AQUA — AGÈNCIA DE QUALITAT DE L'ENSENYAMENT SUPERIOR D'ANDORRA

INQAAHE
Since 1991

INQAAHE Talks

QUALITY ASSURANCE AND THE SUSTAINABILITY AGENDA

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Affiliate of enqa.   INQAAHE Since 1991   SIACES Sistema Iberoamericano para el Aseguramiento de la Calidad de la Educación Superior   Global Academic Integrity Network   CoARA

INTRODUCTION

Andorra

CO-PRINCIPALITY OF ANDORRA

- **National strategic plan (2017-2019)**:
  - Equal treatment and non discrimination Act.
  - Green Schools.

- **Universities** expressed desired to align with the Global Agenda.

INTRODUCTION

QAA

Public institution

> **Function:**
>
> *'**Assess, accredit and certify the quality of higher education in Andorra** according to EHEA principles and the criteria established in the **Standards and Guidelines for Quality Assurance in the EHEA**.'*

Objective

⟶ **Define strategic guidelines to redirect the universities towards sustainability**

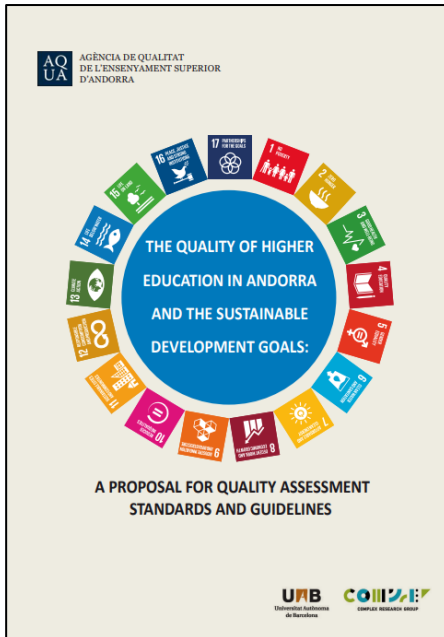**ASSITING them considering their own autonomy.**

Collaborative approach

COMMITMENTS TO SUSTAINIBILITY

SDG and ESG

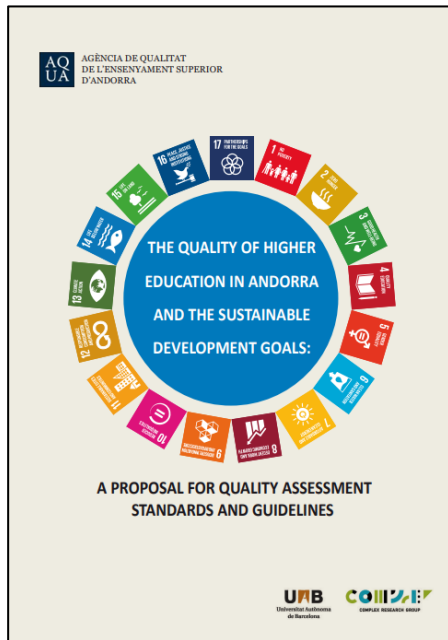AQUA UAB Universitat Autònoma de Barcelona COMPLEX RESEARCH GROUP

2017

THE QUALITY OF HIGHER EDUCATION IN ANDORRA AND THE SUSTAINABLE DEVELOPMENT GOALS:
A Proposal for Quality Assessment Standards and Guidelines

- Proposal of a **relationship** between **ESG** (Part 1) and **SDG.**

- **Challenge**: Complexity

  o Sustainable development and quality:

    ▪ *Different origins*
    ▪ *Different goals*
    ▪ *Different ways and use of language*

⟶ **Systematic approaches** influencing **university** activities.

⟶ **Concerned about** value, utility and relevance of **education**.

⟶ **Dynamic** and in constant **evolution**.

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SDG and ESG

A PROPOSAL FOR QUALITY ASSESSMENT STANDARDS AND GUIDELINES

ESG 1.2. Design and approval of programmes

The programme establishes goals, competencies, methodologies, learning results and assessment systems relating to sustainability and considers society's needs, concerns and motivations.

The curricula are at the heart of the academic mission of higher education institutions and a unique opportunity to provide the students with knowledge and competencies to understand and question the current development models and create more positive alternatives for the future.

A programme that introduces the sustainability perspective:

- Reflects on the four aspects of sustainable development: environmental protection, social justice, economic well-being and cultural diversity;
- Unpacks the need for and value of incorporating the sustainability perspective;
- Is designed with the participation of the students, stakeholders and professional associations, taking into account social needs and concerns;
- Considers the local sustainability needs and priorities;
- Defines competencies that favour the creation of more sustainable and just forms of development in personal and professional life;
- Anticipates and favours emerging and interdisciplinary areas;
- Anticipates learning results that define the specific sustainability knowledge and abilities that students must acquire by the end of their training;
- Defines assessment systems that allow assessment of not only the acquired knowledge but also the development of defined sustainability competencies.
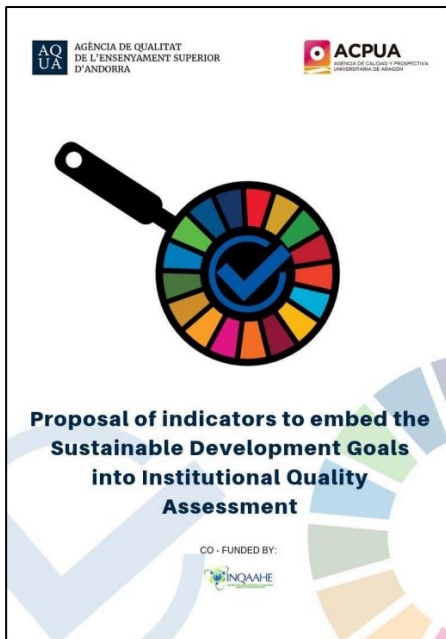
COMMITMENTS TO SUSTAINIBILITY

