



***Bologna Secretariat Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email ([secr@bologna2009benelux.org](mailto:secr@bologna2009benelux.org)) no later than***

***1 November 2008.***

***April 2008***

## **PART I**

### **BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009**

#### **Notes:**

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

#### **Details**

Country	Andorra
Date	21-10-2008
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Position	
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**1. Main developments since London 2007**

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

The most important developments since the London meeting are:

- New law adapting the Higher Education and Universities past legislation in Andorra, to the newest challenges regarding to the Bolonya Process (Llei 12/2008, 12 de Juny, d'Ordenació de l'Ensenyament Superior). [Llei 12/2008, de 12 de juny, d'ordenació de l'ensenyament superior. BOPA núm. 54. Any 20, 16 de juliol del 2008](#)
- Ratification by our Parliament (Consell General) the [Lisbon Convention](#) and the instrument entered in force June of 2008.
- Creation of the working group to develop the Quality Assurance Agency as well as some conventions with French QAA and Spanish QAA
- The draft of decree of Government about the National Qualification Framework, ready to be accepted by our authorities
- The draft of decree of Government about definitions of ECTS, ready to be accepted by our authorities
- The draft of decree of Government about Recognition of Diplomas, ready to be accepted by our authorities
- The draft of the law about Research and Development, ready to be accepted by our authorities
- .....

## 2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The Government, as its ministry is a representative of the "Consell Universitari" of the University of Andorra. They are aware of the implementation of the Bologna Process and its advances

As far as, new Law regarding universities has entered, the government is developing the new legal framework, and many regulatory decrees are in project. Nearly all of these drafts are ready to be approved by our authorities.

a) Does your country have a national working group for Bologna follow-up <sup>1</sup>

Yes  No

b) Does your national Bologna follow-up group include representatives of

Ministry Yes  No

Rectors' conference Yes  No

Academic staff Yes  No

Students Yes  No

Staff trade unions Yes  No

National Quality Assurance Agency Yes  No

Employers Yes  No

Other (please specify) \_\_\_\_\_

c) Does your country have a Bologna promoters' group<sup>2</sup>

Yes  No

d) Does your national Bologna promoters' group include representatives of

Ministry Yes  No

Rectors' conference Yes  No

Academic staff Yes  No

Students Yes  No

Staff trade unions Yes  No

National Quality Assurance Agency Yes  No

Employers Yes  No

Other (please specify)

Please add any additional comments if necessary:

<sup>1</sup> A group that develops policy proposals for implementing the Bologna Process

<sup>2</sup> A group that supports/advises HEIs on implementation of the Bologna Process

## DEGREE SYSTEM

### 3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

The new Law describes that the new structure has three main cycles, following the Bologna process system (Bachelor, master and doctorat). The length of each cycle are defined in 180, 300, for the bachelor and master, respectively.

b) Please give the percentage of the total number of all<sup>3</sup> students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 <sup>4</sup>	% of all students enrolled in the two cycle degree system in 2008/09
507	151	29,7%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

In order to develop with more precision the purposes of the law, three draft of regulatory decrees are in process to be approved:

- One describing the ECTS as learning outcomes with the relation in percentage of skills, knowledge, home work, etc
- One will describe the process to create new degrees to be accepted, become official, in order to be incorporate in the new QF, and the process to do an evaluation ex-ante regarding the studies
- One explaining the new QF, related to the new degree structure, with the ECTS, and descriptors of level in terms of learning outcomes, and how new diplomas are added in the QF (contents, etc. )

### 4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements<sup>5</sup> apart from independent research that are included in doctoral study programmes

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<sup>3</sup> "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

<sup>4</sup> If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

<sup>5</sup> E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

In the year 2008, the decree of Government regarding the Doctoral Studies has been issued. [Decret de creació del títol de doctor](#)  
Since September the University of Andorra will start Doctoral Studies in cooperation with foreign Universities (Vives Network, all universities of Catalan Language area, such as University of Barcelona, Perpignan, Toulouse, Valencia, Illes Balears, etc...)

## 5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

The Government gives some funds in order to develop research to the University and the Institut d'Estudis Andorrans (Public Funding of research institution). However, the HEI should improve in their valuable scientific results. The University of Andorra has a program research since 2006.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
  - from public funds
  - from private funds
- total annual national research expenditure (expressed in national currency)
  - from public funds
  - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

In Andorra, there is no way to calculate the GDP

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes  No  If Yes, please specify:

Yes, there is a tracking system carried by the Department of Research of the H.E. Govern d'Andorra. This tracking system is based on a volunteer database. This volunteer collected data is compiled on and managed by the government. There is also a personal relationship with nearly all researcher from Andorra, due to its small dimension.

