



Criterion 1: Strategy, governance and quality

Sub-criterion 1.1 – Alignment between strategy and governance

The implementation of the institution's activities and the way it operates internally are aligned with its strategic policy (mission, vision, values) in terms of education and training.

Governance, at every level of the institution, incorporates stakeholders and takes its positioning into account in its local, regional and international ecosystem. Relevant partnerships (with other institutions, professional sectors, international partners, etc.) are established and maintained over time.

Decision-making within the institution is efficient and effective, and results in suitable internal communication.

The institution communicates transparently about its mission, its strategic vision and the way its governance is organised.

The institution has defined a policy for the management of its material, financial and human resources. This policy takes account of the needs generated by the objectives set by the institution.

The institution embraces social and environmental responsibility as part of its institutional educational policies.

Sub-criterion 1.2 – Policy for quality assurance

The Policy for quality assurance (principles, structure, objectives, resources and responsibilities) is transparent and structured collectively with a view to supporting the strategic management of the institution at all levels and regularly assessing the achievement of strategic objectives.

A positive culture of quality is promoted at every level of the institution. This culture is specific to the institution and is recognised by everyone as supporting continuous improvement and the development of institutional culture. It also benefits from the involvement of all its stakeholders (staff, students and external stakeholders).

Sub-criterion 1.3 – Quality management system

A quality management system is implemented that is relevant and appropriate to the needs of the institution. This system is documented and generates useful information and data for the management of the institution.

This system is based on procedures and tools that support continuous improvement. This includes regular analysis of the results from internal and external reviews.

Sub-criterion 1.4 – Staff

Within the framework of the rules in force, as well as the constraints and margins of freedom, the institution ensures that it has sufficient staff with the required skills. It implements fair, efficient and transparent processes for the recruitment, assessment and professional development of all its staff members. The institution is concerned about wellbeing in the workplace.

The institution provides a favourable environment for individual and collective development. It supports its staff members by offering them continuous training and supports their reflexivity and professional development in the implementation of their missions and roles, particularly in:

- teaching methods,
- the links to be forged between the missions of higher education,
- the use of new technologies.



Criterion 2: Steering of programmes

Sub-criterion 2.1 – Programmes design

Taking into account its margins of freedom, as well as its strategy, its competencies and its resources, the institution has a process (internal and/or external) for the design, revision and approval of its programmes, defining how they are collectively designed and developed:

- by involving the relevant stakeholders and their needs, as well as trends that are deemed appropriate in higher education, research and the professional sectors;
- by making sure there is compliance with the levels of the certification/qualification frameworks, governing regulations and other relevant reference frameworks;
- by ensuring consistency: educational alignment, progressiveness and workload;
- by closely involving all of the partners concerned – in particular for those programmes that involve a partnership (joint programmes, work-integrated higher education, etc.).

Within its programmes, the institution promotes cross-disciplinary skills that are geared to social, economic, environmental, societal and cultural developments.

Sub-criterion 2.2 – Communication about the programmes

The institution publishes information about its teaching activities, including its programmes and pre-defined rules that cover every phase of the study cycle (admission and progress of students, recognition and certification of their learning outcomes), in a form that is clear, accurate, objective, up to date and easy to access. In particular, the institution publishes relevant data and the analyses resulting from the review of its programmes and produced in accordance with the ESG on methodological aspects.

This data and these analyses are communicated clearly and in an accessible way to all staff members and students, as well as to external partners and other interested parties.

Sub-criterion 2.3 – Monitoring and ongoing review of the programmes

The institution has a policy of ongoing review of its programmes. It does so to ensure that they achieve the objectives assigned to them and that they also meet the needs of students and society, based in particular on the collection and processing of relevant information and data.

The policy of programme review provides for the implementation, on a regular and planned basis, of quality assurance processes that are methodologically in line with the ESG, which the institution undertakes independently or entrusts to an external operator (such as AEQES).

These processes are reliable, useful and defined in advance. They are implemented in a constant and consistent manner and applied at the level (programme, cluster, department, field, etc.) deemed relevant by the institution for managing its programmes.

They include:

- self-assessment or an equivalent approach with regard to a reference framework that is in line with the ESG (that of the institution or the AEQES' one, for example);
- an external feedback mechanism that contributes to a more comprehensive review;
- publication of the analyses derived from the review;
- consistent follow-up: all parties concerned are notified of any action planned or undertaken as a result.

These reviews lead to the continuous improvement of the programmes.



Criterion 3: Teaching processes and learning paths

Sub-criterion 3.1 – Student-centred learning, teaching and assessment

The institution ensures that teaching and the assessment of learning outcomes are designed to encourage students to play an active role in their learning process, by stimulating motivation, personal reflection, autonomy and involvement. It supports the use of varied teaching methods and approaches, ensuring that these are assessed regularly (particularly through the assessment of teaching by students and adjusted as necessary). The institution ensures that the assessment of learning outcomes is based on appropriate criteria and methods, which are communicated in advance.

The institution respects and takes into account the diversity of students, their personal situations and their needs (cognitive, psychosocial and financial), guaranteeing them proper guidance, support and flexibility throughout their course of study.

In keeping with its strategy and in relation to the specific nature of its audiences, the institution endeavours to promote the development, wellbeing and emancipation of students (in particular by developing their curiosity, critical thinking and awareness of their individual and collective responsibilities and duties).

For those programmes that are provided as part of a partnership (joint programmes, work-integrated higher education, etc.), the institution works with its partners to design a learning path focused on the students' needs.

The institution promotes fair treatment and mutual respect in the student-teacher relationship. It also provides for adequate and transparent procedures when dealing with student complaints and appeals.

Sub-criterion 3.2 – Admission, progression, recognition and certification

The institution complies with the national and European rules and criteria regarding student admission and progression, as well as the recognition and certification of the learning outcomes. Procedures implemented by the institution are communicated transparently and are applied in a fair, consistent and systematic manner.

The institution ensures that incoming students receive a proper welcome and appropriate support.

In order to support student mobility and lifelong learning, the institution promotes and applies fair recognition of learning outcomes and/or experience, whether formal or informal.

Sub-criterion 3.3 – Learning environment

The institution provides a physical and digital environment that is conducive to the student's learning and development. It ensures that the appropriate resources are developed, in line with the educational project and necessary for the acquisition of the skills targeted by the programmes (equipment, access to documentary and scientific references, digital platforms and environments, technical and IT infrastructure, etc.).

The institution keeps its staff members and students informed about the resources available. It also ensures that these resources are easily accessible and provides guidance on how to use them to best effect.