The SDG at Institutional level

Co-funded by:

2018-2019

> **PROPOSAL OF INDICATORS TO EMBED THE SUSTAINABLE DEVELOPMENT GOALS INTO INSTITUTIONAL QUALITY ASSESSMENT**

REFERENCES:

- **Leading Curriculum Change for Sustainability: Quality Enhancement**   2015

  → Guide to Quality and Education for Sustainability in HE
  https://efsandquality.glos.ac.uk/

- **National Learning and Teaching Standards for Environment and Sustainability**   2015

  → https://environmentltas.gradschool.edu.au/

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The SDG at Institutional level

Co-funded by: INQAAHE Since 1991

2018-2019

> **PROPOSAL OF INDICATORS TO EMBED THE SUSTAINABLE DEVELOPMENT GOALS INTO INSTITUTIONAL QUALITY ASSESSMENT**

- Embedding the **SDG** in evaluation at **institutional level**

International Board:

- **Dr David Alba**, Universidad Autonoma de Madrid.
- **Dr Merce Junyent**, Universitat Autonoma de Barcelona.
- **Prof Pepe Gutiérrez**, Universidad de Granada.
- **Dr Ingrid Mulà**, Universitat de Girona.

- **Prof Daniella Tilbury**:
  Commissioner for Sustainable Development – HM Government of Gibraltar; Honorary Fellow – St Catherine's College, University of Cambridge.

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The SDG at Institutional level

Co-funded by:

2018-2019

PROPOSAL OF INDICATORS TO EMBED THE SUSTAINABLE DEVELOPMENT GOALS INTO INSTITUTIONAL QUALITY ASSESSMENT

- Embedding the **SDG** in evaluation at **institutional level** ⟶ **Dimensions (Points):**

- **Scoring system**: 4 levels of performance

Level 1	BRONZE	Score: **0-25%**	Reflects commitment to the SDG
Level 2	SILVER	Score: **25-50%**	Making progress towards embedding the SDG
Level 3	GOLD	Score: **50-75%**	Leading practice nationally
Level 4	PLATINIUM	Score: **75-100%**	Leading practice internationally

Governance and Strategy (15)

Leadership and Partnership (6)

Quality Strategy and Processes (14)

Training and Guidance (21)

Resources & Funding (7)

Programmes (24)

Campus (7)

Students and Employers (2)

External Quality Assurance (4)

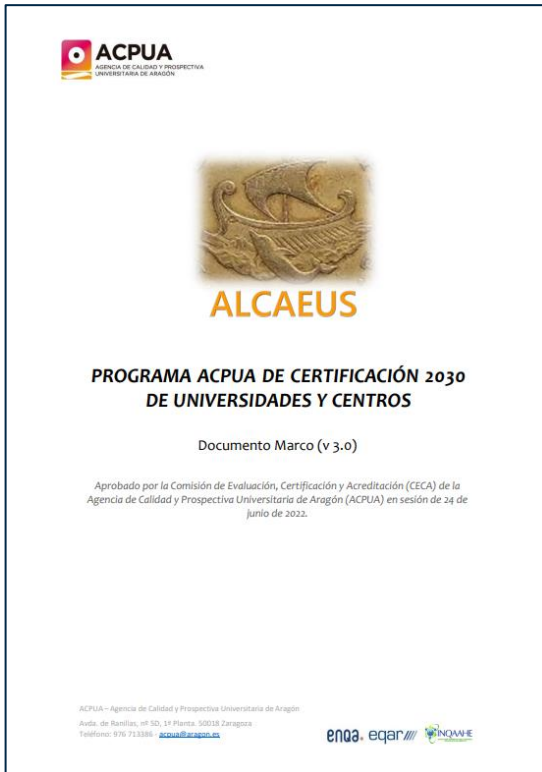# COMMITMENTS TO SUSTAINIBILITY

Certifying sustainability

2021

AQUA AGÈNCIA DE QUALITAT DE L'ENSENYAMENT SUPERIOR D'ANDORRA

2025

The **certification program** has the following **objectives**:

- To **assess the efforts** that HEIs are making and want to make to align themselves with sustainability.
- To **offer support to HEIs** so that they can determine what level of commitment to sustainability they want to achieve in the future and with what processes to achieve it.
- To **accompany and guide HEIs** in the process of achieving their level of commitment to sustainability by integrating the sustainability perspective into internal quality management.
- To assess the **levels of achievement** and identify **areas for improvement** in relation to the initial commitments.
- To **encourage HEIs** to adopt a culture of sustainability through learning and innovation.