research activities.

The main regulation framework for Dimension IV. Teaching and research staff is presented below:

- *Law 14/2018, of 21 June, on Higher Education.*
- *Decree 183/2022, of 4 May 2022, approving the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System (Articles 15 and 19).*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.5. Teaching staff).*

### Key aspect IV.1. Suitability and sufficiency of teaching and research staff

#### **Criterion IV.1.a. The teaching and research staff planned is sufficient and has the academic and professional merits that make them suitable for the development of the teaching and research activities.**

This criterion will assess the following:

- If the HEI provides a minimum number of teaching and research staff to start teaching and/or research activities, and if it is sufficient and has a suitable profile according to the planned activities.
- If the HEI commits to increasing the staff as teaching and/or research activities grow, with adaptation criteria based on academic and professional merits.
- If the competencies of the planned research staff, in the case of universities, are suitable for research activities.
- If the HEI describes mechanisms to evaluate the teaching and research activities (if applicable) of the teaching staff.

#### Evaluation rubric

The evaluation of Criterion IV.1.a will be based on the rubric presented in Table 21.

Table 21 - Evaluation rubric for Criterion IV.1.a

<p><b>IV.1.a.</b> The teaching and research staff planned is sufficient and has the academic and professional merits that make them suitable for the development of the teaching and research activities.</p>	
<p><b>Lack of information</b></p>	<p>There is insufficient information to assess the level of achievement of the criterion.</p>
<p><b>Inadequate</b></p>	<p>At least one of the following points is met (for other higher education institutions, references to research may be omitted):</p> <ul style="list-style-type: none"> <li>• The HEI does not provide a description of the staff required for the implementation of the proposed study programmes.</li> <li>• The description of the staff does not include, at least, the required qualification level, the academic specialization profile, the training and professional experience or the language proficiency of the necessary teaching and/or researcher staff for the implementation of the proposed study programmes.</li> <li>• The required qualification level, academic specialization profile, training or professional experience of the planned teaching or researcher staff do not make them suitable for the teaching or research activities.</li> <li>• The HEI does not describe mechanisms to periodically and systematically evaluate the teaching and research activities of teachers, or these are insufficient.</li> <li>• The planned teaching and research staff is not sufficient to carry out the expected teaching, research and management tasks.</li> </ul>
<p><b>Adequate</b></p>	<p>All the following points are met (for other higher education institutions, references to research may be omitted):</p> <ul style="list-style-type: none"> <li>• The HEI provides a description of the staff required for the implementation of the proposed study programmes.</li> <li>• The description of the staff includes the required qualification level, academic specialization profile, training and professional experience and, if applicable, the language proficiency of the planned teaching and research staff.</li> <li>• The HEI describes mechanisms to periodically and systematically evaluate the teaching and research activities of teachers and these are sufficient.</li> <li>• The planned teaching and research staff is sufficient to carry out the expected teaching, research and management tasks.</li> </ul>
<p><b>Very adequate</b></p>	<p>In addition to the points covered at the 'adequate' level, at least one of the following points is also met (for other higher education institutions, references to research may be omitted):</p> <ul style="list-style-type: none"> <li>• The required qualification level, academic specialization profile, training, professional experience and, if applicable, the language proficiency of the planned staff make them optimal for the teaching and/or research activities (if applicable).</li> <li>• The number of planned teaching staff is optimal to carry out the expected teaching, research and management tasks.</li> </ul>

	<ul style="list-style-type: none"> <li>The HEI plans to offer incentives, support and opportunities to improve the quality of the teaching and/or research activities (if applicable) of the teaching staff.</li> </ul>
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**Criterion IV.1.b. The teaching and research staff planned have adequate working hours for the development of teaching and research activities.**

This criterion will assess the following:

- If the time allocation model of the teaching and research staff is sufficient to perform the tasks assigned to them.

Evaluation rubric

The evaluation of Criterion IV.1.b will be based on the rubric presented in Table 22.

