REFERENCING REPORT

between the MAQ (Andorran qualifications framework) and the EQF. Self-certification report between the MAQ and the EHEA-QF.

Govern d'Andorra

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FOREWORD

Ministers responsible for higher education made a commitment in the Bergen Communiqué in 2005 that all Member States of the European Higher Education Area (EHEA)[1] would develop a national qualifications framework that would be compatible with the Qualifications Framework of the European Higher Education Area (QF-EHEA).

The Andorran Qualifications Framework (MAQ) was established by Law 20/2021, of 15 July, on creation of the Andorran Qualifications Framework, published in the Official Gazette of the Principality of Andorra (BOPA).

The MAQ contains eight levels that classify the qualifications of the Andorran Education System. Qualifications from levels 1 to 8 are included in the National Qualifications Index (RNQ). Qualifications that cannot be included in the RNQ are listed in the Complementary Competences Index (RCC). These RCC qualifications do not authorise the holder to practise a regulated profession and are not sufficient, for example in terms of teaching hours, to be referenced within the MAQ.

The creation of the MAQ serves a threefold purpose: to encourage lifelong learning; to provide tools to assure quality in education and qualifications, and to increase transparency, comparability and the international alignment of qualifications issued in Andorra.

The Communiqué of the Conference of European Ministers Responsible for Higher Education at Leuven and Louvain-la-Neuve, adopted on 28-29 April 2009 , urged the Member States of the EHEA to self-certify their national qualifications frameworks against the QF-EHEA before 2012.

Appendix 3 of the Report on Qualifications Frameworks of the Qualifications Frameworks Coordination Group, approved at the meeting of the Bologna Follow-up Group (BFUG) on 12-13 February 2009[2], reviews the criteria and procedures for self-certification.

The European Qualifications Framework for Lifelong Learning (EQF-LLL) is an initiative by the European Union for its Member States. Although Andorra is not obliged to align its NQF with this framework, it has decided to do so in order to enhance the mobility of Andorran students in countries of the European Union.

So, the report presented below aims to compare the levels of the MAQ levels with those of the two European qualifications frameworks. on the one hand, it addresses the self-certification of the compatibility of the MAQ with the QF-EHEA framework, as defined in Appendix 3 of the Report on Qualifications Frameworks approved at the BFUG meeting on 12-13 February 2009. On the other hand, it references the MAQ against the EQF-LLL, as outlined in Annex 3 of the Recommendation of the Council of 22 May 2017 on the EQF-LLL, which amended the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the EQF-LLL, published in the Official Journal of the European Union on 15 July 2017.

The Ministry of Institutional Relations, Education and Universities (*Ministeri de Relacions Institucionals, Educació i Universitats)* is the body responsible for drafting this report. The report was prepared by a working group consisting of technical staff from the ministry itself, advised by two independent international experts. This working group gathered information from the different bodies and institutions within the educational system, using an eminently descriptive methodology.

The report presents a description of the educational levels within the Andorran Education System, from pre-school to higher education; considers that lifelong learning can be done at different stages; mentions the inclusion measures within the Andorran Education System; describes the key commitments and fundamental values of the EHEA, and concludes with a comparison between the MAQ descriptors and the criteria and procedures of the two European qualifications frameworks. The report includes links to the official websites where the cited information can be found. While developing the report, the links were functional and accurate, but their future updates cannot be guaranteed.

---

[1] *Conference of European Ministers Responsible for Higher Education. General Report of the Bologna Follow-up Group (Bergen, 19-20 May 2005) European Higher Education Area and Bologna Proces (2003-2005).*
Retrieved on 09/02/2024 from ***https://ehea.info/Upload/document/ministerial_declarations/2005_Bergen_Communique_english_580520.pdf***

[2] *Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, (2009). Retrieved on 06/02/2024 from* ***https://www.ehea.info/Upload/document/ministerial_declarations/Leuven_Louvain_la_Neuve_Communique_April_2009_595061.pdf***

[3] *Report on qualifications frameworks, Bologna Follow-up Group. (2009).*
Retrieved on 06/02/2024 from ***https://www.ehea.info/media.ehea.info/file/2009_Leuven_Louvain-la-Neuve/91/4/2009_QF_CG_report_594914.pdf***

ABBREVIATIONS AND ACRONYMS

AES	Andorran Education System
AOC	Curriculum Organisation Unit (*Àrea d'Ordenament Curricular*)
AQUA	Andorran Agency for Quality Assurance in Higher Education (*Agència de Qualitat de l'Ensenyament Superior d'Andorra*)
BFUG	Bologna Follow-up Group
BTP	Professional Baccalaureate
CAP	*Certificat d'aptitude professionnelle* (Certificate of Professional Competence)
CNQ	National Qualifications Committee (*Comissió nacional de qualificacions*)
DEP	Professional Education Diploma
DPA	Advanced Professional Diploma
DPI	Initial Professional Diploma
ECTS	European Credit Transfer and Accumulation System
EDS	European Diploma Supplement
EHEA	European Higher Education Area
ENIC	European Network of Information Centres
EQF-LLL	European Qualifications Framework for Lifelong Learning
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
EUA	European University Association
HEI	Higher Education Institution
ICT	Information & Communications Technology
IQAS	Internal Quality Assurance System
MAQ	Andorran Qualifications Framework
MATES	Andorran Higher Education Qualifications Framework
NARIC	National Academic Recognition Information Centre, in the European Union
OECD	Organisation for Economic Co-operation and Development
QF-EHEA	Qualifications Framework for the European Higher Education Area
RCC	Complementary Competences Index (*Repertori de Competències Complementàries*)
RNQ	National Qualifications Index (*Repertori Nacional de Qualificacions*)
SAEP	Student and Staff Support Service
UdA	University of Andorra
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VAE	Accreditation of Prior Experience and Learning
VET	Vocational Education and Training

01.
INTRODUCTION

The geographical, historical and institutional reality of the Principality of Andorra has given it a unique educational structure, where three public education systems coexist: Andorran schools, run by the Andorran Government; Spanish schools, which are either secular or religious[4], and follow the Spanish curriculum; and French schools, which are run by the French government and follow the curriculum set by the French Ministry of National Education.

The presence of the Spanish Education System in Andorra is rooted in the history of this country, since the introduction of the first religious schools in 1882 and the first secular schools in 1930.

The legal situation of the Spanish schools is regulated by the Hispano-Andorran Education Agreement *(Conveni hispanoandorrà de matèria educativa)*, signed in Madrid on 11 January 1993, and by the provisions of the new Agreement between the Government of the Principality of Andorra and the Government of Spain in 2007[5].

The French Education System in Andorra dates back to 1900, when French primary schools were opened in several parishes (the administrative divisions of Andorra, of which there are now seven, each run by a *Comú*[6]).

The legal status of the French schools was regulated in 1982, with the enactment of the Decree of the French Co-Prince on the Schools and Lycée in Andorra *(Decret sobre les escoles i el Liceu del Copríncep Francès a Andorra)*. This Decree was updated by the new Education Agreement between the Government of the Principality of Andorra and the Government of France (2014).

The Spanish and French education systems were the sole providers of national education in the Principality until 1982, when the Andorran system was created. Nowadays, both systems continue to provide free public education in the Principality.

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[4] *Spanish religious schools are known as "Escoles congregacionals" and they follow the principles of the Christian faith. They are public.*

[5] *Acord del 17-5-2007 d'aprovació de la ratificació del Conveni entre el Govern del Principat d'Andorra i el Govern del Regne d'Espanya en matèria educativa. Retrieved on 06/06/2025 from* **https://www.bopa.ad/Documents/Detall?doc=4C6E2**

[6] *Council: Andorra has seven councils (Comú) that govern the seven administrative regions of Andorra, known as parishes (parròquia).*

Due to this educational structure, it is necessary to ensure recognition of the qualifications issued by the different education systems present in Andorra, in order to facilitate the mobility of our students.

Hence, it is essential to ensure academic and professional recognition of Andorran qualifications from both compulsory and post-compulsory education abroad. It is also necessary to ensure that qualifications obtained by our students outside Andorra are recognised when they return to the country.

Additionally, Andorra is home to foreign workers who contribute to the development of its economy and social fabric. For this reason, it is important to implement a system for recognising qualifications that is swift and efficient, and provides academic and professional recognition[7] in the broadest sense.

In 2002, the foundation for the recognition of the Spanish and Andorran non-university qualifications was established.[8] This guarantees the equivalence and mobility of young students between our countries.

In 2007[9], a letter from the Spanish Education Section of the Embassy in Andorra *(Consejería de Educación Española)* granted the recognition of the Andorran qualification of Professional Education Diploma (DEP) in *Microinformàtica i xarxes* (Microcomputers and Networks to its Spanish equivalent qualification: *Técnico de Explotación de Sistemas Informáticos*.

In the case of France, the secondary education certificate was recognised in 1997[10], thus guaranteeing students' mobility, whether the qualification was awarded by the French or the Andorran system. The Andorran baccalaureate is also recognised as a foreign diploma that provides access to higher education in France. The administrative agreement between the Andorran Minister of Education and Higher Education and the French Minister of National Education, Higher Education and Research, relating to the academic recognition of qualifications and study periods in higher education, signed in 2016, reaffirms the recognition of the Andorran and French baccalaureates as equivalent. These two agreements also establish the conditions for access to higher education in both countries.

Regarding the Andorran Professional Education Diplomas in health and social professions as well as in microcomputers and networks, France granted them equivalence to the *Brevets d'études professionnelles* in 2007.

In the case of Portugal, the Agreement on Educational Cooperation between the Principality of Andorra and Portugal, signed in 2001 [11], facilitates the mobility of Andorran and Portuguese students by establishing the equivalencies between the two education systems and by removing the requirement for recognition of non-tertiary studies between Andorra and Portugal.

Regarding higher education, in addition to the above-mentioned 2016 Agreement with France, other agreements have been signed with Portugal[12] and Spain[13] that facilitate the recognition of qualifications and access to higher education.

Moreover, in order to enable the recognition of foreign higher education qualifications from other countries, through fair and transparent mechanisms, Andorra is party to two international conventions: the Lisbon Recognition Convention of 1997[14] and the Global Convention of 2019[15].

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[7] *Academic recognition: official accreditation of the equivalency of a foreign qualification to an Andorran qualification. Professional recognition: official accreditation of a foreign qualification in order to access a regulated profession in Andorra.*

[8] *Ordre ministerial que estableix el règim d'equivalències dels estudis no universitaris del sistema educatiu espanyol amb els corresponents del sistema educatiu andorrà, de data 16 d'octubre del 2002.*

[9] *Letter from the Consejería de Educación Española of the Spanish Embassy in Andorra, of 20 March 2007.*

[10] *Diplomatic letters between Mr Hervé de Charette, the French Minister of Foreign Affairs, and Mr Albert Pintat Santolària, the Andorran Minister of Foreign Relations, of 10 April 1997 and 18 April 1997.*

[11] *Conveni de cooperació educativa entre el Principat d'Andorra i la República Portuguesa. Signed in Andorra la Vella on 15 November 2000. BOPA no. 7, 17 January 2001. Retrieved on 06/02/2024 from* **https://www.bopa.ad/bopa/013007/Pagines/20012.aspx**

[12] *Memorandum of Understanding between the Government of Andorra and the Portuguese Government on the recognition of study periods, degrees and diplomas in higher education, 2019. Retrieved on 06/02/2024 from (Portuguese)* **https://www.instituto-camoes.pt/activity/o-que-fazemos/cultura-portuguesa/cooperacao-cultural/andorra**

[13] *Agreement on access to university between the Principality of Andorra and Spain, 2010. Retrieved on 06/02/2024 from (Spanish)* **https://www.boe.es/diario_boe/txt.php?id=BOE-A-2010-16627**

[14] *Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon, 11 April 1997, of 22.11.2007. Retrieved on 06/02/2024 from (Catalan)* **https://www.bopa.ad/bopa/019107/Pagines/50A26.aspx**

[15] *Global Convention on the Recognition of Qualifications concerning Higher Education, Paris, 25 November 2019. Retrieved on 06/02/2024 from (Catalan)* **https://www.consellgeneral.ad/fitxers/documents/tractats-internacionals-2022/conveni-mundial-sobre-el-reconeixement-de-les-qualificacions-relatives-a-l2019ensenyament-superior-fet-a-paris-el-25-de-novembre-de-2019**

02.

THE ANDORRAN EDUCATION SYSTEM

In the 20th century, education in the Principality of Andorra was dependent on the French Education System, which was introduced in 1900, as mentioned above, and the Spanish Education System from 1930 onwards. Although the contribution from neighbouring countries was evidently of great benefit to the Principality of Andorra, at both educational and economic level, it failed to address one essential aspect of child and adult education. For children, both the French and Spanish systems taught their own language, culture and history but not the language, history, geography and institutions of Andorra. Additionally, there was no provision for adult education. For this reason, in 1962, educational activities were introduced for adults interested in studying the Catalan language and the history and institutions of Andorra.

As for children, the *Consell General* (Parliament), aware of the existing void, approved a Note of 1972 to regulate compulsory, weekly teaching hours of Catalan along with Andorran history, geography and institutions. This was the origin of *Formació Andorrana*[16].

Thus, all the schools of the Spanish and French education systems are obliged to teach Andorran Studies to ensure a basic knowledge of the Andorran culture. The teaching of Catalan and Andorran history, geography and institutions is included in their curricula or study programmes and adapted to the specific organisation of each education system. The design of the educational programmes for these subjects and the teaching staff who provide them are the responsibility of the Andorran educational authorities.

Furthermore, thanks to the initiative led by a group of involved citizens, in 1972, the *Escola Especialitzada Nostra Senyora de Meritxell* was created to provide quality education to students with special educational needs.

Following these early initiatives, the need to have a national education system became obvious; thus, in 1982 the Andorran Government created the Andorran pre-school (Escola Maternal). Then, on 6 December 1984, families with children attending this school submitted a petition to the *Consell General*, requesting that the pre-school be extended to include higher levels of education, to meet the need for a free, national, secular option in Andorra.

The aim was to ensure that Andorra would have its own national education system, providing an education based on the premises of Andorran culture in its broadest sense, which is an inalienable right in any modern state.

In 1985, primary schooling was introduced into the Andorran school (*Escola Andorrana*); in 1990, secondary education and, in 1992, the Andorran baccalaureate.

