

# bologna process

## NATIONAL REPORTS 2004 – 2005

<b>Country:</b>	Principality of Andorra
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### 1. Main achievements since Berlin

#### **1.1. Give a brief description of important developments, including legislative reforms**

Legislation has been approved regarding the Diploma Supplement (Decret Regulador de l'expedició del Suplement Europeu al Diploma) and the issuance of official higher education degrees (Decret del Reglament sobre l'expedició dels títols d'ensenyament superior de caràcter estatal).

### 2. National organisation

#### **2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies**

*(For example, do higher education institutions report to different ministries?)*

In the Principality of Andorra, at the moment there is only one higher education institution, the Universitat d'Andorra. The official institution in charge of higher education is the Department of Higher Education of the Ministry of Education, Culture, Youth and Sports. The Ministry is responsible for the implementation of the Bologna Process in the Principality

#### **2.2. Give a short description of the institutional structure**

*(For example, number of public/private universities/other HE institutions or numbers/percentage of students in public/private sector. To what extent are private and State higher education institutions covered by the same regulations?)*

In Andorra, there isn't any private higher institution, and there is only one public university. However, if there were private universities, they would have to follow the same regulations ( Law of Universities) as the public university (Universitat d'Andorra)

#### **2.3. Give a brief description of the structure which oversees the implementation of the Bologna Process in your country**

*(National Bologna group, thematic working groups, composition and activities, stakeholder involvement)*

The structure that oversees the implementation of the Bologna Process is the Department of Higher Education of the Ministry of Education, Culture, Youth and Sports and it is composed of one director and one staff member (we are in the process of increasing human resources).

The Department of Higher Education works tightly with the Universitat d'Andorra regarding the implementation of the principles of the Bologna Process in the Principality.

### 3. Quality assurance

The following questions have been included in the template at the request of the Working Group on Stocktaking.

**3.1. National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved.**

***Please specify the responsibilities of the bodies and institutions involved.***

In the Principality of Andorra, we are studying the most adequate way to create a national agency that would best insure quality assurance. Thus far, a Commission for the Quality Assurance of the Higher Education System in Andorra, has been set up so as to assure quality. Nevertheless, this Commission is not a National Quality Assurance Agency.

**3.2. National quality assurance systems should include a system of accreditation, certification or comparable procedures.**

***Describe the system of accreditation, certification or comparable procedures, if any.***

N/A

**3.3. National quality assurance systems should include international participation, co-operation and networking.**

***Are international peers included in the governing board(s) of the quality assurance agency(ies)?***

N/A

Please add any general comments, reflections and/or explanations to the material on quality assurance in the stocktaking report.

Thus far, we have used the Spanish quality assurance agency located in Catalonia, AQU, to analyze the quality of some of the virtual as well as of one of the presential studies offered by the Universitat d'Andorra.

Virtual Studies: Bussiness Administration, Psicology and Psicopedagogy

Presential Studies: Computer Science

### 4. The two-cycle degree system

The two-cycle degree system is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

In Andorra, we are working in the elaboration of the new Law of Universities, and as it is now the two cycle system will be in the law as well as the use of ECTS credits, which are used by the University of Andorra since September 2004 in their presential courses.

### 5. Recognition of degrees and periods of study

Recognition of degrees and periods of study is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

Andorra is not part yet of the Lisbon Convention and the legislation applied to recognition of degrees and periods of study is of 1977. This law provides that only official degrees of Spain and France can be recognized as if they were Andorran, unless a bilateral a convention applies. As of now, Andorra has signed bilateral convention on recognition of degrees with Portugal and Quebec. Thus, only official degrees form France, Spain, Quebec and Portugal are recognized in the Principality.

## 6. Doctoral studies and research

### **6.1. Give a short description of the organisation of third cycle studies**

*(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)*

Thus far, the University of Andorra only offers one doctoral study, which is semi-presential, on educative technology. This doctorate is offered in cooperation with the Spanish Universities of Illes Balears, Múrcia, Sevilla and the University of Rovira i Virgili in Tarragona.

### **6.2. What are the links between HE and research in your country?**

*(For example, what percentage of publicly-funded research is conducted within HE institutions?)*

N/A

## 7. Mobility of students and staff

### **7.1. Describe the main factors influencing mobility of students from as well as to your country** *(For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)*

The majority of higher education students of Andorra do go to study abroad, either to France or Spain. This has always been so because of our geographic characteristics (468 Km<sup>2</sup>, and 70.000 inhabitants). Nevertheless, since the creation of the University of Andorra there is the possibility to study in the Principality. The University offers two presential studies (infermary and computer science) as well as several virtual studies (e-learning). However, we still do have more students leaving Andorra to study abroad, than we have coming to the Principality. Nevertheless, we do have a very small number of students, mainly from Spain, who come to Andorra to study infermary.