*Table 22 - Evaluation rubric for Criterion IV.1.b*

<b>Criterion IV.1.b.</b> The teaching and research staff planned have adequate working hours for the development of teaching and research activities.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is met (for other higher education institutions, only consider the first point): <ul style="list-style-type: none"> <li>The time allocation model of the teaching and research staff is insufficient for the development of the curriculum options, considering the maximum number of students planned by teacher and group and the teaching method.</li> <li>The teaching and research staff's time allocation is insufficient for the development of the planned research activities.</li> </ul>
<b>Adequate</b>	All the following points are met (for other higher education institutions, only consider the first point): <ul style="list-style-type: none"> <li>The teaching and research staff's time allocation is sufficient for the development of the curriculum options, considering the maximum number of students planned by teacher and group and the teaching method.</li> <li>The teaching and research staff's time allocation is sufficient for the development of the planned research activities.</li> </ul>
<b>Very adequate</b>	In addition to the points covered at the 'adequate' level, at least one of the following points is also met (for other higher education institutions, consider only the first point): <ul style="list-style-type: none"> <li>The teaching and research staff's time allocation is optimal for the development of the curriculum options, considering the</li> </ul>

	<p>maximum number of students planned by teacher and group and the teaching method.</p> <ul style="list-style-type: none"> <li>The teaching and research staff's time allocation is optimal for the development of the planned research activities.</li> </ul>
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## DIMENSION V. RESEARCH AND KNOWLEDGE TRANSFER

This dimension, which is only considered for HEIs defined as universities by *Decree 183/2022, dated 4 May 2022*, refers to the activities related to the HEIs research, taking into account its policy and the profile and dedication of its staff to research tasks. Table 23 presents the key aspects and criteria for this dimension.

*Table 23- Key aspects and criteria of Dimension V. Research and Knowledge Transfer*

DIMENSION V. RESEARCH AND KNOWLEDGE TRANSFER	
<b>Key aspect V.1. Research policy</b>	Criterion V.1.a. The HEI presents objectives, lines, groups and research projects to produce impactful and significant research in the Andorran and international context and outlines its funding sources.
	Criterion V.1.b. The HEI describes adequate management of its research activity.
	Criterion V.1.c. The HEI outlines mechanisms to ensure ethics and integrity in its research activities.

The main regulation framework for Dimension V. Research and knowledge transfer is presented below:

- Law 14/2018, of 21 June, on Higher Education.*
- Decree 183/2022, of 4 May 2022, approving the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System (Articles 14, 15 and 19).*
- Leuven and Louvain-la-Neuve Communiqué. European Ministerial Conference on Higher Education. Leuven and Louvain-la-Neuve, 28-29 April 2009.*

### Key aspect V.1. Research policy

#### **Criterion V.1.a. The HEI presents objectives, lines, groups and research projects to produce impactful and significant research in the Andorran and international context and outlines its funding sources.**

This criterion will assess the following:

- If the HEI provides a description of the objectives of its research.
- If the HEI provides a description of its lines, groups and research activities.
- If the HEI provides a description of the sources of funding for research activities.

#### Evaluation rubric

The evaluation of Criterion V.1.a will be based on the rubric presented in Table 24.

Table 24 - Evaluation rubric for Criterion V.1.a

<b>V.1.a</b> The HEI presents objectives, lines, groups and research projects to produce impactful and significant research in the Andorran and international context and outlines its funding sources.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• The HEI does not provide a description of the objectives of its research.</li> <li>• The HEI does not anticipate its research lines, groups and activities.</li> <li>• The HEI does not provide a description of the sources of funding for research activities.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>• The HEI provides a description of the objectives of its research.</li> <li>• The HEI anticipates its research lines, groups and activities.</li> <li>• The HEI provides a description of the sources of funding for research activities.</li> </ul>
<b>Very adequate</b>	In addition to the points covered at the 'adequate' level, the following point is also met: <ul style="list-style-type: none"> <li>• The HEI presents innovative and/or pioneering research lines and objectives at the international level.</li> </ul>

### **Criterion V.1.b. The HEI outlines adequate management of its research activity.**

This criterion will assess the following:

- If the HEI provides a plan for research activities.
- If the HEI provides a forecast of the funding allocated to research.
- If the HEI plans to maintain a research database.
- If the HEI plans to carry out knowledge transfer.