## 6. Access<sup>6</sup> and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

### 6.1 Access and admission between the first and second cycles

Please indicate:

<sup>6</sup> Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

a) the percentage of first cycle qualifications that give access to the second cycle

All degrees given at University of Andorra gives access to the second cycle, but there are no Bologna second cycle in our University at the moment. Due to we are implementing the three level Bologna degrees, implanting the new rules to create new diplomas that substitute the ancient degrees.

At the moment new masters studies are not created. Our second cycle, they still are the ancient ones.

b) any first cycle qualifications that do not give access to the second cycle (please specify)

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam      Yes  No  In some cases

complete additional courses      Yes  No  In some cases

have work experience      Yes  No  In some cases

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

e) to which students the above special requirements apply (*please tick*):

all students      Yes  No

holders of particular first cycle qualifications      Yes  No

students of the same field coming from other HEIs      Yes  No

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam      Yes  No  In some cases

additional courses      Yes  No  In some cases

work experience      Yes  No  In some cases

## **6.2 Access and admission between the second and third cycles**

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

In the year 2008, [BOPA 20036 30/04/2008 Decret de creació del títol de doctor](#) the doctoral studies have been developed in our country. As far as it is the first year, the access is given to any person with the past second cycle such as "llicenciatura" or equivalent to "Bologna" Second Cycle

- b) any second cycle qualifications that do not give access to the third cycle (please specify)

The acceptance in the doctoral degree belongs to the University if the candidate has achieved a second cycle level or equivalent, depending of the quality of the purpose thesis.

- c) any measures planned to remove obstacles between cycles

There are no obstacles in the access as itself. The university has to accept the candidate to pursue a Ph.D. Thesis on its doctoral program.



## 7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

In Andorra, there are no professional bachelors. There are only academic bachelors, with a nearly full employability.  
So far the new law of high education has approved, a new legal framework relating the employability will be set on, in order to create the basis of the employability of bachelors done at our university.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience  
Significant  Some  A little  None
- accreditation/quality assurance  
Significant  Some  A little  None
- university governance  
Significant  Some  A little  None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes  No  In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes  No  In some cases

If no, or in some cases only, please explain the current situation:

## 8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared<sup>7</sup>?

Yes  No

**Comment** Ready to be approved by our authorities

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes  No

**Comment** The drafts includes and describes the diploma done at our University using the Dublin descriptors, and learning outcomes

c) Does it include ECTS credit ranges for the first and second cycle?

Yes  No

**Comment** Yes the draft includes the credit ranges.

d) Has the NQF been nationally discussed with all stakeholders?

Yes  No

**Comment** At this point, NQF draft was explained, shown and discussed to the University

**If the answer to d) is No, please answer question e):**

e) has a timetable been agreed for consultations with all stakeholders?

Yes  No

**Comment** The timetable was set, but the starting day is postponed. We guess, stakeholders' presentation could follow the scheduling plan and to be finished before January of 2009

**If the answer to d) is Yes, please answer the following questions:**

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes  No

**Comment** The scheduling decision plan become difficult to predict due to the proximity of the national elections. We should follow the process day by day depending of the formal decisions will be taken.

<sup>7</sup> A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

**Comment** The draft has done, and it's ready to be presented to the stakeholders, and government members, in order to be approved by our authorities

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed  Started, but not yet completed  Not yet started

**Comment** It must be firstly approved by our authorities and then, we continue working on self-certification

i) Has the self-certification report been published?

Yes  No

**Comment**

*Please add any additional comments if necessary:*

**Comment**

## NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)<sup>8</sup>

### 9. Reviewing the QA system against the ESG<sup>9</sup> and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes  No   Not yet, but such a review is planned  
(Please specify time) **Fout!**

#### Ongeldige bladwijzerverwijzing.

b) If a review has been undertaken or is planned, please give further details of the review process.

The creation of the agency has just been done. Some regulations regarding the new law of universities and the agency competences should be regulated by a new law, specifically to the QA.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes  No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes  No

**If Yes**, please give details of these incentives:

- Other measures

Yes  No

**If Yes**, please outline these measures The autonomy should be described more and best legally written by decree or by law. The small dimension of our QA obliges to have a strong cooperation with other agencies (i.e. French agency- AERES and Spanish agency- ANECA). Thus, the aim is to be include in the EQAR, as soon as, the external reviews have been done.

