


The experience of the project

Making Connections



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of Higher Education of Andorra (AQUA)

INQAAHE Regional Network Meeting

12th of October, 2020

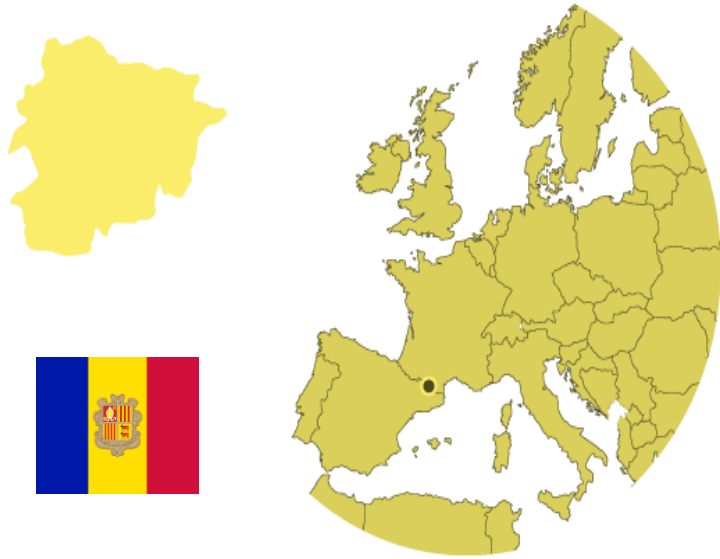


SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



Presentation and context



Co- Principality



76.000 hab.



468 km²



Catalan



Presentation and context

Andorran
Higher Education
system



2 Universities



17 official
programmes



+ 500 students



30 years



EHEA



**Quality Assurance Agency of
Higher Education of Andorra
(2016)**

AFFILIATE OF
ENQA



AQUA's commitments to sustainability



AQUA's Steering Committee



COMMITMENT

DESK STUDY

INTERNATIONAL PROJECT

INTERNATIONAL WORKSHOP

Sustainability Framework could be an opportunity to enhance higher education

Guidelines to embed sustainability in the HE quality assurance framework

Making connections

Quality and Sustainability in higher education: from purpose to practice

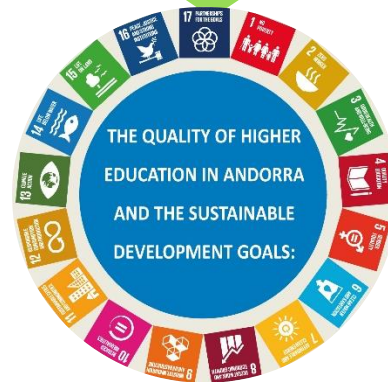
2015

2017

2018 - 2019

2020

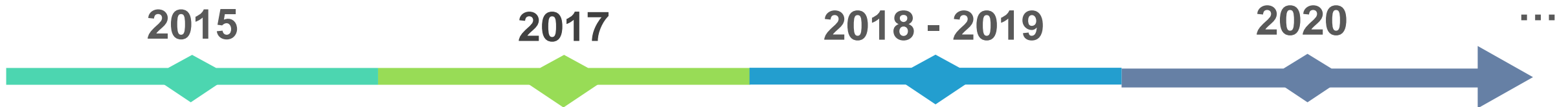
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AQUA's commitments to sustainability



AQUA's Steering Committee



Purpose

.... Practice

The Project

Making connections between the Institutional Evaluation and the Sustainable Development Goals: Empowering stakeholders for quality enhancement (Q&S&HE)



Funding scheme 2018



In collaboration with ACPUA



05/2018 – 05/2019



Objectives

- To **propose indicators** to incorporate the SDGs in the institutional quality assessment
- To **empower stakeholders** to promote quality by incorporating the SDG s

Participants



Board of experts



Prof. Dra.
Daniella Tilbury



Dra. Íngrid Mulà
Ponsdevall



Dr. David Alba




Dra. Mercè
Junyent



Prof. Dr. Pepe
Gutiérrez

Timeline of participant engagement



I FORUM OF QUALITY & SUSTAINABILITY	AUTONOMOUS WORK	II FORUM OF QUALITY & SUSTAINABILITY	VALIDATION
Workshops and working groups <ul style="list-style-type: none"> To make alliances between stakeholders To build a shared view of quality and sustainability 	Meetings <ul style="list-style-type: none"> To discuss current actions and potential initiatives 	Conferences <ul style="list-style-type: none"> To analyze initiatives to introduce and evaluate SDGs in universities To explore new challenges and commitments 	Meeting <ul style="list-style-type: none"> To validate the proposal of indicators



Outcomes



www.aqua.ad



1. Governance and Strategy



2. Leadership and Partnerships



3. Quality Strategy and Processes



4. Training and Guidance



5. Resources & Funding



6. Programmes



7. Campus



8. Students and Employers



9. External Quality Assurance

<https://www.aqua.ad/en/content/making-connections-between-institutional-evaluation-and-sustainable-development-goals>