In the event that doctoral programmes are to be offered, the following will also be assessed:

- If the HEI presents doctoral programmes that are consistent with the multiannual research plan.

#### Evaluation rubric

The evaluation of Criterion V.1.b will be based on the rubric presented in Table 25.

Table 25 - Evaluation rubric for Criterion V.1.b

<b>V.1.b.</b> The HEI outlines adequate management of its research activity.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI does not provide a multiannual plan for research activities describing research groups and projects.</li> <li>• The HEI does not provide a forecast of funding for research and human and material resources intended for this purpose.</li> <li>• The HEI does not plan to maintain a research database.</li> <li>• The HEI does not plan to carry out knowledge transfer activities.</li> </ul> <p>In the event that doctoral programmes are to be offered, the following point is met:</p> <ul style="list-style-type: none"> <li>• The HEI presents doctoral programmes that are not consistent with the multiannual research plan.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI provides a multiannual plan for research activities describing research groups and projects.</li> <li>• The HEI provides a forecast of funding for research and human and material resources intended for this purpose.</li> <li>• The HEI plans to maintain a research database.</li> <li>• The HEI plans to carry out knowledge transfer activities.</li> </ul> <p>In the event that doctoral programmes are to be offered, the following point is met:</p> <ul style="list-style-type: none"> <li>• The HEI presents doctoral programmes that are consistent with the multiannual research plan.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, the following point is also met:</p> <ul style="list-style-type: none"> <li>• The HEI plans to incorporate its knowledge transfer into its teaching activities.</li> </ul>

### Criterion V.1.c. The HEI outlines mechanisms to ensure ethics and integrity in its research activities.

This criterion will assess the following:

- If the HEI outlines effective mechanisms to ensure ethics and integrity in its research activities, especially regarding: the protection of data and/or materials, publications and authorship, conflicts of interest and/or research collaborations with external agents and research cases involving human beings, animals, natural heritage and/or cultural heritage.

Evaluation rubric

The evaluation of Criterion V.1.c will be based on the rubric presented in Table 26.

*Table 26 - Evaluation rubric for Criterion V.1.c*

<b>V.1.c.</b> The HEI outlines mechanisms to ensure ethics and integrity in its research activities.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>The HEI does not outline effective mechanisms to ensure ethics and integrity in its research activities, or they do not regulate the protection of data and/or materials, publications and authorship, conflicts of interest and/or research collaborations with external agents or research cases involving human beings, animals, natural heritage and/or cultural heritage.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>The HEI outlines effective mechanisms to ensure ethics and integrity in its research activities, especially regarding: the protection of data and/or materials, publications and authorship, conflicts of interest and/or research collaborations with external agents and research cases involving human beings, animals, natural heritage and/or cultural heritage.</li> </ul>
<b>Very adequate</b>	Not applicable.

## **DIMENSION VI. LEARNING RESOURCES AND STUDENT SUPPORT**

This dimension refers to the material and service resources (such as libraries, classrooms, laboratories, guidance services...) and technological resources (such as virtual platforms...) necessary to guarantee the academic activity of the HEIs, as well as all the processes and decisions related to the life cycle of the student, such as admissions, progress and credit recognition. Table 27 presents the key aspects and criteria for this dimension.

*Table 27- Key aspects and criteria of Dimension VI. Learning Resources and Student Support*

<b>DIMENSION VI. LEARNING RESOURCES AND STUDENT SUPPORT</b>	
	Criterion VI.1.a. The HEI presents an adequate structure and process to manage student admission and enrolment.