In Andorra, vocational education and training began in 1996[17], to meet the challenges of the different sectors and achieve a better balance between the requirements of the labour market and the professional qualifications of individuals entering the labour force.

Higher education in Andorra began in the 1988-1989 academic year, with the creation of two university-level schools in Andorra, the School of Nursing[18] and the School of Computer Science. The aim was to provide opportunities for higher education studies in Andorra that would meet the specific needs of the labour market, particularly in the service sector, which played an increasingly important role in the Andorran society.

The School of Nursing began offering the University Diploma in Nursing, a university-level qualification with a duration of three years.

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[16] *Formació Andorrana: is a structure created to provide basic knowledge of the Andorran culture, which encompasses the study of Catalan, history, geography and Andorran institutions. This structure is part of the Ministry of Education and acts within the Spanish and French schools.*

[17] *Llei reguladora de la formació professional mitjançant l'aprenentatge a l'empresa, d'11.07.96. BOPA no. 57, 1996. Retrieved on 06/02/2024 from* https://www.bopa.ad/Documents/Detall?doc=3CDE

[18] *Decret del 4 d'agost del 1988 pel qual es crea l'Escola Universitària d'Infermeria.*

The School of Computer Science began offering the Professional Diploma in Computer Science, a tertiary professional qualification in the advanced professional cycle of computer management. This diploma was a university-level professional qualification with a duration of two years.

Later, in the 1993-1994 academic year, the school of Computer Science began offering the University Diploma in Computer Management, which was a university-level qualification lasting three years.

In 1998-1999, the same school expanded its provision of higher education with the Professional Diploma in Computer Science, in the advanced professional cycle of administration and finance, which was a university-level professional qualification lasting two years.

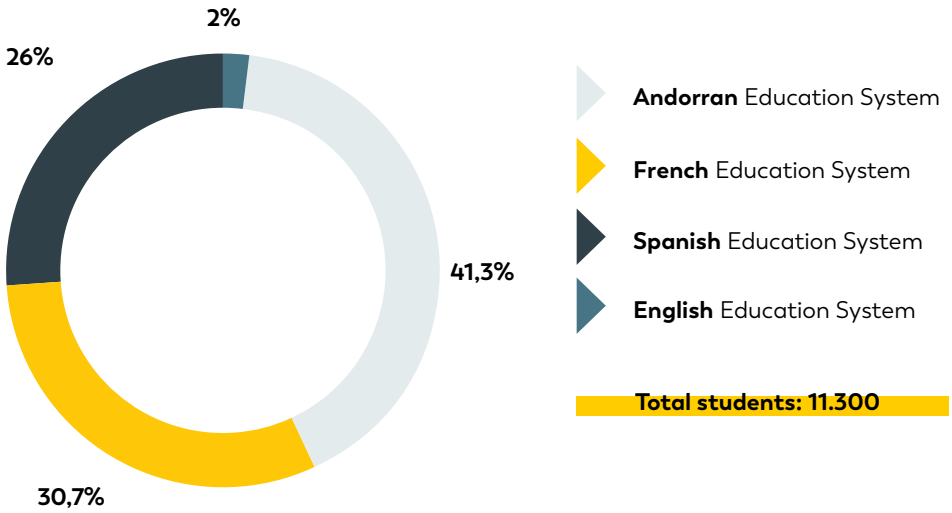
Between 2006 and 2022, the Advanced Professional Diploma (DPA) in Administration and Finance and Computer Management was issued. The DPA followed the Professional Diploma in Computer Science which had been offered since 1988-89 academic year, in the advanced professional cycle of computer management, and from 1998-99, in the advanced professional cycle of administration and finance. In 2022, a new DPA in Accounting and Administration was created. The School of Nursing and the School of Computer Science became the University of Andorra after the University Law was enacted on 30 July 1997[19].

In 2003, Andorra joined the European Higher Education Area (EHEA). Subsequently, the Andorran Government published Law 12/2008, of 12 June, on the organisation of higher education[20] which regulated the new structure adapted to the EHEA and served as a springboard for the growth and development of the Andorran higher education system.

One decade later, the Andorran Government became aware that a further step was required to improve the legislative framework, to fully adapt the country to the new challenges in higher education. This framework needed to be sufficiently versatile to ensure compliance with quality standards and to make the internationalisation of Andorran higher education a reality. For this purpose, the Government passed two new laws, that are currently in force: Law 14/2018, of 21 June, on Higher Education, and Law 15/2018, of 21 June, on the University of Andorra.[21]

To sum up, three public education systems currently coexist in Andorra: the Andorran, the French and the Spanish. The existence of different education systems allows families to choose between them, and students can move from one system to another. Compulsory education in the Andorran Education System (AES) has progressively absorbed more students, as a result, it's the system with the highest number of students nowadays. It is followed by the French system, whose numbers of enrolment are stable, and lastly, the Spanish system, which has experienced a slight decrease in student numbers.

SCHOOL POPULATION PER EDUCATIONAL SYSTEM 2022-2023



[19] *Llei d'universitats, del 30 de juliol de 1997. BOPA n. 53, 1997. Retrieved on 06/02/2024 from* **https://www.bopa.ad/bopa/009053/Pagines/3C7E.aspx**

[20] *Llei 12/2008, del 12 de juny, d'ordenació de l'ensenyament superior. BOPA n. 54, 2008. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=550EE**

[21] *Llei 14/2018, del 21 de juny, de l'ensenyament superior. BOPA n. 44, 2018. Retrieved on 6/2/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20180712_09_46_25**

Llei 15/2018, del 21 de juny, de la Universitat d'Andorra. BOPA núm. 44, any 2018. Retrieved on 6-2-2024 from **https://www.bopa.ad/Documents/Detall?doc=CGL20180712_09_47_38**

02. THE ANDORRAN EDUCATION SYSTEM

The AES is designed to cater to the requirements and particularities of our society and to foster the cultural, intellectual, social, physical and moral development of each individual[22]. It strongly believes in an education that is based on respect for diversity, fundamental rights and freedoms, and tolerance within the democratic principles of coexistence and pluralism. It is firmly committed to education that encourages critical thinking and creativity enabling our citizens to adapt to an ever-changing environment, to be independent, to make informed personal and professional decisions, and to be enterprising when turning ideas into actions.

The AES also incorporates into its vision the need to encourage people to be involved in the development of a sustainable society (socially, environmentally and economically). It ensures equal opportunities and non-discrimination, fostering student inclusion and considering diversity. It also promotes education for peace, solidarity and cooperation between peoples.

Another aim of the AES is to contribute to the transmission of the specific cultural elements of Andorran society. It is important to promote the use of Catalan, the mother tongue of this country, and to foster the knowledge of several languages and different cultures to enable social and professional development.

A distinctive feature of the AES is its definition of the Andorran School (*Escola Andorrana*) as a multilingual school that pays special attention to the plural approaches to teaching and learning languages and cultures.

These approaches emerge from the idea that language teaching starts with the consideration of language diversity. In other words, it considers and values the multilingual and multicultural repertoires of the students themselves. This involves introducing language diversity into the classroom for reflection. The recognition of other languages and cultures encourages the uptake of languages taught at school and the development of all skills related to cultural customs and knowledge.

Moreover, the AES supports an inclusive model of education for students with special educational needs.

The Andorran Education System has gradually consolidated to address the wide range of educational needs of the children, youth and citizens in general, and has been updated according to the main international points of reference.

It was precisely this need for updating that led to the launch of a reform and improvement process of the Andorran Education System in 2011, targeting primary and secondary education, baccalaureate and professional education[23].

This reform focused on two main lines of action: the integration of competences in the new Andorran curriculum and the progress towards a more inclusive education system. These two initiatives led to a review of the methodological approaches that guide educational practices.

The AES was given a new pedagogical focus, emphasising the development of competences and the ability to interact effectively in real, diverse and complex situations by applying acquired knowledge, skills and experience. This shift transformed the established processes of teaching, learning and assessment that existed before the reform.

This educational reform led to the development of both subject specific and transversal competences empowering the students to become active participants and regulators of their learning enabling them to apply these competences in various aspects of their life: personal, interpersonal, social and professional.

[22] *Llei 17/2018, del 26 de juliol, d'ordenament del sistema educatiu andorrà. BOPA no. 49, 2018. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20180817_11_49_59**

[23] *Decret del 25-2-2015 d'ordenament de l'educació bàsica obligatòria del sistema educatiu andorrà. BOPA no. 47, 2015. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=ga27017062**

Thus, the programmes across the different educational levels focus on two types of competences, categorized by their disciplinary or metadisciplinary character. When there is a clear, direct relationship between the competences and a specific area of knowledge related to the learning area or discipline, these competences are referred to as subject specific competences.

Conversely, when the competences relate to metadisciplinary aspects that are not strictly tied to a single area of knowledge, there are called transversal competences. Examples of these competences include entrepreneurship and learning to learn.

The implementation of the reform process in the Andorran School has been gradual across all levels of compulsory basic education since the 2013-2014 academic year. This process was extended to Andorran Studies in 2015-2016. Finally, in 2017-2018, the reform process was introduced at the baccalaureate level and, at the same time, a new model of vocational education and training was defined. This model affects the structure of the training, particularly in terms of its duration, which is now determined by the actual training needs of the various jobs and the requirements of the professional sectors[24].



[24] *Decret 315/2022, del 13-7-2022, d'ordenament del nivell de formació professional inicial i de batxillerat professional del sistema educatiu andorrà. BOPA no. 90, 2022. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD20220722_10_30_37**

03.

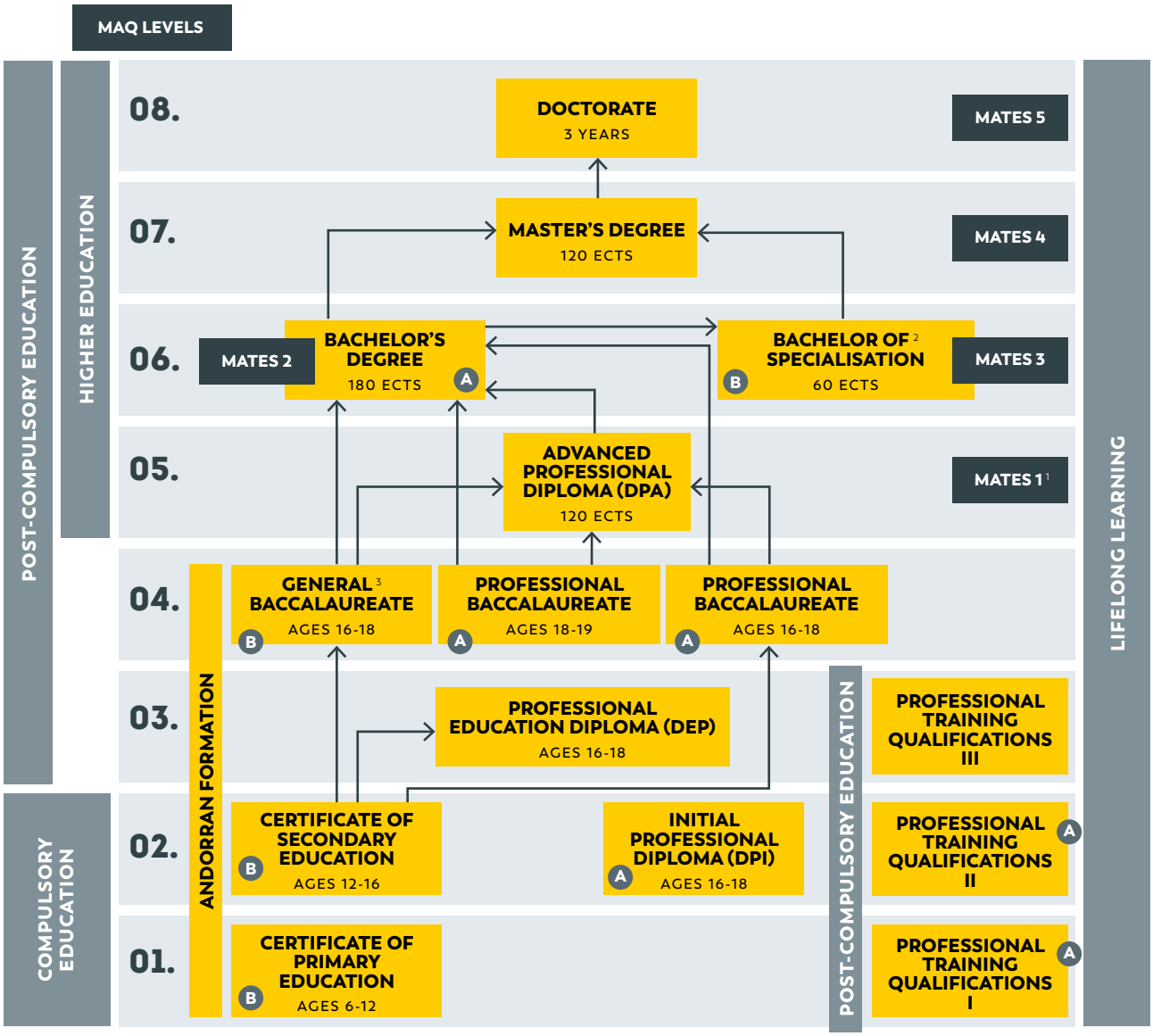
THE STRUCTURE OF THE ANDORRAN EDUCATION SYSTEM

The **Andorran education system (AES)** comprises the Andorran school, which includes the following levels of education: pre-school (*maternal*) and primary education (8 schools); secondary education (3 schools), and general baccalaureate (1 school).

The AES also includes the Andorran Studies that are taught within the Spanish and French education systems; vocational education and training (2 schools); lifelong learning (1 centre - *Centre de Formació al Llarg de la Vida*), and higher education consisting of 1 public university (University of Andorra) and other private universities.



ANDORRAN EDUCATION SYSTEM



[1] MATES: The Andorran Higher Education Qualifications Framework.

[2] The Bachelor of Specialisation is a specialist qualification within a specific discipline. It equals at least 60 ECTS which are added to a Bachelor qualification but do not represent a higher level in the MAQ.

[3] Baccalaureate is the qualification on the level immediately before higher education and Bachelor is the first cycle of university in higher education.