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes  No

**If Yes**, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

<sup>8</sup> <http://www.enqa.net/files/BergenReport210205.pdf>

<sup>9</sup> ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

### 9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

University is working in an internal quality commission, evaluating one of its degrees.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs       Most HEIs       Some HEIs       No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs       Most HEIs       Some HEIs       No HEIs

Please describe what kind of arrangements are in place

The internal evaluation commission of University of Andorra is working on the procedure according the ESG of the quality assessment

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs       Most HEIs       Some HEIs       No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs       Most HEIs       Some HEIs       No HEIs

Please describe how the above is achieved.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs       Most HEIs       Some HEIs       No HEIs

**Additional information if necessary**

## 10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

The recently created Quality Assessment Agency is working on some convention with external and international Agency such as the French and Spanish Agency. Due to its small dimensions, there is no possibility to compile the such amount of external evaluators and independent specialist and quality processes. That's why , the needing of these important conventions

b) does your external quality assurance system operate at a national level;

Yes  No

If **No**, please specify:

c) does your external quality assurance system cover all higher education<sup>10</sup>

Yes  No

**If No, please specify** which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- |                          |   |  |
|--------------------------|---|--|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| - external review        | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| - publication of results | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| - follow-up procedures   | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes  No

If **No** is there a date set for the review?  Yes (please specify date \_\_\_\_\_) No

We are working for some conventions with foreign and neighbours agencies.

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<sup>10</sup> Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

## 11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA .  
Yes  No  In some cases
- b) as full members in external review teams  
Yes  No  In some cases
- c) as observers in external review teams  
Yes  No  In some cases
- d) as part of the decision making process for external reviews  
Yes  No  In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)  
Yes  No  In some cases
- f) in internal quality assurance (e.g. periodic review of programmes)  
Yes  No  In some cases
- g) in preparation of self-assessment reports.  
Yes  No  In some cases
- h) in follow-up procedures:  
Yes  No  In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

The involvement of students is done in the regulatory rules, but, however, sometimes is very difficult to make them work in the governance panels. In other hand those items are the results of the legal involvement of the students, but right now as the external procedures are not implanted, the participation it's only on the rules.

## 12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance  
Yes  No  In some cases
- b) the external evaluation of national quality assurance agencies  
Yes  No  In some cases
- c) teams for external review of institutions or programmes, either as members or observers  
Yes  No  In some cases
- d) membership of ENQA  
Yes  No  In some cases
- e) membership of any other international network  
Yes  No  If **Yes**, please specify:

We only have started contacts with AERES in France and ANEQA of Spain, but nothing has finally established. Our Idea is to arrange the NQA to have the standards; it's complicate due to the little dimension of our country, that's why we

need to work in cooperation with others NQA as AERES or ANEQA, if we want to be accepted by ENQA.

*Please add any additional comments, especially if there is no international involvement in any of the aspects:*

It has just been created. No time for any involvement in international teams or networks



## RECOGNITION OF DEGREES AND STUDY PERIODS

### 13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

A new decree regulating the Diploma Supplement was approved the 27th-8-2008, [Decret del 27-8-2008 de modificació del decret regulador de l'expedició del suplement europeu al diploma](#)

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes  No
- 2nd cycle programmes Yes  No
- 3rd cycle programmes Yes  No
- remaining "old type" programmes Yes  No  Not applicable
- short higher education programmes Yes  No  Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes  No 
  - please specify the language \_\_\_\_\_
- issued free of charge  for a fee
- issued automatically  on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

#### 13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes  No

**Comment**

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes  No

**Comment** We accept: Catalan, Spanish, French, English and Portuguese

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes  No

**Comment**

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes  No

**Comment** A program of communication will set up at the moment of the regulation of recognition will start, in enhance with the NQF

**14. National implementation of the principles of the Lisbon Recognition Convention**

Describe the stage of implementation of the main principles and later supplementary documents<sup>11</sup> of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes  No

**If Yes**, please demonstrate how it is achieved: A decree related to the Lisbon Convention will be set up before ending 2008. This legal tool will comply with the Recommendations on the Criteria and Procedures for Recognition of the Lisbon Convention, and will develop a criteria procedure of other non academic recognition (regulated professions, etc).