<b>Key aspect VI.1. Admission, progression and recognition of students</b>	Criterion VI.1.b. The HEI presents adequate regulations for student retention and progression.
	Criterion VI.1.c. The HEI presents a tutorial action plan or other adequate student support mechanisms.
	Criterion VI.1.d. The HEI presents regulations for credit recognition and transfer in accordance with current legislation.
<b>Key aspect VI.2. Infrastructure, services and learning support resources.</b>	Criterion VI.2.a. The HEI presents a set of material resources and adequate physical infrastructure for the development of its educational and research activities.
	Criterion VI.2.b. The HEI presents a set of adequate technological infrastructure for the development of its educational and research activities.
	Criterion VI.2.c. The HEI presents a set of adequate services and learning support resources for the development of its curriculum options.

The main regulation framework for Dimension VI. Learning Resources and Student Support is presented below:

- *Law 14/2018, of 21 June, on Higher Education.*
- *Decree of 17 June 2020, approving the Regulation for the Recognition of Higher Education Qualifications.*
- *Convention on the Recognition of Qualifications concerning Higher education in the European Region, signed in Lisbon on 11 April 1997, dated 22 November 2007.*
- *Decree 183/2022, of 4 May 2022, approving the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System (Articles 13, 16 and 18).*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.6. Resources and ESG 1.4. Admission, progress, recognition and certification of the student body).*
- *Paris Communiqué. European Ministerial Conference on Higher Education. Paris, 25 May 2018.*

## Key aspect VI.1. Admission, progression and recognition of students

### Criterion VI.1.a. The HEI presents an adequate structure and process to manage student admission and enrolment.

This criterion will assess the following:

- If the HEI presents an effective structure for managing student admission and enrolment.
- If the HEI describes adequate processes for verifying the necessary documentation for admission and enrolment, defining the admission criteria and, if applicable, managing admission tests.

#### Evaluation rubric



The evaluation of Criterion VI.1.a will be based on the rubric presented in Table 28.

Table 28 - Evaluation rubric for Criterion VI.1.a

<b>VI.1.a.</b> The HEI presents an adequate structure and process to manage student admission and enrolment.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>The HEI does not outline an effective structure for managing student admission and enrolment.</li> <li>The HEI does not describe adequate processes for verifying the necessary documentation for admission and enrolment, defining admission criteria and, if applicable, managing admission tests.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>The HEI outlines an effective structure for managing student admission and enrolment.</li> <li>The HEI describes adequate processes for verifying the necessary documentation for admission and enrolment, defining admission criteria and, if applicable, managing admission tests.</li> </ul>
<b>Very adequate</b>	Not applicable.

### Criterion VI.1.b. The HEI presents adequate regulations for student retention and progression.

This criterion will assess the following:

- If the HEI describes the full-time and/or part-time enrolment modalities, the criteria for student retention and progression and their implementation, and if these are adequate.

#### Evaluation rubric

The evaluation of Criterion VI.1.b will be based on the rubric presented in Table 29.

Table 29 - Evaluation rubric for Criterion VI.1.b

<b>VI.1.b.</b> The HEI presents adequate regulations for student retention and progression.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.

<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>The HEI's regulation on student retention and progression does not include one or more of the following points: the full-time and part-time enrolment modalities or the criteria for student retention and progression and their implementation, or these are not adequate.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>The HEI has regulations on student retention and progression that regulate, at least, the full-time and part-time enrolment modalities, the criteria for student retention and progression, their implementation, and they are adequate.</li> </ul>
<b>Very adequate</b>	Not applicable.

### **Criterion VI.1.c. The HEI presents a tutorial action plan or other adequate student support mechanisms.**

This criterion will assess the following:

- If the HEI presents a tutorial action plan or other support mechanisms for students that facilitate the adaptation of new students, provide academic guidance to students in the development of their studies, offer professional guidance to students regarding career paths and further studies, and address specific supervision needs.

#### Evaluation rubric

The evaluation of Criterion VI.1.c will be based on the rubric presented in Table 30.