ANDORRAN, SPANISH AND FRENCH EDUCATION SYSTEMS

(pre-compulsory education, compulsory education and non-tertiary post-compulsory education)



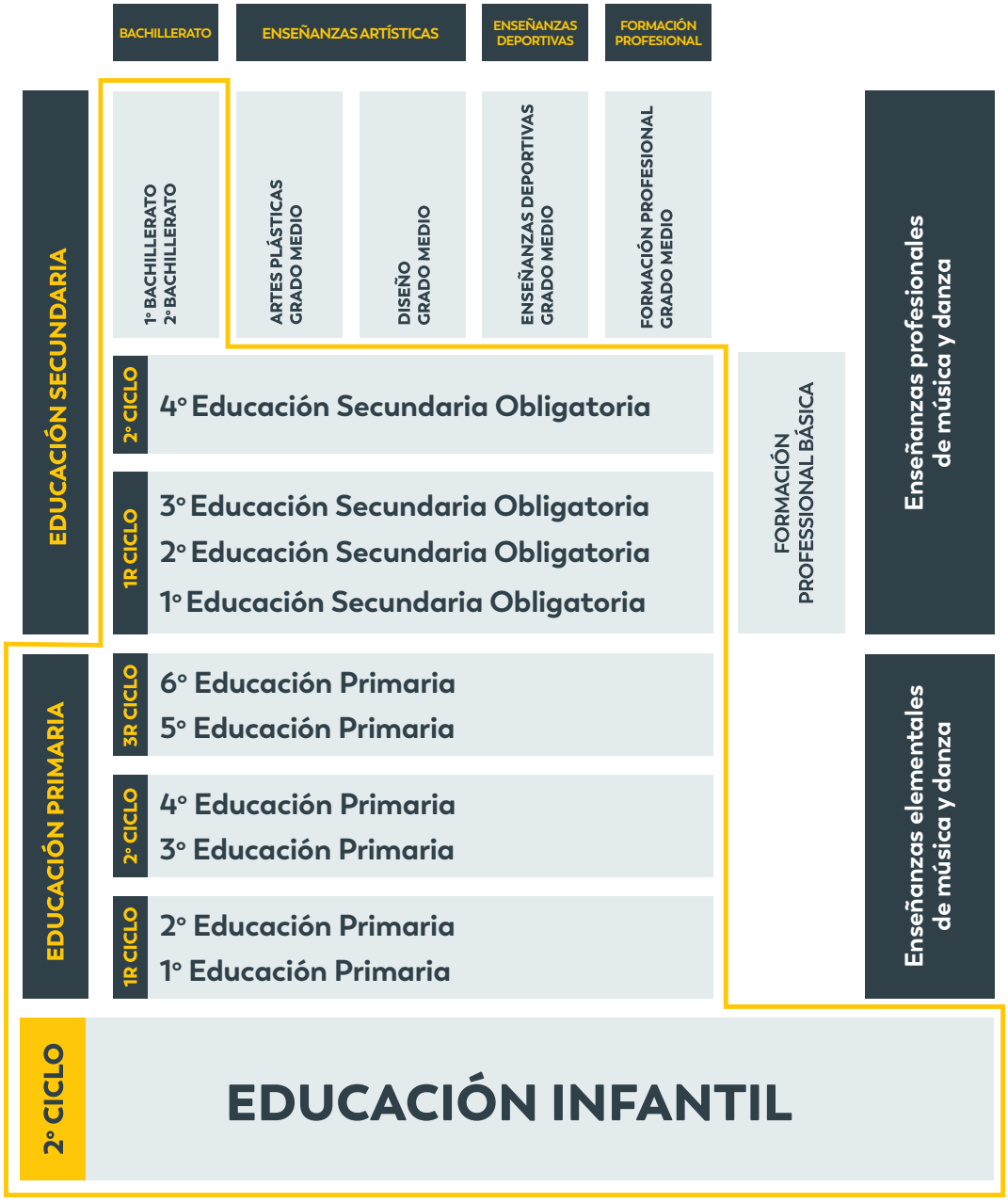
ANDORRAN EDUCATION SYSTEM

Education taught in Andorra

DEP: Professional Educational Diploma

DPI: Initial Professional Diploma

BTP: Professional Baccalaureate



SPANISH EDUCATION SYSTEM

Education taught in Andorra

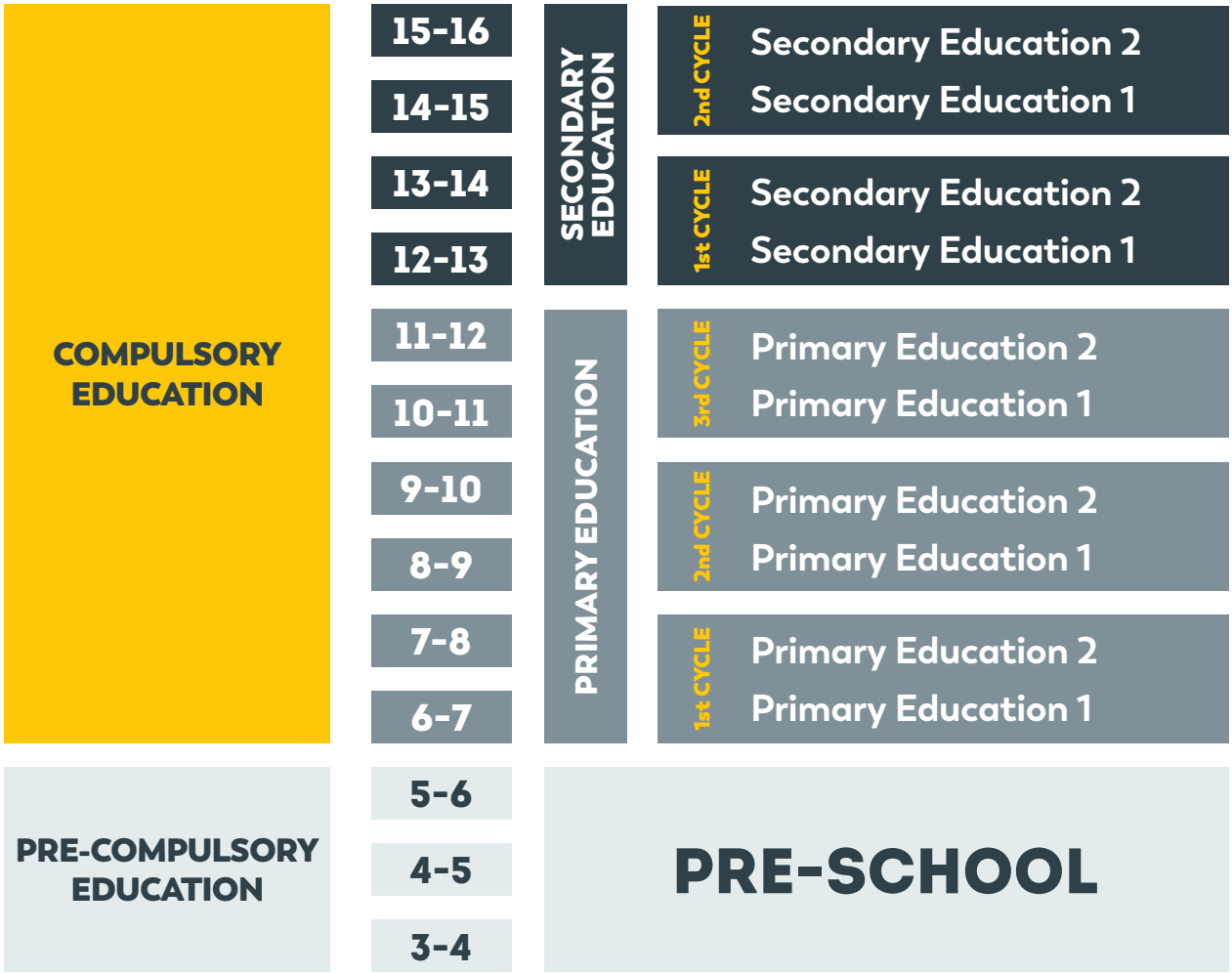


FRENCH EDUCATION SYSTEM

Education taught in Andorra

04.

PRIMARY AND SECONDARY EDUCATION



The Qualified Education Law[25] of 3 September 1993[26] develops the right to education, recognised as a fundamental right under the Constitution of Andorra, and establishes free, compulsory education from the age of 6 to 16. However, students can remain in school until the age of 18 to complete their secondary education. Parents have the right to choose which education system they want their children to attend, based on their preferences or needs.

The primary and secondary levels of education constitute the compulsory basic education. The Law on the organisation of the Andorran education system, dated 9 June 1994, defines the structure and organisation of these levels, specifying the skills to be developed, the areas of study and key methodologies.

4.1. PRIMARY EDUCATION

Primary education is the first level of compulsory education typically for children aged from 6 to 12, and is structured into three cycles, each lasting two academic years.

At the end of primary education, all students obtain the primary education certificate.

4.2. SECONDARY EDUCATION

Secondary education is the second level of compulsory education, typically for children aged between 12 and 16, and is structured into two cycles, lasting two academic years.

Upon completing secondary education, students who demonstrate the required level of development in at least four out of seven general competences, obtain the secondary education certificate. This qualification enables them to pursue the general baccalaureate, vocational education and training, or to enter the labour market.

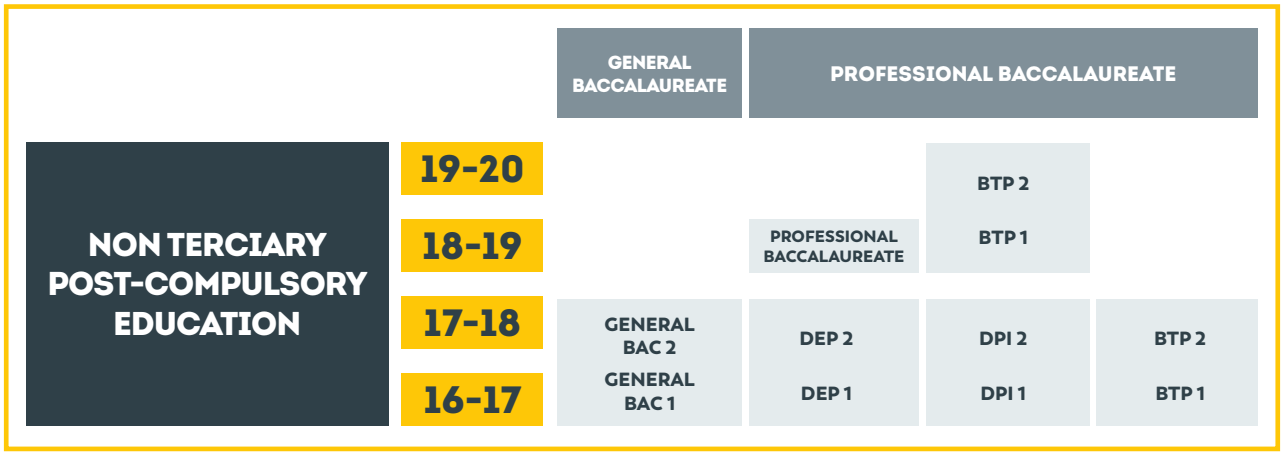
The pathways to obtaining the secondary education certificate include in-person education or, for students over the age of 16 who did not obtain the certificate at the given time, as independent candidates.

[25] *In the Andorran legal System a qualified law is a type of legal norm that has a higher status than ordinary laws and is reserved for regulating particularly important matters established by the Andorran Constitution.*

[26] *Llei qualificada d'educació, de 3-9-93. BOPA no. 51, 1993. Retrieved on 06/02/2024 from* ***https://www.consellgeneral.ad/fitxers/documents/lleis-1989-2002/llei-qualificada-deducacio-del-3-de-setembre-de-1993.pdf/view***

05.

GENERAL BACCALAUREATE AND VOCATIONAL EDUCATION AND TRAINING



Education taught in Andorra

DEP: Professional Educational Diploma

DPI: Initial Professional Diploma

BTP: Professional Baccalaureate

The Qualified Education Law establishes that everyone has the right to access the higher levels of education, according to their abilities, achievements and vocation.

The general baccalaureate and vocational education and training along with higher education and lifelong learning, are part of post-compulsory education, generally accessed by people over the age of 17.

Over the years, the Andorran Education System (AES) has progressively developed and diversified its educational offer, especially at the post-compulsory level. It has maintained the general baccalaureate as an option for continuing academic studies while also developing the professional baccalaureate.

5.1. GENERAL BACCALAUREATE

Since the implementation of the strategic plan to reform and improve the Andorran Education System, the central focus has been on competences. This approach requires students not only to acquire knowledge across various fields, but also to respond effectively to complex situations. As a result, the processes of teaching, learning and assessment have been transformed.

Likewise, while maintaining the consistency between compulsory education and the general baccalaureate, the latter emphasizes the development of a core foundations in general culture, complemented by specialized learning tailored to students' future plans.

Students are encouraged to design their learning pathways based on their interests, motivations, strengths and weaknesses[27].

The general baccalaureate level is structured as a single cycle lasting two academic years. To access it, students must have obtained the secondary education certificate or an equivalent qualification recognised by the Government of Andorra.

Students who demonstrate the required level of competence development are awarded the baccalaureate diploma.

The baccalaureate diploma can be obtained through in-person education or as an independent candidate[28]. Obtaining the baccalaureate enables students to continue into higher education.

It is worth noting that in 2019, the Andorran Baccalaureate School joined the International Baccalaureate Organisation and became part of the International Baccalaureate Community. The international baccalaureate is offered to Andorran students as another alongside with the general baccalaureate.

5.2. VOCATIONAL EDUCATION AND TRAINING (VET)

In recent years, the process of reform and improvement of Andorra's vocational education and training has been driven by the need to meet the socioeconomic reality of the country as well as to ensure that qualifications comply with the requirements of the labour market.

There are currently two models of vocational education and training within the AES. The first model is structured as a single cycle lasting three academic years, with qualifications based on the professional activities for which students are being prepared.

To enrol, students must have obtained the secondary education certificate or an equivalent qualification recognised by the Government of Andorra. Those who complete the first two years and demonstrate the required competence development receive the Professional Education Diploma (DEP)[29], that allows to progress into the last year of the cycle. At the end of this cycle, students who demonstrate having achieved the required competence development are awarded the Professional Baccalaureate Diploma. Both qualifications, can be obtained through in-person education, as an independent candidate and through the recognition of prior experience and learning (RPL). The Professional Baccalaureate Diploma[30] allows the student to pursue higher education, or to enter the work force.

This model is being progressively replaced by the new reformed model[31] characterised by the teaching and learning of both professional and transversal competences.