1. Governance and Strategy

Indicators	Assessment criteria
1.1 The SDGs form part of the institution's governance framework and implementation is reported in a transparent manner.	Evidence is submitted to confirm that: <ul style="list-style-type: none"> - The University Council or Senate⁶ has explicitly committed to sustainability and the SDGs (4 points) - The Executive⁷ has explicitly committed to Sustainability and the SDGs (4 points)
1.2 The SDGs are included in university strategic documents as well as the University's four-year planning cycle.	Evidence is submitted to confirm that: <ul style="list-style-type: none"> a) the strategic framework or plan of the university recognizes the SDGs (1 point) b) SDGs are embedded in the planning cycle (1 point) c) SDGs are embedded in the targets of the strategic framework or plan (1 point)

1.3 The implementation of SDGs is monitored and evaluated in line with targets and outcomes identified in the strategic documents.	Evidence is submitted to confirm that: <ul style="list-style-type: none"> a) There is monitoring and evaluation in place (1 point) b) The outcomes of the evaluation informs the strategic work of the university (1 point)
1.4 Leading practice in implementing SDGs is recognized through internal and external awards.	Evidence is submitted to confirm that: <ul style="list-style-type: none"> a) Staff have been recognized internally with a certificate/prize/seed funding, promotion (1 point) b) Leading practice examples have been recognized by an external award schemes and similar (1 point)

2. Leadership and Partnerships

Components	Indicators	Assessment criteria
2. Leadership and Partnerships	2.1 The institution makes an explicit and visible commitment to embracing SDGs.	Evidence is submitted to confirm two of the following: a) commitment to SDGs present in university webpage b) commitment to SDGs visible in email footers c) commitment to SDGs visible in international profiling d) commitment to SDGs visible in promotional material e) other (left at the discretion of the assessor)
	2.2 The institution works with other higher education stakeholders to improve the embedding of SDGs in the quality frameworks and processes.	Evidence is submitted to confirm two of the following: a) institution participates in a joint project b) institution participates in a working or expert group c) institution convenes an international meeting on quality and SDGs d) other (left at the discretion of the assessor)
	2.3 The institution reaches out to work with external partners to implement the SDGs through staff and students volunteering and other non-formal curriculum opportunities.	Evidence is submitted to confirm that: a) opportunities exist for staff across the institution (0.5 points) b) opportunities for students across the institution (0.5 points) c) all staff and students have opportunities to participate (1)

3. Quality Strategy and Processes

<p>3. Quality Strategy and Processes</p>	<p>3.1 The quality strategy or policy has SDGs as a core commitment.</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> a) SDGs appear as a key heading in the quality policy or strategy (2 points) b) the quality policy or strategy identifies what it understands by quality in relation to the SDGs (2 points) c) the institution identifies what and how it is seeking to assess through the quality process in relation to the SDGs (2 points)
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	<p>3.2 There is a strategy or policy that commits staff responsible for quality to professional development specifically on the SDGs.</p>	<p>Evidence is submitted to confirm that the strategy and policy has:</p> <ul style="list-style-type: none"> a) targets in relation to professional development (2 points) b) timelines in relation to professional development (2 points)
	<p>3.3 The quality process assesses progress and makes a quality judgment on the degree of embeddedness of a whole institution approach to the SDGs.</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> a) progress towards whole-institution adoption of SDGs is assessed by the quality process against specified timelines and targets (2 points) b) there is a quality judgment on the degree of embeddedness of the whole-institutional approach (2 points) c) recommendations are made to extend the impact of efforts at a whole-institutional level (2 points)

4. Training and Guidance

4. Training and Guidance	<p>4.1 The institution has developed guidance documents and/or frameworks for developing good practice in relation to the SDGs</p>	<p>Evidence is submitted to confirm that there is written guidance in relation to the SDGs for:</p> <ul style="list-style-type: none"> a) teaching and learning (1 point) b) research and knowledge transfer (1 point) c) management and administration (1 point) d) outreach (1 point) e) the guidance has been developed via participatory approaches and are revised regularly (1 point)
	<p>4.2 Colleagues with responsibilities for quality at the institutional level have participated in a professional development offering or in a development and change programme related to the SDGs (expressed as %).</p>	<p>Evidence is submitted to confirm the following training has taken place:</p> <ul style="list-style-type: none"> • above 25% of quality related staff have participated (1 point) • above 50% of quality related staff have participated (2 points) • above 75% of quality related staff have participated (3 points) • 100% of quality related staff have participated (4 points)

<p>4.3 Colleagues who have a formal responsibility for teaching and learning have participated in a professional development offering or in a development and change programme related to the SDGs.</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> • above 25% of staff have participated (1 point) • above 50% of staff have participated (2 points) • above 75% of staff have participated (3 points) • 100% of staff have participated (4 points)
<p>4.4 Colleagues who have responsibility for management and administration have participated in a professional development offering or in a development and change programme related to the SDGs.</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> • above 25% of staff have participated (1 point) • above 50% of staff have participated (2 points) • above 75% of staff have participated (3 points) • 100% of staff have participated (4 points)
<p>4.5 Colleagues responsible for research and knowledge transfer activity have participated in a professional development offering or in a development and change programme related to the SDGs (expressed as %).</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> • above 25% of staff have participated (1 point) • above 50% of staff have participated (2 points) • above 75% of staff have participated (3 points) • 100% of staff have participated (4 points)