*Table 30 - Evaluation rubric for Criterion VI.1.c.*

<b>VI.1.c.</b> The HEI presents a tutorial action plan or other adequate student support mechanisms.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>The HEI does not present a tutorial action plan or other support mechanisms for students, or these are not effective in facilitating the adaptation of new students, providing academic guidance to students in the development of their studies, offering professional guidance to students regarding career paths and further studies, and addressing specific supervision needs.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled:

	<ul style="list-style-type: none"> <li>The HEI has a tutorial action plan or other mechanisms in place to facilitate the adaptation of new students, provide academic guidance to students in the development of their studies, offer professional guidance to students regarding career paths and further studies, and address specific supervision needs.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, the following point is also met:</p> <ul style="list-style-type: none"> <li>The tutorial action plan includes additional activities to facilitate student adaptation, academic success and student participation in the activities developed by the HEI.</li> </ul>

### Criterion VI.1.d. The HEI presents regulations for credit recognition and transfer in accordance with current legislation.

This criterion will assess the following:

- If the HEI includes a regulation for the validation and recognition of credits in accordance with the current legislation, and it outlines the criteria, responsible bodies and/or procedures for the validation of study periods and credit recognition.

#### Evaluation rubric

The evaluation of Criterion VI.1.d will be based on the rubric presented in Table 31.

Table 31 - Evaluation rubric for Criterion VI.1.d

<b>VI.1.d.</b> The HEI presents regulations for credit recognition and transfer in accordance with current legislation.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI does not present regulations for credit validation and recognition in accordance with current legislation.</li> <li>The regulations for the validation and recognition of credits do not outline the criteria, responsible bodies and/or procedures for the validation of study periods and credit recognition.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI presents regulations for credit validation and recognition in accordance with current legislation.</li> <li>The regulations for the validation and recognition of credits outline the criteria, responsible bodies and procedures for the validation of study periods and credit recognition.</li> </ul>
<b>Very adequate</b>	Not applicable.

## Key aspect VI.2. Infrastructure, services and learning support resources.

### Criterion VI.2.a. The HEI presents a set of material resources and adequate physical infrastructure for the development of its educational and research activities.

This criterion will assess the following:

- If the material resources and physical infrastructure of the HEI are sufficient in relation to the number of students.
- If the material resources and physical infrastructures of the HEI allow for the development of the activities foreseen in the curriculum options.
- If the material resources and physical infrastructure of the HEI are tailored to the needs of students.

In the case of university projects, it will also assess:

- If the material resources and physical infrastructures of the HEI allow for the development of the planned research activities.

#### Evaluation rubric

The evaluation of Criterion VI.2.a will be based on the rubric presented in Table 32.

Table 32 - Evaluation rubric for Criterion VI.2.a

<b>VI.2.a.</b> The HEI presents a set of material resources and adequate physical infrastructure for the development of its educational and research activities.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• The material resources and physical infrastructure of the HEI are insufficient in relation to the number of students.</li> <li>• The material resources and physical infrastructure of the HEI do not support the development of the activities foreseen in the curriculum options.</li> <li>• The material resources and physical infrastructure of the HEI are not tailored to the needs of students.</li> </ul> <p>In the case of university projects, the following point is met:</p> <ul style="list-style-type: none"> <li>• The material resources and physical infrastructures of the HEI do not support the planned research activities.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled:

	<ul style="list-style-type: none"> <li>• The material resources and physical infrastructure of the HEI are sufficient in relation to the number of students.</li> <li>• The material resources and physical infrastructure of the HEI support the development of the activities foreseen in the curriculum options.</li> <li>• The material resources and physical infrastructure of the HEI are tailored to the needs of students.</li> </ul> <p>In the case of university projects, all of the following must be fulfilled:</p> <ul style="list-style-type: none"> <li>• The material resources and physical infrastructures of the HEI support the planned research activities.</li> </ul>
<p><b>Very adequate</b></p>	<p>In addition to the points covered at the 'adequate' level, at least one of the following points is also met:</p> <ul style="list-style-type: none"> <li>• The HEI presents a set of optimal material resources and physical infrastructure for the development of its educational and research activities.</li> <li>• The HEI plans to collaborate with other entities that have excellent physical infrastructure to develop their training or research activities.</li> </ul>