After almost 20 years since the creation of the Professional Education Diploma and the Professional Baccalaureate, the need arose to update the offer of vocational education and training. This update focuses on modernizing the reference points as well as the format and duration of the studies, to better align with the labour market and to improve the overall quality of vocational education and training in Andorra.

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[27] *Decret del 27-02-2019 d'ordenament del nivell de batxillerat general del Sistema Educatiu Andorrà. BOPA no. 25, 2019. Retrieved on 06/02/2024 from* ***https://www.bopa.ad/Documents/Detall?doc=GD20190228_12_00_59***

[28] *De Terminologia Termcat, C. (2011). Diccionari d'educació "Candidat lliure, estudiant que té dret a ser examinat sense haver assistit a classe (independent candidate)". Retrieved on 06/02/2024 from* ***https://www.termcat.cat/es/diccionaris-en-linia/132/presentacio*** *. Independent candidate: someone entitled to take an exam without having attended class.*

[29] *Decret del 25-2-2015 de regulació del diploma d'ensenyament professional. BOPA no. 17, 2015. Retrieved on 06/02/2024 from* ***https://www.bopa.ad/Documents/Detall?doc=ga27017059***

[30] *Decret del 28-11-2012 de Creació del Diploma de batxillerat professional. BOPA no. 60, 2012. Retrieved on 06/02/2024 from* ***https://www.bopa.ad/bopa/024060/Pagines/7B866.aspx***

[31] *Decret 315/2022, del 13-7-2022, d'ordenament del nivell de formació professional inicial i de batxillerat professional del sistema educatiu andorrà. BOPA no. 90, 2022. Retrieved on 06/02/2024 from* ***https://www.bopa.ad/Documents/Detall?doc=GD20220722_10_30_37***

Decret 99/2024, del 6-3-2024, de modificació del Decret 315/2022, del 13-7-2022, d'ordenament del nivell de formació professional inicial i de batxillerat professional del sistema educatiu andorrà. ***https://www.bopa.ad/Documents/Detall?doc=GD_2024_03_07_10_21_18***

5.2.1. INITIAL PROFESSIONAL TRAINING

Law 21/2021, of 15 July, which amends Law 17/2018, of 26 July, on the organisation of the Andorran Education System[32], introduces a new level of post-compulsory education called "initial professional training" (*formació professional inicial, within vocational education and training (VET)*). Access to this level requires students to be over the age of sixteen and under nineteen, and to have completed either secondary education or the third year of secondary education. Therefore, the secondary education certificate is not required for admission.

Initial professional training is structured as a single cycle of two academic years. Students who demonstrate the required competence development are entitled to the Initial Professional Diploma (DPI).

The workload at this level combines hours of training at the educational centre with work experience hours at a company.

The pathways to obtaining the Initial Professional Diploma include in-person education and accreditation of prior experience and learning.

The Initial Professional Diploma qualification provides access to the professional baccalaureate and to the labour market.

5.2.2. PROFESSIONAL BACCALAUREATE

The professional baccalaureate is structured as a single cycle lasting two academic years.

To access the professional baccalaureate, students must have either the Secondary education certificate or the Initial Professional Diploma or their equivalent qualifications recognised by the Government of Andorra.

Students who demonstrate the required level of competence development in the corresponding educational programme will be awarded the Professional baccalaureate (BTP).

The workload at this level combines training hours at the school centre with work experience hours at a company. In addition, students must complete the Action and Service Project, which involves community service over two semesters of the cycle, and contributes to the development of transversal competences.

The pathways to obtaining the professional baccalaureate includes in-person education and accreditation of prior experience and learning.

As the general baccalaureate, the professional baccalaureate qualification allows for continuation into higher education, without restrictions as well as the entry into the labour market.

It is worth noting that in 2020, the Aixovall professional training centre (*Centre de Formació Professional d'Aixovall*) became part of the International Baccalaureate Organization as a part of the professional sector of this international community.

[32] *Llei 21/2021, del 15 de juliol, de modificació de la Llei 17/2018, del 26 de juliol, d'ordenament del Sistema Educatiu Andorrà. BOPA núm. 87, any 2021. Retrieved on 7-2-2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20210729_10_29_27**

06. HIGHER EDUCATION

The Principality of Andorra joined the Bologna Process during the conference of European ministers of higher education, held in Berlin on 18-19 September 2003. The primary objective of this process was to achieve the convergence of the different European higher education systems in order to fully establish the European Higher Education Area (EHEA) in 2010.

In response, Andorra initiated a process to revise and update the design, methodology and structure of its higher education. Students became the central focus in the classroom, shifting the methodology from being teacher-centered and content based to emhasising the development of a set of competences developed by students under the teachers' guidance. The Law 12/2008, of 12 June, on organisation of higher education, established the foundation of the new higher education system of Andorra.

Its primary objective was to regulate the entire higher education system, aligning the higher education legal framework to the EHEA principles. Hence, the Law dealt with the key challenges of the EHEA, such as the promotion of lifelong learning; quality assurance in higher education as well as student and teacher mobility structuring the qualification into a three-cycle system: the first leading to a Bachelor degree, the second to a Master's and the third to a Doctorate. It also fully implemented the European Diploma Supplement (EDS).

A flexible system of higher education qualifications was also set up in Andorra, based on three university cycles and adopting the European Diploma Supplement. In 2009, the European Credit Transfer and Accumulation System (ECTS)[33] was introduced and, in 2010, the equivalence of previous university qualifications to new system was recognised, situating them within the Andorran Higher Education Qualifications Framework (MATES).

Subsequently, in 2020[34], a system of equivalences between the old and the new qualifications was established. The previous qualification of *diplomatura* was recognised as a first-cycle qualification, equivalent to a bachelor's degree (180 ECTS), which corresponds to a level 2 of the MATES. The previous qualification of *llicenciatura* considered to be a first- and second-cycle qualification was recognized as a Master's qualification (120 ECTS)[35], which corresponds to a level 4 of the MATES equivalent to a level 4 of the MATES.

Andorra has gradually adapted its regulations to comply with the Bologna Process objectives, ensuring quality in higher education, fostering student and teacher mobility, and promoting lifelong learning as well as the European dimension in higher education.

The 2018 Law on the organisation of higher education[36] fulfils all the international quality assurance standards in order to make the internationalisation of Andorran higher education a reality. It meets citizens' educational needs without neglecting research and lifelong learning; it strengthens professional higher education by increasing its relevance in the higher education structure. The Law also treats on the same term public and private higher education, unless otherwise stated; it grants equal and fair treatment among students complying with the Convention on the Rights of Persons with Disabilities, adopted in New York on 13 December 2006[37].

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[33] *Decret del 18-2-2009 relatiu al sistema de crèdits europeus i de qualificacions dels graus de bàtxelor i màster de l'ensenyament superior. BOPA no. 14, 2009. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=5998A**

[34] *Decret del 8-7-2020 pel qual s'aprova el Reglament d'ordenació de les titulacions d'ensenyament superior estatals. BOPA no. 91, 2020. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08**

[35] *When finishing the Master's degree the total number of ECTS should be 300.*

[36] *Llei 14/2018, del 21 de juny, de l'ensenyament superior. BOPA no. 44, 2018. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20180712_09_46_25**

[37] *Convention on the Rights of Persons with Disabilities and Optional Protocol to the Convention on the Rights of Persons with Disabilities, adopted in New York on 13 December 2006. Retrieved on 06/02/2024 from (Catalan)* **https://www.consellgeneral.ad/ca/arxiu/arxiu-de-lleis-i-textos-aprovats-en-legislatures-anteriors/vi-legislatura-2011-2015/copy_of_tractats-i-acords-internacionals-aprovats/conveni-relatiu-als-drets-de-les-persones-discapacitades-i-del-protocol-opcional-al-conveni-relatiu-als-drets-de-les-persones-discapacitades-fets-a-nova-york-el-13-de-desembre-del-2006**

6.1. HIGHER EDUCATION QUALIFICATIONS

Currently, the national higher education qualifications are structured in cycles and offered by both public and private education institutions. They are based on the Dublin Descriptors[38], defining the level of learning to be achieved at each stage (Advanced Professional Diploma, Bachelor, Master's and Doctorate) in higher education.

Moreover, the higher education qualifications of the Andorran education system for a given cycle have a similar workload, calculated in terms of ECTS. This means that foreign qualifications can be easily recognised.

Finally, regarding access to the different levels of national higher education under the MATES, students with foreign qualifications can access these levels if they meet the requirements for similar levels of higher education in the country where they previously studied, provided there are no substantial differences between both systems. In addition, students holding degrees from countries with which Andorra has undertaken an agreement or convention can access higher education programmes[39].

6.1.1. ADVANCED PROFESSIONAL DIPLOMA (DPA)

DPA courses correspond to a short cycle of education in the European Higher Education Area Qualifications Framework (QF-EHEA) and are classified as level 5 in both the Andorran Qualifications Framework (MAQ) and the European Qualifications Framework for Lifelong Learning (EQF-LLL).

DPA qualifications have a workload of 120 ECTS and a duration of 4 semesters.

The curriculum is organised around competences and learning outcomes.

To access DPA studies, students must meet one of the following requirements:

a. Hold a general baccalaureate or professional baccalaureate qualification.

b. Hold a national higher education qualification.

c. Pass the Admission Test to access higher education for people over 25 years of age.[40]

Students can study either full-time or part-time. On completion of the DPA studies, graduates can continue to study a bachelor programme or enter the labour market. This qualification can be pursued in-person education, online education or hybrid education. It is also possible to obtain it through the process of accreditation of prior experience and learning. These different pathways are established upon the creation of each specific DPA qualification.

The name of the qualification "DPA" is of exclusive use for national qualifications.

6.1.2. BACHELOR

Bachelors' programmes correspond to the first cycle of higher education of the QF-EHEA, and are classified as level 6A of the MAQ and level 6 of the EQF-LLL.

Bachelor qualifications were first issued in 2009, have a workload of 180 ECTS and a duration of 6 semesters.

The curriculum is organised around competences and learning outcomes.

To access bachelor studies students must meet one of the following requirements:

d. Hold a general baccalaureate or professional baccalaureate qualification.

e. Hold a national higher education qualification.

f. Pass the Admission Test to access higher education for people over 25 years of age.

Students can study either full-time or part-time. On completion of the Bachelor qualification, graduates can access studies of Bachelor of Specialisation, Master or enter the labour market. This qualification can be pursued through in-person, online or hybrid education. It is also possible to obtain it through the process of accreditation of prior experience and learning. These different pathways are established upon the creation of each specific bachelor qualification.

On completing bachelor studies, graduates can access a bachelor of specialisation, a Master's programme or enter employment.

The name of the qualification "Bachelor" is of exclusive use for national qualifications.

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[38] *European Higher Education Area and Bologna Process. (2003-2005). Overarching framework of qualifications of the EHEA. Retrieved on 06/02/2024 from* **https://www.ehea.info/cid102059/wg-frameworks-qualification-2003-2005.html**

[39] *Decret del 17-6-2020 pel qual s'aprova el Reglament de l'accés als nivells de l'ensenyament superior estatal. BOPA no.84, 2020. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GR20200618_16_57_22**

[40] *Decret 126/2023, del 15-3-2023, de regulació de la prova d'accés als estudis d'ensenyament superior per a persones més grans de 25 anys. BOPA no. 40, 2023. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD20230317_13_06_03**

6.1.3. BACHELOR OF SPECIALISATION

Bachelor of specialisation programme correspond to the first cycle of higher education of the QF-EHEA, and are classified as level 6B of the MAQ and level 6 of the EQF-LLL.

Bachelor of specialisation qualifications were first issued in 2009, have a workload of at least 60 ECTS and a duration of at least 2 semesters.

The curriculum is organized around competences and learning outcomes. To access a bachelor of specialisation students must hold an Andorran national qualification at level 6 of MAQ in the same field as the bachelor specialisation.

Students can study either full-time or part-time. Upon completing it, graduates can access a Master's programme on the same terms as those holding a Bachelor's qualification (level 6A of the MAQ), or enter the labour market. This qualification can be pursued through in-person, online or hybrid education. It is also possible to obtain it through the process of accreditation of prior experience and learning.

The name of the qualification "Bachelor of Specialisation" is of exclusive use for national qualifications.

6.1.4. MASTER'S DEGREE

Master's programmes correspond to the second cycle of higher education in the QF-EHEA qualifications framework, and are classified as level 7 in both the MAQ and the EQF-LLL.

Master's qualifications were first issued in 2017, have a workload of 120 ECTS and a duration of 4 semesters.

To access a Master's programme students must have a bachelor's degree of at least level 6 of the MAQ.

This qualification can be pursued through in-person, online or hybrid education. It is also possible to obtain it through the process of accreditation of prior experience and learning. These different pathways are established upon the creation of each specific Master qualification.

Students can study either full-time or part-time. On completion of the Master qualification, graduates can access studies of doctorate or enter the labour market.

The name of the qualification "Master" is of exclusive use for national qualifications.

6.1.5. DOCTORATE

Doctoral studies correspond to the third cycle of higher education within the QF-EHEA qualifications framework, and are classified at level 8 in both the MAQ and the EQF-LLL. Doctorates represent the highest academic level and require the preparation and defense of a doctoral thesis.

Doctoral studies take at least 3 academic years full-time and the first Doctorate degree was issued in 2013.

To access doctoral studies students must hold a qualification of at least level 7 of the MAQ.

This qualification can be pursued full-time or part-time, and upon completion doctorates can access the labour market.

The name of the qualification "Doctor/a" is of exclusive use for national qualifications.

07.

LIFELONG LEARNING

Andorra guarantees education to everyone throughout their life, considering the different aspects of professional and personal development. The perspective of lifelong learning involves rethinking education beyond focusing solely on the early stages of life within the context of the school environment, and beyond accreditation-oriented approach.

Adult education or lifelong learning is available to anyone of Andorran nationality or with a residency permit under the current Immigration Law[41]. This education comprises the learning activities that enable adults to develop skills, enrich their knowledge, and improve technical and professional competences. Individuals follow this educational offer for many reasons such as obtaining a qualification upgrading or broadening their knowledge.

In Andorra, lifelong learning[42] is designed to promote equal opportunities, ensuring that everyone can develop their personal and professional projects. It facilitates access to continuing studies and professional mobility. Lifelong learning has also the prominent goal of encouraging the discovery and deep understanding of the Andorran culture, providing the necessary resources for inclusion as well as civic and social participation.