The draft will comply with the Lisbon Convention good practices.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes  No

**If Yes**, please demonstrate how it is achieved:

ii) Recommendation on the Recognition of Joint Degrees

Yes  No

**If Yes**, please demonstrate how it is achieved:

iii) Code of Good Practice in the Provision of Transnational Education

Yes  No

**If Yes**, please demonstrate how it is achieved:

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level: Even we have not a decree that describes the procedures of recognition, as the Lisbon Convention it's law, we assess all official diplomas of the 47 Lisbon signatories

<sup>11</sup> Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

countries, with out explaining if the degree is related to our NQF. We certified the officiality

ii) recognition if no substantial differences can be proven

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level

lii) demonstration of substantial differences, where recognition is not granted

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level

iv) provision of information about your country's HE programmes and institutions

Yes  No

**If Yes**, please describe how it is done in practice : If a country desires information we send them with no delay

v) do you have a fully operational ENIC

Yes  No

**If Yes**, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally :

In a national level we assess all the public a private person that need information, sending formal assess, and other information's in relation with the diploma asked.

In international level we participate in the Enic-Naric network, for all the national questions, if we have those informations, and sending appropriate information or certificates to the countries that ask the service for a national diploma.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

## 15. Stage of implementation of ECTS<sup>12</sup>

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes<sup>13</sup> in which all programme components are linked with ECTS credits

100%  75-99%  50-75%  <50%

Presential studies are fully compiled with ETCS and the Virtual studies in cooperation with a Spanish University are in process.

<sup>12</sup> Please refer to definitions in the ECTS User's guide,  
[http://ec.europa.eu/education/programmes/socrates/ects/guide\\_en.html](http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html)

<sup>13</sup> Except doctoral studies

b) Are ECTS credits linked with learning outcomes<sup>14</sup> in your country? Please tick one:

No  In some programmes  In the majority of programmes   
In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

i) is it compatible with ECTS? Yes  No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes  No

**If Yes**, please explain: A draft decree it's on the university hands to check their opinion. We will approve as soon as possible.

e) Are you taking any actions to improve measurement and checking of student workload?

Yes  No

**If Yes**, please explain: The new decree of ECTS will establish the minimum workload, skills, etc. And the Q agency, and the ministry will establish, related to the NQF and a decree of creation of new diploma's a timing procedure to control the adaptation to the ECTS decree of the curricula.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes  No

**If Yes**, please explain: we have monthly work meeting with the University in order to develop the new law adapted to the Bologna Process

## LIFELONG LEARNING

### 16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

<sup>14</sup> Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

Yes  No

**If Yes**, please specify:

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes  No

**If Yes**, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes  No

**If Yes**, please specify:

d) To what extent are any such procedures applied in practice?

Comprehensively  Some  A little  None

Please describe the current situation: In higher education, there is no procedure. In the professional education, there is a procedure, ready to set up.

### 17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

In the new law the university has the possibility to create vocational education and enhance with the university education.  
In other hand, the vocational high education training is defined as a study with 120 ECTS

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes  No

As it's said the law gives the full autonomy to have universities and vocational studies at the university

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes  No

The measure as it's said before, it's in order to maintain the autonomy of the universities, and being profitable the human and material resources, the university can organize as they want the vocational and university studies.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles  
The entry requirements are defined by University

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycles  
All of them are defined by University

e) Are there modular structures of programmes to facilitate greater participation?

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycles

All of them are defined by University

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

## JOINT DEGREES

### 18. Establishment and recognition of joint degrees<sup>15</sup>

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes  No

Does the legislation fully allow:

i) establishing joint programmes?

Yes  No

**If No** please explain what are the obstacles

Only Universities take part on this issue, the only obstacle is a guaranty that the joint degree could be no recognize if it's structure don't follow the legal framework

ii) awarding joint degrees?

Yes  No

**If No** please explain what are the obstacles

Our law establishes a contract between university and government, and this is a the kind of matters that needs to be established into account on the contract

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100%  50-75%  25-50%  1-25%  0%

ii) joint programmes

75-100%  50-75%  25-50%  1-25%  0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None  Little  Widespread

In the second cycle? None  Little  Widespread

In the third cycle? None  Little  Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

<sup>15</sup> A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

The joint degrees are with the Universitat Oberta de Catalunya, and other French and Spanish universities, many of them are in cooperation among Universities endorsed by the Andorran Government

e) Estimate the number of joint programmes in your country

12

f) Describe any actions being taken to encourage or allow joint programmes.

Universities take part with the backing of Andorran Government

g) Are there any specific support systems for students to encourage joint degree cooperation?

## MOBILITY

### 19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Since 1992 , Govern d'Andorra gives grants to the student to study abroad, with no compulsory complaints, only accepting the legal status of citizen, and regarding meritocratic and social issues.  
Since year 2006, there is a new third cycle grant with the same requirements. However, these grants have also given, using only meritocratic items.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes  No

**Please add** appropriate comments to describe the current situation:

It is a mandatory of the Andorran government to have the visa for living in Andorra, but due to our physical dimension, the students who come from the border cities don't need visa.

c) Is there financial support for national and foreign mobile students and staff?