**Criterion VI.2.b. The HEI presents a set of adequate technological infrastructure for the development of its educational and research activities.**

This criterion will assess the following:

- If the technological infrastructure of the HEI is sufficient in relation to the number of students.
- If the technological infrastructure of the HEI supports the development of the activities foreseen in the curriculum options.
- If the technological infrastructure of the HEI is permanently accessible.
- If the technological infrastructure of the HEI allows for adequate interaction among students or between students and teachers.
- If the technological infrastructure of the HEI ensures the correct identification of students
- If the technological infrastructure of the HEI respects the privacy of students and teaching staff.

In the case of university projects, it will also assess:

- If the technological infrastructure of the HEI supports the development of the foreseen research activities.

Evaluation rubric

The evaluation of Criterion VI.2.b will be based on the rubric presented in Table 33.

Table 33 - Evaluation rubric for Criterion VI.2.b

<p><b>VI.2.b.</b> The HEI presents a set of adequate technological infrastructure for the development of its educational and research activities.</p>	
<p><b>Lack of information</b></p>	<p>There is insufficient information to assess the level of achievement of the criterion.</p>
<p><b>Inadequate</b></p>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The technological infrastructure of the HEI is insufficient in relation to the number of students.</li> <li>• The technological infrastructure of the HEI does not support the development of the activities foreseen in the curriculum options.</li> <li>• The technological infrastructure of the HEI is not permanently accessible.</li> <li>• The technological infrastructure of the HEI does not allow for adequate interaction among students or between students and teachers.</li> <li>• The technological infrastructures of the HEI do not ensure the correct identification of students</li> <li>• The technological infrastructure of the HEI does not foresee mechanisms for plagiarism prevention or fraud control.</li> <li>• The technological infrastructure of the HEI does not respect the privacy of students and teaching staff.</li> </ul> <p>In the case of university projects, the following point is met:</p> <ul style="list-style-type: none"> <li>• The technological infrastructure of the HEI does not support the development of the foreseen research activities.</li> </ul>
<p><b>Adequate</b></p>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The technological infrastructure of the HEI is sufficient in relation to the number of students.</li> <li>• The technological infrastructure of the HEI supports the development of the activities foreseen in the curriculum options.</li> <li>• The technological infrastructure of the HEI is permanently accessible.</li> <li>• The technological infrastructure of the HEI allows for adequate interaction among students or between students and teachers.</li> <li>• The technological infrastructure of the HEI ensures the correct identification of students.</li> <li>• The technological infrastructure of the HEI foresees mechanisms for plagiarism prevention or fraud control.</li> <li>• The technological infrastructure of the HEI respects the privacy of students and teaching staff.</li> </ul> <p>In the case of university projects, the following point must also be fulfilled:</p> <ul style="list-style-type: none"> <li>• The technological infrastructure of the HEI supports the development of the foreseen research activities.</li> </ul>

<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, the following point is also met:</p> <ul style="list-style-type: none"> <li>The HEI presents a set of optimal technological infrastructure for the development of its educational and research activities.</li> </ul>
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**Criterion VI.2.c. The HEI presents a set of adequate services and learning support resources for the development of its curriculum options.**

This criterion will assess the following:

- If the learning support services and resources of the HEI are sufficient in relation to the number of students.
- If the learning support services and resources of the HEI meet the learning needs of the students.
- If the HEI guarantees the access of students to the recommended teaching materials of the curriculum options.
- If the administrative and technical staff hired by the HEI are sufficient and qualified to carry out their tasks.

Evaluation rubric

The evaluation of Criterion VI.2.c will be based on the rubric presented in Table 34.