Lifelong learning[43] includes the development of competences through formal and non-formal learning and is structured around the following fields:

- Basic education and literacy across various fields.
- Access to official qualifications within the education system and continuing studies.
- Andorran identity and culture.
- Continuing professional development.
- Professional training in collaboration with authorities and relevant professional sectors.

7.1. BASIC EDUCATION AND LITERACY IN VARIOUS FIELDS

This non-formal learning focuses on providing adults with the necessary tools and resources to acquire and broaden their knowledge in different fields. The objective is to promote full personal and academic development as well as integration into society and the labour market.

Within the basic education and literacy programme, instruction is provided to develop reading, writing and arithmetic skills, alongside basic knowledge of Catalan, Spanish and Humanities.

Courses are also offered in mathematics, social sciences, and natural sciences, including home economics and health education. This is further supplemented by beginner-level courses in communication in foreign languages (Spanish, French and English) as well as literature. Finally, there are digital literacy courses[44] designed and adapted to different levels of development of competences (beginner, intermediate and advanced). The qualification obtained (Digital Competence Degree) is included in the Complementary Competences Index of the Andorran Qualifications Framework (MAQ). These courses are available at the Lifelong Learning Centre (*Centre de Formació al Llarg de la Vida*) to anyone over the age of 16.

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[41] *Llei 11/2022, del 7 d'abril, qualificada de modificació de la Llei qualificada d'immigració. BOPA no. 51, 2022. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20220422_11_32_16**

[42] *Llei 17/2018, del 26 de juliol, d'ordenament del sistema educatiu andorrà. BOPA no. 49, 2018. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20180817_11_49_59**

[43] *Centre formació al llarg de la vida. Retrieved on 07/02/2024.* **http://www.cflv.ad/continguts_c/formacio-continuada-general-5/cursos-formacio-continuada-general-37.html**

[44] *Decret 51/2023, del 25-1-2023, de creació i regulació dels diplomes de competència digital ciutadana. BOPA no. 13, 2023. Retrieved on 7/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD20230127_09_47_16**

7.2. ACCESS TO OFFICIAL QUALIFICATIONS IN THE ANDORRAN EDUCATION SYSTEM AND CONTINUING STUDIES

Lifelong learning also ensures the possibility to obtain official qualifications within the Andorran Education System to anyone who did not have the opportunity previously or had to interrupt their studies.

The Lifelong Learning Centre offers educational support to prepare for the secondary education certificate examination and the general baccalaureate examination for independent candidates as well as the Higher Education Admission Test for people over the age of 25.

Therefore, as for the secondary education certificate examination for independent candidates it provides educational support in areas of study such as Catalan, Spanish, French, Mathematics, Physics and Natural Sciences, Human and Social Sciences, and Computer Science[45]. Passing the examination leads to the corresponding qualification which grants access to further studies or employment.

The Ministry of Education also offers educational support to candidates who wish to take the general baccalaureate examination for independent candidates[46], with a competence-based approach in the compulsory subjects of Catalan, English, Catalan literature and Philosophy. Candidates can also benefit from educational support regarding the subjects dealt with in the following fields of study: Languages and Literature; People and Society; Science and Mathematics, and Art.

What is more, to prepare for the Higher Education Admission Test for people over the age of 25[47], educational support is provided in areas of study such as Catalan, Philosophy, Mathematical Reasoning, Sociology and a foreign language (Spanish, French or English).

7.3. ANDORRAN IDENTITY AND CULTURE

The studies related to Andorran identity and culture are non-formal and target individuals over the age of 16 who wish to acquire and broaden their knowledge about Andorra's history, culture, art and institutions.

Moreover, to strengthen the elements associated with Andorran identity and to facilitate the process of obtaining the Andorran nationality, a course on human and social sciences of Andorra[48] is offered. The qualification obtained is included in the Complementary Competences Index of the MAQ; nevertheless, it does not allow progression to further academic studies.

In order to preserve and promote the use of Catalan within the Andorran society, as the country's official language, the Ministry of Culture, through the Catalan Language Unit (*Àrea de Llengua Catalana*), organises Catalan language examinations according to the Common European Framework of Reference for Languages: Learning, teaching, assessment, and it provides the educational support to take these examinations. The qualification obtained is included in the Complementary Competences Index of the MAQ[49].

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[45] *Decret de 15-3-2000 sobre el graduat en segona ensenyança per a candidats lliures. BOPA no. 14, 2000. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=1C4FA**

[46] *Decret 443/2022, del 26-10-2022, d'ordenament del nivell de batxillerat general del sistema educatiu andorrà. BOPA no. 129, 2022. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD20221031_08_38_24**

[47] *Decret 126/2023, del 15-3-2023, de regulació de la prova d'accés als estudis d'ensenyament superior per a persones més grans de 25 anys. BOPA no. 40, 2023. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD20230317_13_06_03**

[48] *Decret del 3 de gener del 2019 de creació i regulació del diploma de ciències humanes i socials d'Andorra. BOPA no. 2, 2019. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD20190104_10_22_07**

[49] *Decret 13/2024, del 17-1-2024, de modificació del Decret 487/2022, del 23-11-2022, de regulació dels diplomes oficials de llengua catalana del Govern d'Andorra. BOPA no. 11, 2024. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD_2024_01_18_15_07_45**

7.4. CONTINUING PROFESSIONAL DEVELOPMENT[50]

The Lifelong Learning Centre offers free continuing professional development courses, designed to help general public acquire skills in various techniques. These are non-formal studies that do not qualify students to practise a profession, but instead, complement previous training.

Continuing professional development is aimed at those seeking a change in their professional career, equipping them with new technical and professional skills, or for those who wish to advance in their current professional field.

The intended participants of these courses may or may not be currently employed in a field of work related to the course. Courses are offered on techniques for tourist guides; waiters; commerce and sales; administrative management and account management; dry-stone building methods; entrepreneurship and digital technologies, among others.

Upon completion of the continuing professional development course, an attendance certificate is issued.

7.5. PROFESSIONAL TRAINING IN COLLABORATION WITH THE AUTHORITIES AND THE PROFESSIONAL SECTORS CONCERNED

The aim of professional training is to align the supply with the demand in the Andorran labour market and to coordinate the institutions involved in professional development and career guidance[51].

It is defined as a series of actions to prepare people for employment and continuing professional development, and is aimed to acquire or improve professional competences for both employed and unemployed people.

The Employment Department of the Government of Andorra is responsible for offering vocational training and skills-workshops which are completely free of charge. These offers are also available enrolled in an employment promotion programme. The aim is to enhance professional qualifications and competences. Thus, courses are structured considering the different economic sectors such as administration, commerce, hostelry, logistics, craftmanship and trade sectors.

The offer meets the requirements of the Andorran Employment Strategy, the ministry responsible for vocational training, and the Economic and Social Council (*Consell Econòmic i Social*). When preparing and providing training, the employment department collaborates with other stakeholders such as the Lifelong Learning Centre and the Chamber of Commerce, Industry and Services of Andorra[52], including collaboration with the public university of Andorra.

Professional training qualifications at levels I, II and III of the MAQ are included in the National Qualifications Index. Qualifications that cannot, due to their nature, be referenced to the MAQ are included in the Complementary Competences Index.

[50] *Continuing professional development should not be interpreted as regulated vocational education and training in section 5.2.*

[51] *Llei 4/2019, del 31 de gener, d'ocupació. BOPA no. 17, 2019. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20190218_13_35_47**

[52] *Decret del 12-2-2020, d'aprovació del Reglament de l'ocupació. BOPA no. 13, 2020. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD20200212_11_59_21**

7.6. ACCREDITATION OF LIFELONG LEARNING, THE ROLE OF PROFESSIONAL EXPERIENCE

To value learning in all aspects of life, one must recognise that regardless of any formal studies, we continuously develop knowledge, skills, attitudes and values throughout our lives, which help us to deal with the complexity of our environment.

In 2007, in addition to the in-person and independent candidate pathways, the procedure for recognition and accreditation of prior experience and learning (REVEP) was introduced, as a way of obtaining the Professional Education Diploma[53] in social and healthcare professions, computers systems and networks, and multilingual secretary[54].

The scope of this recognition was expanded in 2012 with the creation of the Professional Baccalaureate Diploma, with socio-educational activities, computer systems and networks, and multilingual secretary .

In 2022, the VAE Law[55] was approved by the General Council (*Consell General*), with the aim of defining the system of accreditation of prior experience and learning (VAE) as a mechanism for satisfying some or all of the criteria to obtain a certain qualification. Since the publication of the law, the qualifications obtainable through this pathway are included in the National Qualifications Index.

Individuals seeking the accreditation of prior experience and learning must have at least three years of professional experience and/or training related to the content and competences of the qualification they wish to obtain.

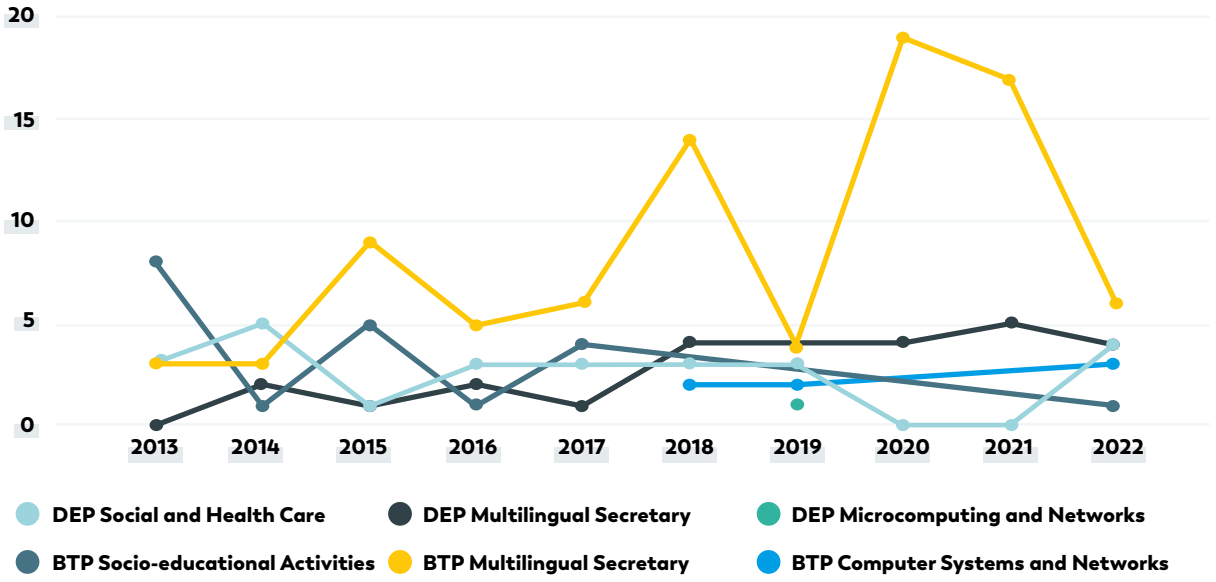
The qualification awarded through VAE grants the same rights and obligations as the same qualification obtained through in-person education.

The regulations that develop the Law of accreditation of prior experience and learning guarantee the quality assurance systems throughout the process, in agreement with the UNESCO Institute for Lifelong Learning and OECD guidelines.

Accordingly, the VAE process enables the assessment and accreditation of learning outcomes from non-formal or informal learning contexts, guaranteeing the reliability, objectivity and technical rigour of the assessment. In addition, this law provides for evaluations and audits of the process to ensure its quality, efficacy and impact.

As for universities, they are required to develop, within two years, the regulations for the VAE procedures of their qualifications. Currently, higher education VAE is still in a development stage.

TREND IN CANDIDATES REGISTERED IN THE REVEP PROCEDURE (2012-2022)

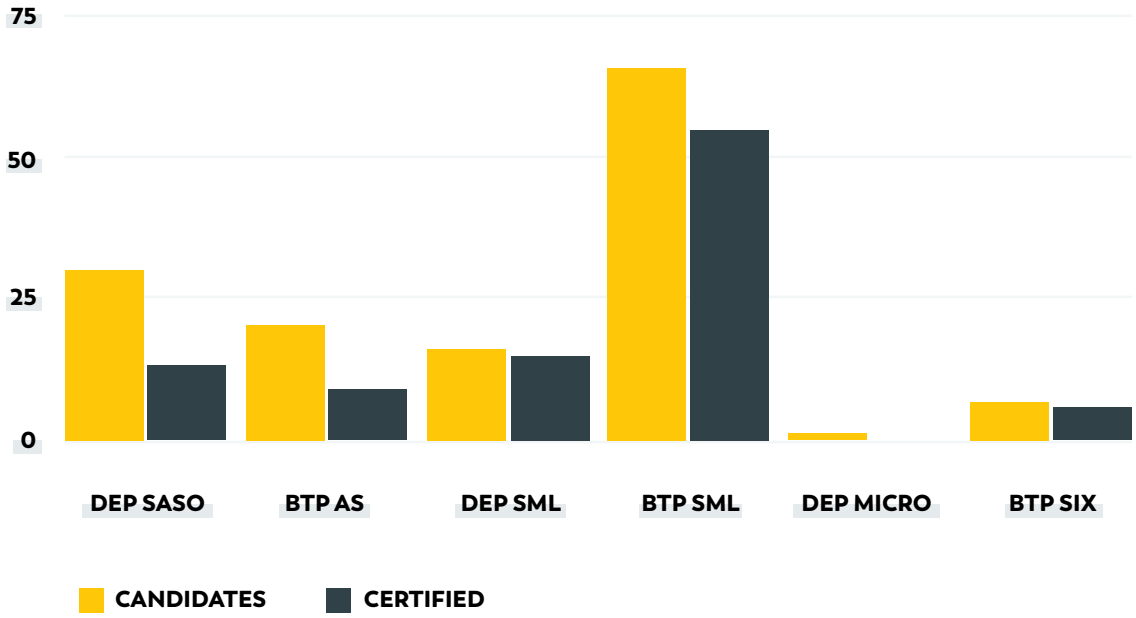


[53] *Decret del 30-5-2007 de modificació del Decret de creació del diploma d'ensenyament professional. BOPA no. 47, 2007. Retrieved on 07/02/2024 from* https://www.bopa.ad/Documents/Detall?doc=4C0EA

[54] *Decret del 28-11-2012 de Creació del Diploma de batxillerat professional. BOPA no. 60, 2012. Retrieved on 07/02/2024 from* https://www.bopa.ad/Documents/Detall?doc=7B866

[55] *Llei 27/2022, del 14 de juliol, de creació del sistema de validació dels aprenentatges basats en l'experiència. BOPA no. 94, 2022. Retrieved on 07/02/2024 from* https://www.bopa.ad/Documents/Detall?doc=CGL20220727_14_36_52

CANDIDATES REGISTERED AND CANDIDATES CERTIFIED PER DIPLOMA (2012-2022)



7.7. LIFELONG LEARNING IN HIGHER EDUCATION

At its conference in Rotterdam in October 2008, the European University Association (EUA) presented the *European Universities' Charter on Lifelong Learning*[56], calling for the universities to commit with their role as lifelong learning institutions, and governments to provide regulations and an environment to fulfil this role.