Yes  No

**Please add** appropriate comments to describe the current situation:

All students with legal status in Andorra can obtain some funding in grants or low-credit loans, given by Government with no problem at all, compatible with the studies outside of Andorra.

Andorran government also gives grants to the students that follow a mobile program (programs of the Andorran university that obliges to carrying out a number of credits or a number of months)

d) Are study periods taken abroad recognised?



Yes  No

**Please add** appropriate comments to describe the current situation:

The University has some convention to help the students that studies abroad in order to automatically recognized the study period

e) Is there accommodation for mobile students and staff?

Yes  No

**Please add** appropriate comments to describe the current situation: No we only give grants

f) Have any measures been taken to increase outward student and staff mobility?

Yes  No

**Please add** appropriate comments to describe the current situation:

## 20. Portability of loans and grants

a) Are portable grants available in your country?

Yes  No

**If No**, describe any measures being taken to increase the portability of grants.

b) Are portable loans available in your country?

Yes  No

**If No**, describe any measures being taken to increase the portability of loans.

## THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

### 21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

Andorra has a strong cooperation with its neighbours, principally.

**b) What has your country done to:**

i) improve information on the EHEA outside Europe?

In the US and strong relationship with Quebec.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

Yes, studies of Catalan in Czech Republic, and US. Strong relationship with Quebec.

iii) Strengthen cooperation based on partnership in higher education?

US (Fulbright Program) and Quebec government

iv) intensify policy dialogue with partners from other world regions?

v) improve recognition of qualifications with other world regions?

Mainly over all EHEA regions and we will start with South American countries

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

Our recognition decree related with the Lisbon Convention will set up the guide lines, but it's a project.

d) Are the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education* applied to

i) cross-border provision of your education programmes?

Yes  No

**If Yes** please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes  No

**If Yes** please explain in what ways the guidelines are applied

## FUTURE CHALLENGES

### 22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

Our country has been deeply involved in all changes that imply the Bologna Process. Up to now, and some years later, our principal aim is to establish and consolidate the wholes regulatory decrees and mandatory rules. All of them are indispensable for a small country such us. Everything has to be fixed and very well conformed. Moreover, the neighbourhood with Spain and France must be excellent adapting both educational systems into a very small community. That is a huge challenge.

As a new law has entered in force this summer, the main work is to develop it.

## PART II

### TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

#### Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: [secr@bologna2009benelux.org](mailto:secr@bologna2009benelux.org)) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

#### I. Definition of the Social Dimension in the London Communiqué

“ We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

#### II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

**None**

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

**The foreigner students could be the only group. We are thinking in changes to this issue, because the students that want to come to Andorra to do high education practices needs the visa as a workers, that means to establish legal status as a worker in Andorra.**

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

**We have a grants law that gives the same opportunities to students to study in Andorra or abroad. And this year the government has increased the budget in a 15%.**

4. Does your country statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or regular student survey organised with the aim to provide data concerning the social dimension?

**The University of Andorra has created the ombudsman student defender as a person that can help the different situations of underrepresented groups.**

### **III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)**

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

**We are in process to review the grant law, for to have more accessible requirements, and be linked to another governmental helps, in order to have a complete view of families with socioeconomics issues.**

**In other way we want to clarify more different kind of grants that the government gives. We want to distinguish the grants given by socioeconomic criteria and, the grants given by meritocratic criteria, and the grants and loans to study abroad in a strategically fields.**

**These topics are no very well clarified at the moment and all of them have been taking account as the socioeconomic criteria.**

**This modification of our law will be one of the main issues in the next quarter period, If the next government will take into account, because we will have elections next April.**

**We have no clarified a calendar due to these elections, and the possible importance position of the political programs in the next governmental period.**

(a) Which concrete goals do you want to achieve?

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

d) is there a timeline for action? If yes, please provide details.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

**None, it will depends of the next government**

### **IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES**

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

**We have ideas, but it' s difficult and strategically complex to put these ideas on a table now in a so nearest electoral process, because can be understood as a political issue, and no as a policy.**

## **ANNEX A**

### **Actions mentioned by the Bologna countries in the 2007 national reports**

#### **Financial**

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

#### **Structural**

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

#### **Certain groups**

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

#### **Policy and practice**

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

## **ANNEX B**

### **Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility**

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

## **ANNEX C**

### **Suggested approach of the work on national strategies on the social dimension**

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that



can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?