*Table 34 - Evaluation rubric for Criterion VI.2.c*

<b>VI.2.c.</b> The HEI presents a set of adequate services and learning support resources for the development of its curriculum options.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The learning support services and resources of the HEI are insufficient in relation to the number of students.</li> <li>The learning support services and resources of the HEI do not meet the learning needs of the students.</li> <li>The HEI does not guarantee the access of students to the recommended teaching materials of the curriculum options.</li> <li>The administrative and technical staff hired by the HEI are insufficient or not qualified to carry out their tasks.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The learning support services and resources of the HEI are sufficient in relation to the number of students.</li> <li>The learning support services and resources of the HEI meet the learning needs of the students.</li> </ul>

	<ul style="list-style-type: none"> <li>The HEI guarantees the access of students to the recommended teaching materials of the curriculum options.</li> <li>The administrative and technical staff hired by the HEI are sufficient and qualified to carry out their tasks.</li> </ul>
<b>Very adequate</b>	<p>In addition to the points covered at the 'adequate' level, the following point is also met:</p> <ul style="list-style-type: none"> <li>The HEI presents a set of optimal services and learning support resources for the development of its curriculum options.</li> </ul>

## DIMENSION VII. PUBLIC INFORMATION.

This dimension refers to public information, that is, information that higher education institutions make public to provide their services to society and be accountable for their quality. Table 35 presents the key aspects and criteria for this dimension.

*Table 35 - Key aspects and criteria of Dimension VII. Public Information.*

<b>DIMENSION VII. PUBLIC INFORMATION.</b>	
<b>Key aspect VII.1. Public information system</b>	Criterion VII.1.a. The HEI presents a public information strategy on its activity to ensure it is clear, rigorous, objective, complete, updated and relevant to the public and all stakeholders.

The main regulation framework for Dimension VII. Public Information is presented below:

- *Law 14/2018, of 21 June, on Higher Education.*
- *Decree 183/2022, of 4 May 2022, approving the Regulation of Authorization of Universities and other Private Higher Education Institutions of the Andorran Higher Education System (Article 19).*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.7. Information management and ESG 1.8. Public information).*
- *Leuven and Louvain-la-Neuve Communiqué. European Ministerial Conference on Higher Education. Leuven and Louvain-la-Neuve, 28-29 April 2009.*
- *Bucharest Communiqué. European Ministerial Conference on Higher Education. Bucharest, 26-27 April 2012.*

### Key aspect VII.1. Public information system

**Criterion VII.1.a. The HEI presents a public information strategy on its activity to ensure it is clear, rigorous, objective, complete, updated and relevant to the public and all stakeholders.**

This criterion will assess the following:

- If the HEI describes a process for publishing information about its educational and research activities (if applicable) aimed at the public and all stakeholders.



- If the HEI describes how it will monitor and review the public information system to ensure clarity, rigour, objectivity, completion, updating and relevance.
- If the HEI describes mechanisms to ensure that the media in which it will publish information will be easily accessible to the public and all stakeholders.

Evaluation rubric

The evaluation of Criterion VII.1.a will be based on the rubric presented in Table 36.

*Table 36 - Evaluation rubric for Criterion VII.1.a*

<b>VII.1.a.</b> The HEI presents a public information strategy on its activity to ensure it is clear, rigorous, objective, complete, updated and relevant to the public and all stakeholders.	
<b>Lack of information</b>	There is insufficient information to assess the level of achievement of the criterion.
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• The HEI does not describe a process for publishing information about its educational and research activities (if applicable) aimed at the public and all stakeholders.</li> <li>• The HEI does not plan to monitor and review the public information system to ensure clarity, rigour, objectivity, completion, updating and relevance.</li> <li>• The HEI does not describe mechanisms to ensure that the media in which it will publish information will be easily accessible to the public and all stakeholders.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>• The HEI describes a process for publishing information about its educational and research activities (if applicable) aimed at the public and all stakeholders.</li> <li>• The HEI plans to monitor and review the public information system to ensure clarity, rigour, objectivity, completion, updating and relevance.</li> <li>• The HEI describes mechanisms to ensure that the media in which it will publish information will be easily accessible to the public and all stakeholders.</li> </ul>
<b>Very adequate</b>	Not applicable.