The integration of lifelong learning into the strategy of higher education institutions was confirmed in the results of the survey Trends 2018 (EUA, 2018)[57].

The public University of Andorra (*Universitat d'Andorra (UdA)*), has been offering continuing study courses for the last 25 years. Following this trail, the recently established private universities are planning to introduce lifelong learning courses.

Continuing study programmes at the University of Andorra, organised by its Online Studies and University Extension Centre (Centre d'Estudis Virtuals i d'Extensió Universitària), began in 1997, to meet lifelong learning needs of the Andorran society. The centre's primary goal is to update and upgrade professionals in the country, helping them to adapt to the new intellectual, scientific and technological trends.

These study programmes can be followed through in-person, online or hybrid education and are structured as follows:

• **Postgraduate courses:** have a workload of 3 or more ECTS, and are addressed to university graduates and professionals with relevant experience in the field of study. Students who meet the academic requirements obtain a qualification from the University of Andorra. If they hold an Andorran or a foreign university qualification recognised in Andorra, they are awarded a postgraduate diploma; otherwise, they are awarded an achievement diploma.

• **Update courses:** they are continuing study programmes with a lower workload than postgraduate courses targeting professionals who need to complement their knowledge in a specific field of study. Students who meet the academic requirements obtain an achievement diploma from the University of Andorra.

• **Seminars:** are short training sessions on specific topics, which are not assessed and participants can only obtain an attendance certificate.

[56] *European University Association (ed.) (2008). European universities charter on lifelong learning. European University Association.*

[57] *Gaebel, M.; Zhang, T.; Bunescu, L.; Stoiber, H. (2018). Learning and teaching in the European higher education area. European University Association asbl.*

The number of students and programmes offered over the last three academic years are detailed below:

ACADEMIC YEAR	PROGRAMME TYPE	NUMBER OF PROGRAMMES	NUMBER OF STUDENTS
2020-2021	POSTGRADUATE	3	30
	UPDATE COURSE	53	602
	SEMINAR	37	785
	TOTAL	94	1.417
2021-2022	POSTGRADUATE	3	24
	UPDATE COURSE	56	560
	SEMINAR	33	656
	TOTAL	91	1.240
2022-2023	POSTGRADUATE	5	52
	UPDATE COURSE	49	439
	SEMINAR	32	660
	TOTAL	86	1.151

Since 1999, the University of Andorra has organised specialised seminars on the latest developments and advances in the fields in which it offers regulated study programmes. These seminars are part of the professional development cycle enabling the exchange and interaction between regulated training students and professionals of the country.

In 2016, the University of Andorra created the "open classroom" (*Aula Lliure*) as a project to open its doors to society. The initiative aims to provide access to knowledge for all citizens by offering the opportunity to attend courses as listeners without the need to meet access and/or university admission requirements.

This project aligns with the Rome Ministerial Communiqué, agreed upon at the meeting of European ministers of Higher Education in the European Higher Education Area in November 2020. The Communiqué emphasises the importance of flexible higher education, with open learning pathways and the provision of smaller, flexible learning units to allow students to develop or update their skills (micro-credentials)[58].

In the 2015-2016 academic year, the University of Andorra created a new continuing study programme called Summer Classroom (*Aula d'Estiu*), to meet the training needs of its staff. Alongside with the spirit to open the University to society and build spaces for dialogue, these summer programmes are also open to anyone interested.

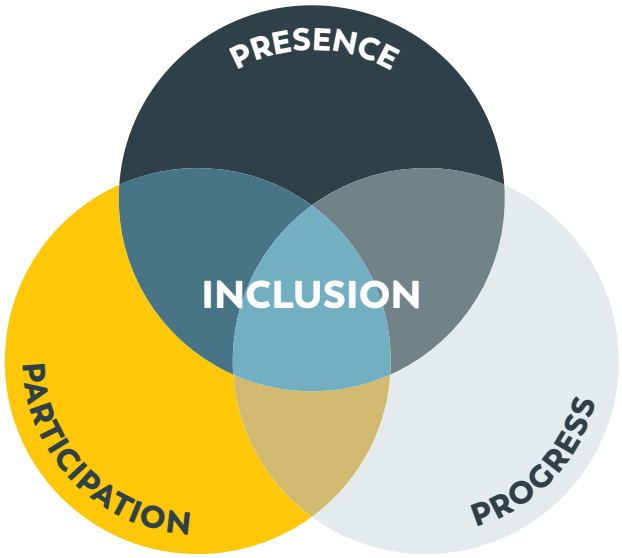
Students profile is diverse since these Programmes are aimed at professionals regardless of whether they hold university qualifications. However, they also attract students in regulated education, graduates and other people interested in the course content.

[58] *Communiqué of the Conference of European Ministers Responsible for Higher Education, Rome (19 November 2020). Retrieved on 07/02/2024 from* **https://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf**

08. INCLUSIVE EDUCATION

The Andorran Education System is based on the principles of education for democratic citizenship and culture, as well as inclusive, multilingual and multicultural education.

Inclusive education values and embraces human diversity as an enriching element and seeking to foster full personal development and to meet the educational needs of all students.



The principle of inclusive education is established in the legal framework[59] to ensure equal opportunities and access to education for all students, regardless of their specific needs. Accordingly, it guarantees access to all students, within their capabilities, to the qualifications in the different educational levels of the MAQ.

Over the years, this legal framework has been amended, shifting from the concept of integration to inclusion (Qualified Education Law, Law guaranteeing the rights of persons with disabilities, Decree on education of students with disabilities in public schools, Decree on distance education). In 1995, the Accessibility Law was passed, which was amended through urgent measures related to the application of the Convention on the Rights of Persons with Disabilities. Currently, 100% of all the schools in Andorra are accessible: significant progress has been made eliminating physical barriers and implementing support technologies.

Since academic year 2013-2014, in compulsory and post-compulsory non-tertiary education, there were implemented the reformed programmes of the Andorran Education System, based on a focus on competences and incorporating the universal design for learning. Thus, learning methods, contexts and activities were redefined not only to allow students to participate and progress at their own pace, according to their needs, but also to develop the competences outlined in the programmes. Teachers plan their interventions following the concept of pedagogical flexibility, which involves adjusting the methodological variables to accommodate the interests and needs of all the students.

Individualized work plans, based on adaptations to learning environments and specific measures such as curriculum modification, are conceived for students with special educational needs (see the table below). These measures involve, for example, curriculum modifications, time accommodations and/or exemption from certain competences to ensure achievement of the expectations outlined in the educational programmes. Moreover, students can benefit from pedagogical and technological resources designed to reduce learning barriers.

[59] *Llei 17/2018, del 26 de juliol, d'ordenament del sistema educatiu andorrà. BOPA no. 49, 2018. Retrieved on 07/02/2024 from* ***https://www.bopa.ad/Documents/Detall?doc=CGL20180817_11_49_59***

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

- Students with special educational needs: students with physical disabilities, intellectual disabilities, sensorial disabilities (visual or auditive), autism spectrum disorder, severe behavioural disorder, mental disorder or severe degenerative and rare diseases.
- Students with learning or communication disorders.
- Students with special needs deriving from especially disadvantaged socio-economic situations and at risk of dropping out of school early.
- Students who entered the educational system late.
- High-ability students.

Students with special educational needs attend ordinary classes. To ensure their full participation in all educational activities and their progress, they benefit from the necessary adaptations and support from specialised educators, following their individual work plan. They also receive support from specialised auxiliary professionals to carry out daily school activities in areas where they face challenges.

To promote regular attendance and reduce absenteeism, these students also benefit from the resources and social health support services available within the school environment, such as physiotherapists, speech therapists or occupational therapists.

Regarding assessment – formative, summative and certification – the approach is inclusive, allowing students with varying profiles to demonstrate their competence development and meet the expectations outlined in the educational programmes.

To complement the student's support, the non-tertiary education centres also have psychopedagogical teams who work directly with the students or advise the teaching staff on managing diversity in the classroom.

On 23 December 2020, the Decree regulating the Committee for Special Measures for Official Examinations[60] (*Comissió de Mesures Específiques per a les Proves Oficials*) was approved to guarantee equal conditions for all candidates when taking official exams. The Decree lists various measures aiming to reduce the barriers (adaptation of spaces, extra time, the use of a variety of supports, etc.), considering the needs of each candidate without altering the level of requirement for each exam.

In higher education, public and private institutions ensure not only that students with disabilities have the same rights and freedoms, but they also fulfil their duties as citizens with human dignity, and are free from all forms of discrimination, as established by current legislation.

The legal framework[61] mandates that higher education institutions adapt admission and attendance rules for persons with disabilities, when required. One of the measures is the access to exemptions from the payment of taxes and fees.

Universities have inclusion measures in their internal policies, to ensure accessibility and uphold the principles of equal opportunities, respect for diversity, equity and participation by implementing the necessary adaptations and resources.

At the University of Andorra (UdA), an inclusivity plan[62] was approved in the 2022-2023 academic year framed within the Article 24 of the "Convention on the Rights of Persons with Disabilities"[63] and aligned with the Sustainable Development Goals 4, 8, 9, 10, 11 and 16 of Agenda 2030[64]. This plan serves as a crucial tool to advance the access to higher education for individuals with disabilities and to provide quality education that supports their inclusion in the labour market.

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[60] *Decret del 23-12-2020 regulador de les mesures específiques per a les proves oficials del ministeri encarregat de l'educació. BOPA no. 6, 2021. Retrieved on 7-2-2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD20210112_11_27_52**

[61] *Llei 27/2017, del 30 de novembre, de mesures urgents per a l'aplicació del Conveni relatiu als drets de les persones amb discapacitat, fet a Nova York el 13 de desembre del 2006. BOPA no. 81, 2017. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20171227_09_31_06**

[62] *Universitat d'Andorra. Inclusió i discapacitat. Retrieved on 07/02/2024 from* **https://www.uda.ad/recursos-i-serveis/inclusio-i-discapacitat/**

[63] *Convention on the Rights of Persons with Disabilities and Optional Protocol to the Convention on the Rights of Persons with Disabilities, adopted in New York on 13 December 2006. BOPA no. 51, 2013. Retrieved on 06/02/2024 from (Catalan)* **https://www.consellgeneral.ad/ca/arxiu/arxiu-de-lleis-i-textos-aprovats-en-legislatures-anteriors/vi-legislatura-2011-2015/copy_of_tractats-i-acords-internacionals-aprovats/conveni-relatiu-als-drets-de-les-persones-discapacitades-i-del-protocol-opcional-al-conveni-relatiu-als-drets-de-les-persones-discapacitades-fets-a-nova-york-el-13-de-desembre-del-2006**

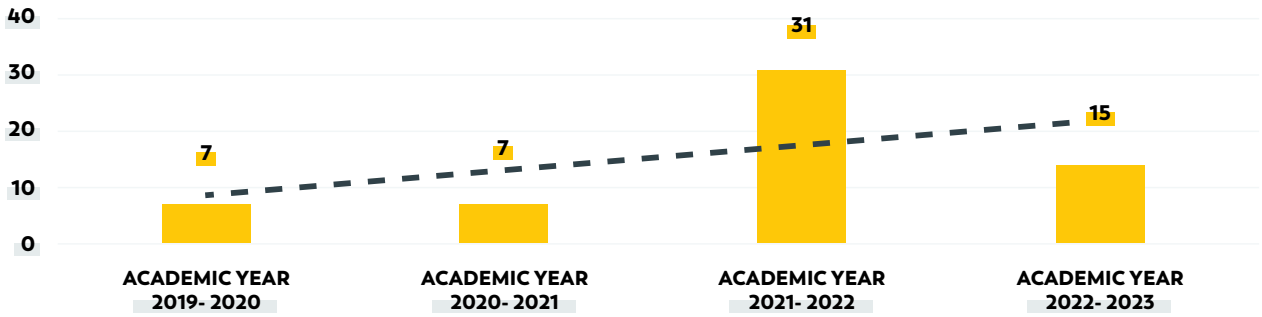
[64] *Sustainable Development Goals. Retrieved on 07/02/2024 from* **https://sdgs.un.org/goals**

The inclusivity plan addresses the entire university community of the UdA, and is based on the principles of equal opportunities, inclusion and social responsibility. The goals are as follows:

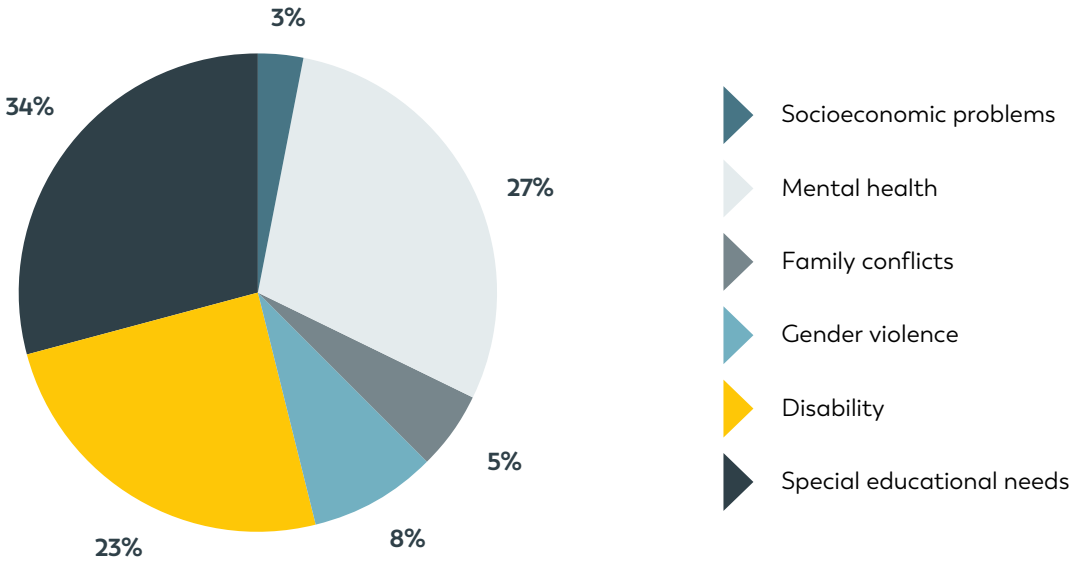
- Ensure accessibility to university resources, services and opportunities for all individuals regardless of their needs, abilities o disabilities.
- Define a protocol and criteria for learning adaptations to promote fair assessment and to prevent academic failure. These adaptations can be implemented in the classroom environment or in assessment procedures.
- Serve as a practical reference document offering guidelines for implementation of the most appropriate adaptations.