5. Resources & Funding

5. Resources & Funding	5.1 External and internal funding is found and allocated to SDG initiatives.	Evidence is submitted to confirm that: a) there has been internal funding incl. letter from awarding body (1 point) b) there has been external funding incl. letter from awarding body (1 point)
	5.2 A team is established that is capable and qualified to plan, implement and evaluate SDG initiatives internally. The team is responsible for facilitating engagement and supporting stakeholders in this agenda.	Evidence is submitted to confirm that there is a team in place dedicated to this task. Evidence of the following is required: a) terms of reference of the team that clarifies responsibilities and qualifications (1 point) b) role definitions or responsibilities of individuals that confirm capacity and qualifications (1 point) c) evidence of opportunities being facilitated/encouraged for connected planning (1 point) d) evidence that joint SDGs projects across the departments are taking place (1 point) e) evidence that challenges and lessons learnt are taken into account (1 point)

6. Programmes

6. Programmes	<p>6.1 Degree programmes (UG and PG) provide opportunities to learn about the SDGs (expressed as %).</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> • above 25% of programmes meet these criteria (1 point) • above 50% of programmes meet these criteria (2 points) • above 75% of programmes meet these criteria (3 points) • 100% of programmes meet these criteria (4 points)
	<p>6.2 Degree Programmes (PG and UG) have practical experience for students to learn how to address the SDGs in practice (work placements, community projects, campus projects, etc.) (expressed as %).</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> • above 25% of programmes meet these criteria (1 point) • above 50% of programmes meet these criteria (2 points) • above 75% of programmes meet these criteria (3 points) • 100% of programmes meet these criteria (4 points)
	<p>6.3 Programmes offer opportunities for students to understand the global significance and context of the SDGs (expressed as %).</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> • above 25% of programmes meet these criteria (1 point) • above 50% of programmes meet these criteria (2 points) • above 75% of programmes meet these criteria (3 points) • 100% of programmes meet these criteria (4 points)

	<p>6.4 Degree Programmes (UG and PG) have explicit competences on sustainable development (expressed as %).</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> • above 25% of programmes meet these criteria (1 point) • above 50% of programmes meet these criteria (2 points) • above 75% of programmes meet these criteria (3 points) • 100% of programmes meet these criteria (4 points)
	<p>6.5 Programmes commit to learner-centred and active learning strategies associated with education for sustainable development (expressed as %).</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> • above 25% of programmes meet these criteria (1 point) • above 50% of programmes meet these criteria (2 points) • above 75% of programmes meet these criteria (3 points) • 100% of programmes meet these criteria (4 points)
	<p>6.6 Programmes have an assessed component in relation to learning and change for sustainable development (expressed as %).</p>	<p>Evidence is submitted to confirm that:</p> <ul style="list-style-type: none"> • above 25% of programmes meet these criteria (1 point) • above 50% of programmes meet these criteria (2 points) • above 75% of programmes meet these criteria (3 points) • 100% of programmes meet these criteria (4 points)

7. Campus

7. Campus	7.1 There are volunteer opportunities for engagement with implementing SDGs on campus (expressed as ratio of students).	Evidence is submitted to confirm that: <ul style="list-style-type: none">• there are opportunities for 1:4 students to participate (1 point)• there are opportunities for 2:4 students to participate (2 points)• there are opportunities for 3:4 students to participate (3 points)
	7.2 There is a campus wide quality system to progressively improve facilities performance considering the SDGs.	<ul style="list-style-type: none">• there are opportunities for 4:4 students to participate (4 points) Evidence is submitted to confirm that: <ul style="list-style-type: none">a) the institution can show annual improvement (2 points)b) there is a system of improvement in place that may be accredited (1 point)

8. Students and Employers

8. Students and Employers	8.1 <i>There are feedback mechanisms where students provide (incl. anonymous) suggestions for improving the learning experience in relation to the SDGs.</i>	There is evidence that feedback is requested that meets this criteria.
	8.2 <i>Employers and student alumni provide feedback on the institution's contribution to SDGs.</i>	There is evidence that feedback is received.

9. External Quality Assurance

9. External Quality Assurance	9.1 The quality assurance agency, following a verification of evidence of the above, provides a positive report on the institution's performance in relation to the SDGs.	There is evidence that the quality assurance agency: a) has reviewed and validated the evidence that is requested by this framework (2 points) b) has provided a positive report (2 points)
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Testimonials



Making connections between
Quality & Sustainability in Higher Education

Empowering stakeholders for quality enhancement

A project developed by



& co-funded by



#QualitySDG

Some final reflections

- Sustainability is relevant to all aspects of higher education (whole institution approach)
- We are currently adaptin our frameworks to apply the indicators
- Each context can adapt and concretize the proposal of indicators
-

Download our publications at:



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The **Quality** of Higher Education in Andorra and the **Sustainable Development Goals**: A proposal for Quality Assessment Standards and Guidelines



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Proposal of indicators to embed the Sustainable Development Goals into Institutional Quality Assessment



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Thank you

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