### **7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country**

Nothing specific to that effect has been developed, yet.

### **7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country** *(For instance tenure of appointment, grant schemes, social security, visa problems)*

N/A

### **7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country**

Nothing specific to that effect has been developed, yet.

## **8. Higher education institutions and students**

### ***8.1. Describe aspects of autonomy of higher education institutions***

*Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?*

The autonomy of the University is defined in the Law of Universities, and Higher Education Institutions would be free to decide their internal organization, staffing, new programmes and financing. Nevertheless, it has to be pointed out that the University of Andorra receives some funding from the Government.

### ***8.2. Describe actions taken to ensure active participation from all partners in the process***

Partners participate through the University Council. The members of the University Council are: the rector of the University, two members of the Administration appointed by the Government, two professors (chosen by the professors), two students (chosen by the students); one member of business (appointed by the Government), and one member chosen by the private institutions that collaborate or have partnerships with the University.

### ***8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?***

*(For example, participation in University Governing Bodies, Academic Councils etc)*

Students participate through the University Council: two students chosen by the students

## **9. The social dimension of the Bologna Process**

### ***9.1. Describe measures which promote equality of access to higher education***

The government has a program of grants for students that may need economic help. There is also a program of loans at a very low interest rate for students. Finally, there is also a program for students of families with three or more children. These students get 50% off the tuition and other administrative fees of the University of Andorra.

## **10. Developments in lifelong learning**

### ***10.1. What measures have been taken by your country to encourage higher education institutions in developing lifelong learning paths?***

Thus far, the University of Andorra offers courses such as a course for kindergarden staff or specific courses for nurses.

### ***10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths***

Nothing specific to that effect has been set up, yet.

## **11. Contribution to the European dimension in higher education**

### ***11.1 Describe any legal obstacles identified by your country and any progress made in***

***removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes***

The actual Law of University does not provide for joint degrees, but in the new version of the Law of Universities (we are working on it, now), will be specifically mentioned the possibility to offer joint degrees.

***11.1.1. Describe the extent of integrated study programmes leading to joint degrees or double degrees***

The University of Andorra offers virtual studies (e-learning) jointly with the UOC (Universitat Oberta de Catalunya), and they issue double degrees.

***11.1.2. How have these programmes been organised? (joint admissions, mobility of students, joint exams, etc.)***

Since these programmes are done through the web, students choose the University they wish (Andorran University or the Universitat Oberta de Catalunya) to register and they do their work through that institution.

***11.2. Describe any transnational co-operation that contributes to the European dimension in higher education***

Nothing specific to that effect has been set up, yet.

***11.3. Describe how curriculum development reflects the European dimension (For instance foreign language courses, European themes, orientation towards the European labour market)***

Nothing specific to that effect has been put in place, yet

## **12. Promoting the attractiveness of the European Higher Education Area**

***12.1. Describe actions taken by your country to promote the attractiveness of the EHEA***

Nothing specific to that effect has been set, yet.

## **13. Concluding comments**

***13.1. Give a description of your national Bologna strategies***

At this moment we are in the process of changing national legislation so as to implement Bologna in Andorra.

Firstly, the Principality of Andorra has created the legal framework that allows us to create and implement the necessary legislation to adapt Andorra to the Bologna Process ( Marc de referència per adaptar Andorra a l'Espai Europeu d'Ensenyament Superior). Secondly, under this legal umbrella we have elaborated a decree regarding the issuance of Official Higher Education Degrees (Decret del Reglament sobre l'expedició de títols d'ensenyament superior de caràcter estatal), and a Decree regarding the Diploma Supplement (Decret regulador de l'expedició del Suplement Europeu al Diploma) We also have to mention that the University of Andorra already uses ECTS credits in their presential studies. Finally, we are working on the elaboration of a new Law of Universities, which shall allow us to implement Bologna in the Principality of Andorra..

***13.2. Give an indication of the main challenges ahead for your country***

Andorra joined the Bologna Process in September 2003, thus we still have work to do so as

to adapt the Principality to the Bologna Process.

In order to implement the principles of the Bologna Process we have to take into consideration our national dimension (population: 70.000)

Some of the challenges ahead are:

Quality assurance

Recognition of degrees and periods of study

Life Long Learning programmes

European Dimension