The Student and Staff Support Service (SAEP) is responsible for managing these adaptations and resources, providing support to those facing challenges in their academic activities and acting as a liaison with available care services in the country. The images below illustrate the number and type of cases attended by the SAEP.

TREND IN THE NUMBER OF CASES ATTENDED BY THE SAEP OCTOBER 2019 - MAY 2023



TYPES OF CASES ATTENDED BY THE SAEP IN THE PERIOD 2019-2023



It is important to highlight that inclusive education is a continuous, evolving process, and the Ministry of Education remains committed to improve the quality and equity of the education system.

09.

KEY COMMITMENTS OF THE EUROPEAN HIGHER EDUCATION AREA

The Conference of European Ministers Responsible for Higher Education held in Bergen on 19-20 May 2005, decided to create a qualifications framework for the European Higher Education Area (QF-EHEA), based on the Dublin Descriptors. The QF-EHEA is a framework that classifies higher education qualifications according to three levels: first-cycle qualifications, second-cycle qualifications and doctorate qualifications. A short-cycle qualification may be included within the first-cycle[65].

The countries of the European Higher Education Area (EHEA) committed to develop national qualifications frameworks compatible with the QF-EHEA. These frameworks should be comparable with higher education qualifications across the EHEA.

In alignment with this initiative, Andorra has adapted its higher education legislation to reflect the principles of the European Higher Education Area[66].

The Andorran 12/2008 Law on Higher Education aims to ensure its quality, promote student and teacher mobility, establish a three-cycle qualification system, adopt the European Diploma Supplement (EDS), and promote both lifelong learning and the European dimension in higher education.

HIGHER EDUCATION QUALIFICATIONS AND DESIGN OF THE MATES

The Andorran Higher Education Qualifications Framework (MATES) aims to inform society, especially students, about the learning requirements at each level, and the corresponding professional and academic competences.

Additionally, it provides universities with a practical reference framework to guide the design of new study programmes ensuring that minimum competences align with the Dublin Descriptors so as to be compatible with the European Higher Education Area (EHEA), whose objective is to facilitate mobility and international recognition of qualifications.

MATES is the first layer of specified of learning outcomes that students must achieve. It was developed through a national dialogue between the Government of Andorra and various economic, social, professional and educational stakeholders, including professional associations, the University of Andorra (UdA) and the Agency for Quality Assurance in Higher Education (AQUA). The Andorran Government also collaborated with two international experts in defining the MATES.

MATES encompass all higher education levels that lead to national qualifications, offered by public or private universities and higher education institutions not only recognised by the Government but also authorised to

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[65] *Communiqué of the Conference of European Ministers Responsible for Higher Education, Paris, (24 and 25 May 2018). Retrieved on 06/02/2024, from* **https://ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf**

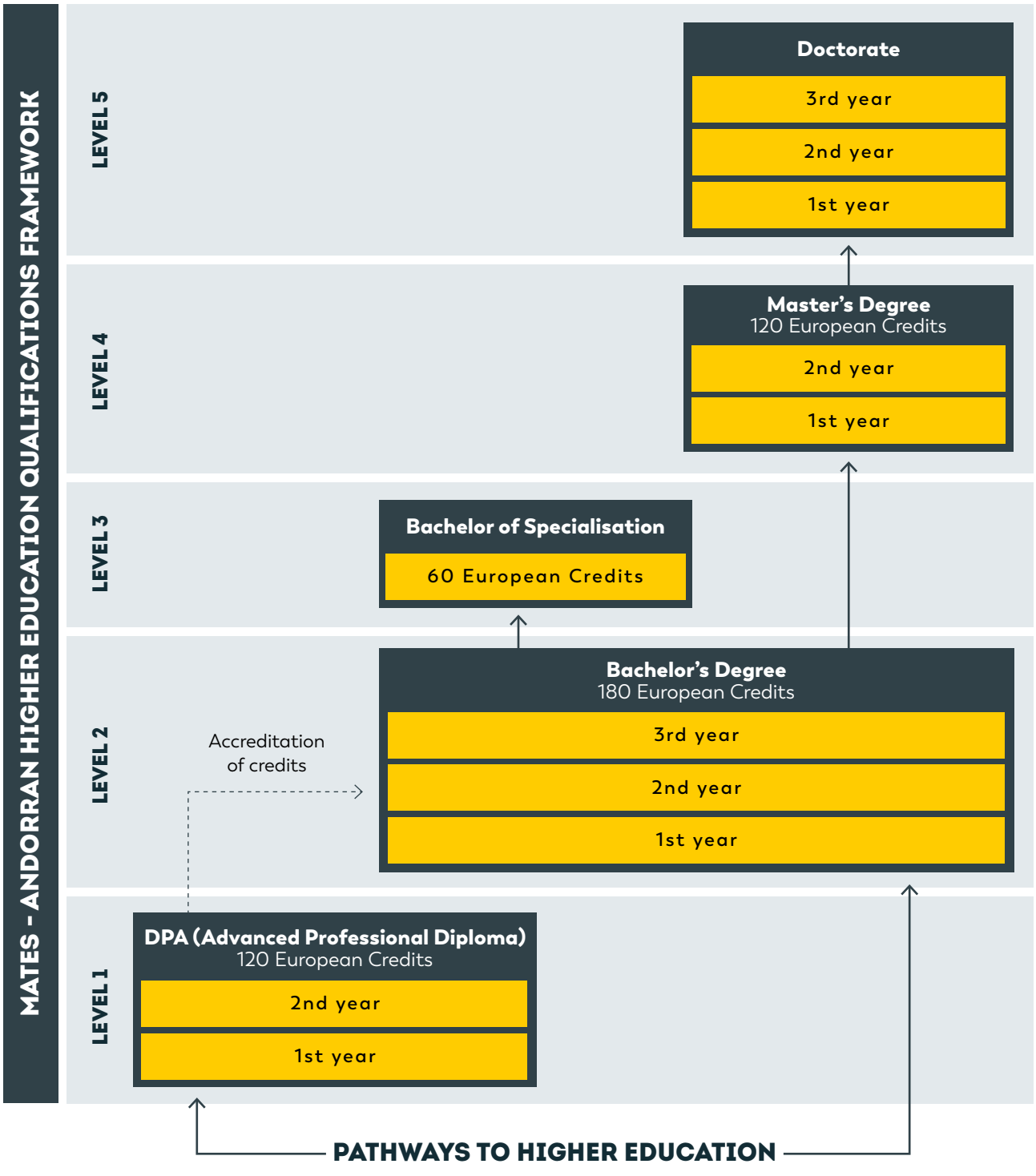
[66] *Llei 12/2008, de 12 de juny, d'ordenació de l'ensenyament superior. BOPA no. 54, 2008;*
Decret del 27-01-2010 pel qual s'estableix el Marc andorrà de titulacions d'ensenyament superior. BOPA no. 6, 2010;
Decret del 14-04-2010 pel qual s'aprova el reglament d'ordenació de les titulacions universitàries estatals. BOPA no. 23, 2010.

provide national qualifications. It, also, includes the descriptions of qualifications, learning outcomes defining the programme's overall design, as well as other aspects such as career opportunities, pathways for continuing studies, programmes' access and credit requirements.

Regarding the learning outcomes of the MATES, these are categorized into: cognitive, communicative, practical and learning skills. In addition, research methodologies, attitudes, professional ethics and the use of information and communications technology (ITC) are also included.

The Andorran Qualifications Framework (MAQ) does not replace the MATES since legislation ensures the coexistence of both frameworks by incorporating the levels of the MATES within the MAQ. Further detail to be found in section 3.

ANDORRAN HIGHER EDUCATION QUALIFICATIONS FRAMEWORK (MATES)



9.1. THE ANDORRAN QUALIFICATIONS FRAMEWORK AND THE EUROPEAN CREDIT TRANSFER SYSTEM (ECTS)

The Recommendation of the European Parliament and the Council on the establishment of the European Qualifications Framework for Lifelong Learning (EQF-LLL), of 23 April 2008, revised in 2017, defines the intention to increase the transparency, comparability and portability of qualifications. It contributes to the modernisation of the education and training systems and enhances the employability, mobility and social inclusion of workers and students. This Recommendation revises the commitment to establish national qualifications frameworks and to align their levels with those the EQF-LLL, so as to improve qualification transparency and comparability.

The Recommendation set 2010 as the deadline for establishing the equivalencies between the national qualifications systems and the EQF-LLL.

At that time, Andorra was just starting the reform and improvement of the Andorran Education System (AES), introducing significant changes. This led to a rescheduling of the MAQ design and its self-certification against the QF-EHEA and referencing against the EQF-LLL.

Whilst the AES process of reform was being consolidated, Andorra was also defining, accordingly with the international recommendations, the Andorran Qualifications Framework (MAQ). It had a threefold purpose: firstly, to encourage lifelong learning; secondly, to provide tools to guarantee the quality of education as well as qualifications, and lastly, to enhance transparency, comparability and international alignment of the qualifications issued in Andorra.

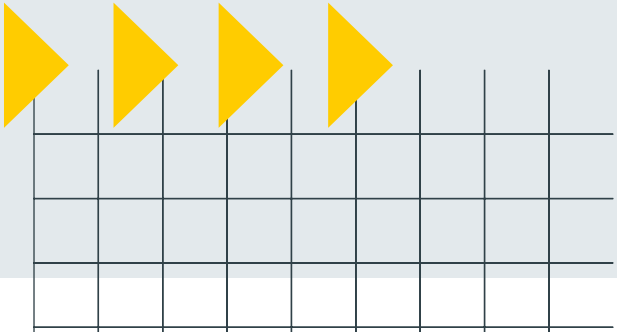
The design of the MAQ, involved the following stakeholders: professional and educational sectors, the Ministry of Education, and the Employment Service (Servei d'Ocupació) of the Government. As a whole, 54 participants from different sectors, divided into 15 groups, made up the Committee for designing the Andorran Qualifications Framework.

The aim of this Committee was to identify the requirements the MAQ would need to meet, along with any expectations or potential challenges that could arise in establishing the Andorran Qualifications Framework. Additionally, this collaborative process sought to establish a direct connection between the qualifications and the labour market.

Thus, the MAQ was defined as a tool to clarify the existing qualifications in Andorra, enabling accreditation of the knowledge, skills and competences required to perform a job or profession, achieve an educational level or pursue further studies. Therefore, the MAQ enables to identify the needs and opportunities of the labour market and Andorran society, establishing a clear link between job roles and the minimum qualification required. The creation of the MAQ addresses the growing complexity of modern education, teaching and learning systems, clarifying the main pathways leading to specific qualifications, detailing how progression works, the extent of transferability and the criteria for recognition decisions. Therefore, information on Andorran qualifications is more accessible to students, education providers, businesses and leaders.

The MAQ ensures transparency, comparability and the international alignment of qualifications issued in Andorra. Through the National Qualifications Index (RNQ) and the Complementary Competences Index (RCC), the information and value of the Andorran qualifications are made publicly available, ensuring that they are clear and comparable for the educational and business sectors and society as a whole.

The MAQ has also become a reference point for assuring, improving and developing the quality of qualifications in Andorra. Hence, those referenced to the MAQ are Government-approved and subject to quality assurance procedures when registered into the corresponding indexes.

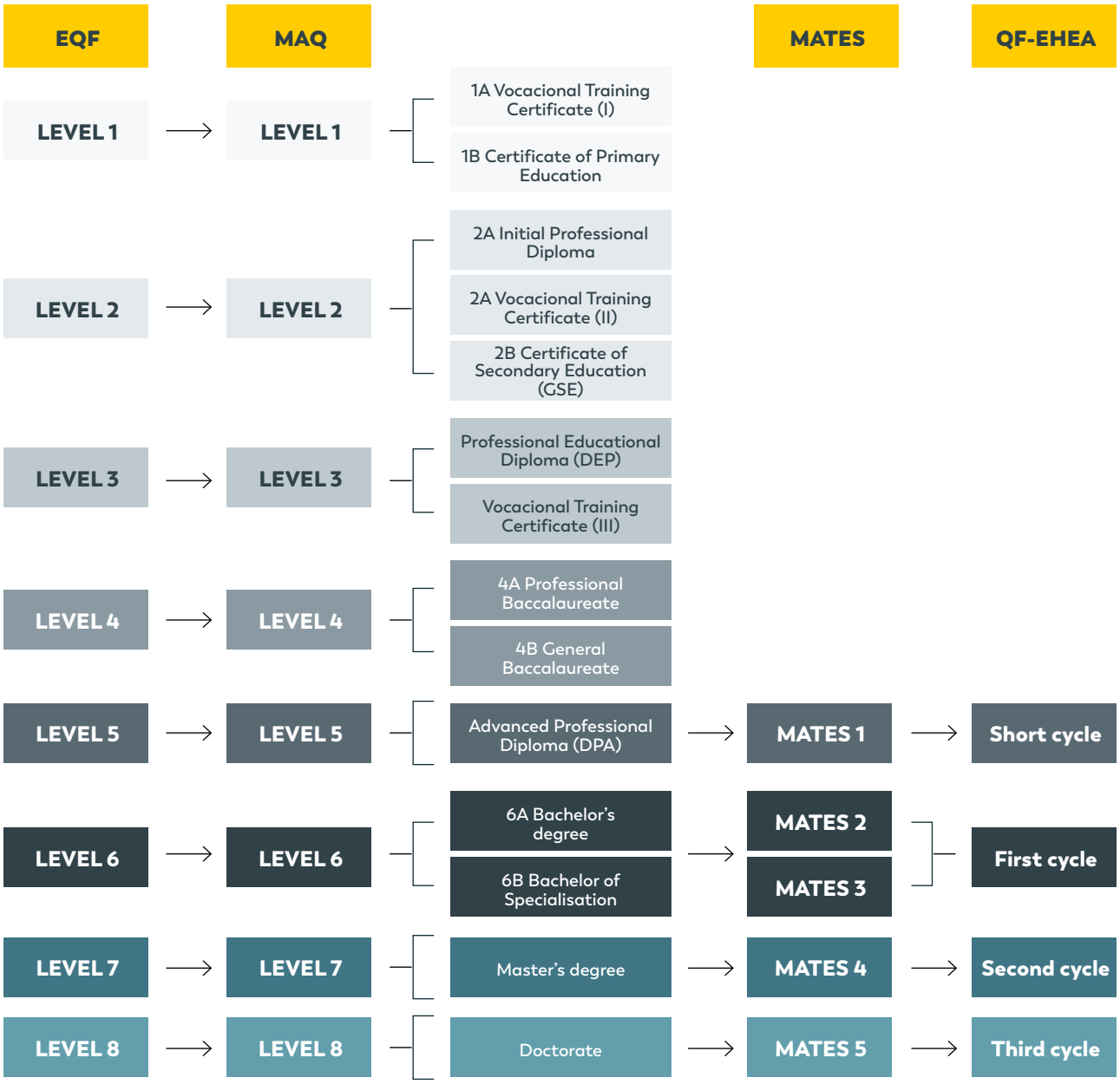


9.1.1. THE SCOPE OF THE MAQ

The Andorran Qualifications Framework includes all type of qualifications such as certificates, degrees and diplomas issued in the Principality of Andorra[67] and listed in the RNQ[68].

The National Qualifications Index registers official formal educational qualifications for Andorran compulsory and post-compulsory education, including the Secondary Education Certificate, the General Baccalaureate, the Professional Baccalaureate, vocational education and training diplomas as well as higher education degrees. It also includes non-formal educational qualifications, such as the different types of professional training certificates.

This index also includes the Complementary Competences Index, which lists the certificates, degrees, diplomas or similar qualifications that add complementary competences to professional qualifications. In this way, it optimises a model that integrates qualifications to foster continuity and progression in learning, and aims to promote recognition and transparency.



[67] *Llei 7/2023, del 19 de gener, de text consolidat de creació del Marc andorrà de qualificacions. BOPA no. 24, 2023. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20230207_11_27_45**

[68] *Decret 149/2023, del 29-3-2023, d'aprovació del Reglament sobre l'atorgament oficial a les qualificacions ocupacionals i la inscripció de les qualificacions oficials en el Repertori nacional de qualificacions o en el Repertori de competències complementàries. BOPA no. 47, 2023. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD20230330_15_41_37**

9.1.2. REFERENCING OF QUALIFICATIONS TO THE MAQ LEVELS

The National Qualifications Committee (CNQ) validates the registration of qualifications in the National Qualifications Index. This committee consists of experts on recognition of non-tertiary and tertiary educational qualifications and quality assurance from the Ministry of Education as well as representatives from the employment, business and professional sectors and employees' representatives.

The CNQ is responsible for supervising and assessing the suitability of the qualifications referenced to the MAQ and included in the RNQ, and those that cannot be referenced and are registered in the RCC.

The Committee carries out the supervisory task for official level 2 and 8 qualifications which are automatically referenced to the corresponding MAQ level.

Non-formal educational qualifications, such as professional training, must first be recognized as official by the Government to then be endorsed by the Committee[69]. Once endorsed, they are either referenced to the corresponding MAQ level and registered in the RNQ or else registered in the RCC. This procedure guarantees their quality.

9.1.3. DESCRIPTORS OF EACH LEVEL

The structure of the MAQ was developed with reference to the European Qualifications Framework for Lifelong Learning (EQF-LLL). The MAQ is organised into eight levels which reflect the progression of educational and professional training through learning outcomes. Each level is defined by a set of descriptors that specify the expected learning outcomes for a qualification regarding knowledge, skills and transversal competences. Each level may also include categories that refer to the nature of the qualification being academic also known as general or vocational, professional or specialised.

Moreover, Annex 2 of the MAQ includes the equivalences between the MATES levels (1 to 5) and the MAQ levels (5 to 8).

The learning outcomes at each level are formulated and organised in terms of knowledge, know-how and transversal competences. Knowledge is defined as the set of facts, principles, theories and practices relevant to a specific field of study or work. Know-how or skills refer to the set of abilities deployed when applying knowledge and using it to complete activities and tasks, and resolve problems.

Transversal competences are the set of personal, social or methodological abilities relevant to work, study and personal and professional development.

The learning outcomes support the comparability and legibility of Andorran qualifications with other European frameworks including the EQF-LLL and the QF-EHEA, so as to facilitate their international recognition. The equivalence in credits for the higher education qualifications is also included.

It is worth noting, that the joint declaration of the European ministers of education, signed in Bologna on 19 June 1999, set several objectives among which there was the design of a credit system that would facilitate student mobility. Andorra adopted the credit system in 2009.

The European Credit Transfer and Accumulation System (ECTS) is a unit-based system based on the study workload that each student must undertake. One credit is equal to thirty hours of work, during which the student develops the transversal and subject specific competences within a study programme, and achieves specific learning outcomes. This unit of measurement includes: classroom hours, theory or practical placements, study hours, seminars, assignments, practical work, projects and preparation for exams and assessment tests. The credits assigned to a teaching unit are expressed in multiples of 0.5 ECTS. The teaching units have a minimum load of 1.5 ECTS and a maximum of 15 ECTS.

Credits are granted to students upon meeting the accreditation conditions for their studies and learning outcomes[70].

The ECTS defines the workload as follows: Advanced Professional Diploma (DPA) (at least 120 ECTS); Bachelor (at least 180 ECTS), Bachelor of Specialisation (at least 60 ECTS after obtaining a Bachelor, Master (at least 120 ECTS after obtaining a Bachelor or Bachelor of Specialisation).

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[69] *Decret 149/2023, del 29-3-2023, d'aprovació del Reglament sobre l'atorgament oficial a les qualificacions ocupacionals i la inscripció de les qualificacions oficials en el Repertori nacional de qualificacions o en el Repertori de competències complementàries. BOPA no. 91, 2020. Retrieved on 07/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08**

[70] *Decret del 8-7-2020 pel qual s'aprova el Reglament d'ordenació de les titulacions d'ensenyament superior estatals. BOPA no. 91, 2020. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08**

Decret del 18-2-2009 relatiu al sistema de crèdits europeus i de qualificacions dels graus de bàtxelor i màster de l'ensenyament superior. BOP no. 14, 2009. Retrieved on 06/02/2024 from **https://www.bopa.ad/Documents/Detall?doc=5998A**

Quantifying the workload in ECTS for all EHEA qualifications enables the process of academic recognition to be faster, fairer and more transparent. This facilitates the mobility of students and professionals within Europe, one of the key objectives of the Bologna Declaration.

It should be noted, that the Andorran legislation enables the design of specific sectoral or economic frameworks that must be aligned with the MAQ as a whole. Currently, the sectoral framework for sports professions is under development.

9.2. THE LISBON RECOGNITION CONVENTION AND THE EUROPEAN DIPLOMA SUPPLEMENT

9.2.1. THE LISBON RECOGNITION CONVENTION

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region of 1997, best known as the Lisbon Recognition Convention, was an initiative of the Council of Europe, in collaboration with UNESCO. In the Bergen Communiqué (2005), the EHEA ministers urged all member states to ratify the Lisbon Recognition Convention.

This Convention establishes the legal framework for the academic recognition of higher education qualifications, qualifications granting access to higher education, and also the study periods across EHEA states.

Regarding the assessment of qualifications, the Convention upholds a fundamental principle of non-discrimination based on gender, race, language, disability, religion, opinion, or national, ethnic or social origin of the applicants.

Andorra ratified this Convention on 22 April 2008, entering into force for Andorra on 1 June 2008. By 2 February 2024, 56 states had ratified the convention[71].

On a larger scale, UNESCO adopted the Global Convention on the Recognition of Qualifications concerning Higher Education, in Paris on 25 November 2019.

This convention, inspired by the values of the Lisbon Recognition Convention, expands the scope of recognition to all countries worldwide.

Andorra ratified the Global Convention on 6 October 2022, coming into force for the country on 5 March 2023. As of 1 July 2024, it had been ratified by 29 states[72].

Considering the internationalisation of education and the constant increase in migration, an international framework is required that entails respect for the principles and processes governing the recognition of higher education qualifications.

This convention enables improved access to higher education, promotes international academic mobility, strengthens international cooperation in higher education within the framework of the UN Sustainable Development Goals, enhances quality assurance in study programmes, and improves the quality and reliability of the qualifications.

Andorra has signed an Administrative Agreement on academic recognition of qualifications and study periods in higher education with France. This Agreement reaffirms the commitments to educational cooperation established by the Education Convention between both countries, signed in 2013, and promotes student mobility facilitating continuing studies in either country.

Andorra has also signed a Memorandum of Understanding on the academic recognition of qualifications and study periods in higher education with Portugal, aiming to better the comparability of degrees from their higher education systems and to promote the employability of their graduates in the other country.

Article IX.2 of the Lisbon Recognition Convention establishes that each state has to designate a national centre offering information about qualifications to their citizens. These centres are known by the name of ENIC centres (for countries that form part of the Council of Europe and/or UNESCO) and point-NARIC centres (for countries that form part of the Council of Europe and/or UNESCO and of the European Union or participate in relevant EU programmes in higher education). Since Andorra became party to the convention, the ministry responsible for higher education has acted as the National Qualifications Information Centre.

The ENIC centres are the main providers of information about national higher education system, foreign systems and also about recognition of qualifications. They offer updated, clear, precise, pertinent and easily accessible information. The information must be tailored so as to address a wide audience, such as students and families, public authorities, quality assessment agencies, higher education institutions and other organisations.

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[71] *Council of Europe. Convention on the Recognition of Qualifications concerning Higher Education in the European Region. , (Lisbon 1997). Retrieved on 06/02/2024 from* **https://rm.coe.int/168007f2c7**

[72] *UNESCO. Global Convention on the Recognition of Qualifications concerning Higher Education, (Paris, 2019). Retrieved on 07/02/2024 from* **https://www.unesco.org/en/legal-affairs/global-convention-recognition-qualifications-concerning-higher-education?hub=66535#item-1**

Contractors or employers, professional groups, national information centres and any person or institution, national or international, with an interest in higher education qualifications might also benefit from access to the relevant higher education information.

The ministry responsible for higher education in Andorra is the competent authority for academic recognition of higher education qualifications. This ministry assesses each application fairly and transparently issuing a binding decision. Nevertheless, applicants may appeal the decision according to the provisions of the Administration Code[73].

Foreign higher education qualifications are recognised academically at the most appropriate MAQ level, except in cases where substantial differences between the foreign and national qualifications are identified. The process of academic recognition is based on the comparability of the levels of the qualifications being compared. This process is done, whenever possible, by comparing the competences of each level. If the recognition of a degree is denied, the competent authority for academic recognition must justify any substantial differences that prevent the above-mentioned recognition.

The process of academic recognition follows the recommendations of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, signed in Lisbon on 11 April 1997, along with its subsidiary texts and Recommendations; the Recognition Standards, and the European Area of Recognition Project Manual of the European Commission[74].

The legislation governing the recognition of higher education qualifications contemplates the circumstances of refugees, displaced persons and persons in a refugee-like situation, who cannot provide the necessary documentation to apply for recognition of their qualifications. The recommendations of the texts developing Section VII (Recognition of qualifications of refugees, displaced persons and persons in a refugee-like situation) of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, are to be administered to refugees or persons in refugee-like situations.

On 17 June 2022, Andorra entered the Council of Europe's European Qualifications Passport for Refugees programme.[75]

The European Qualifications Passport for Refugees is supported by the European Union through the Commission Recommendation (EU) 2022/554 of 5 April 2022 on the recognition of qualifications for people fleeing Russia's invasion of Ukraine. [76]

9.2.2 THE EUROPEAN DIPLOMA SUPPLEMENT

The European Diploma Supplement (EDS) is a document issued alongside the qualification for graduates with a higher education qualification. This document, developed by the Council of Europe, the European Commission and UNESCO, provides information about the learning outcomes achieved by the qualification holder to facilitate academic recognition abroad. The EDS serves as an important transparency tool for the recognition of qualifications within the EHEA.

The Berlin Communiqué, adopted in 2003 by the ministers responsible for higher education in the EHEA, establishes that higher education institutions should issue the European Diploma Supplement automatically, in a widely spoken language and free of charge.

One year later, Andorra published the Decree of 14.07.2004 regulating the delivery of the EDS.[77]

Andorra issues it with all qualifications in compliance with the Law 12/2008 on organisation of higher education.

The higher education institutions of Andorra issue the EDS with all higher education qualifications, automatically, in Catalan and English and free of charge.

The EDS is structured into eight sections, complying with Appendix IV of the Paris Communiqué adopted by the ministers responsible for higher education of the EHEA in 2018.

The European Diploma Supplement issued by Andorran higher education institutions includes the registration number of the qualification (an alphanumeric reference).

A sample of the EDS is reproduced below.

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[73] *Llei 10/2019, del 15 de febrer, de modificació del Codi de l'Administració, of 29 March 1989. BOPA no. 27, 2019. Retrieved on 07/02/2024 from* ***https://www.bopa.ad/Documents/Detall?doc=CGL20190312_13_58_31***

[74] *ENIC-NARIC:* ***https://www.enic-naric.net/page-enic-naric_reference_documents***

[75] *Council of Europe. European Qualifications Passport for Refugees. Retrieved on 07/02/2024 from de* ***https://www.coe.int/en/web/education/recognition-of-refugees-qualifications***

[76] *Commission recommendation (EU) 2022/554 of 5 April 2022 on the recognition of qualifications for people fleeing Russia's invasion of Ukraine. Retrieved on 07/02/2024 from* ***https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0554***

[77] *Decret del 14-7-2004 regulador de l'expedició del suplement europeu al diploma. BOPA núm. 45, any 2004. Retrieved on* ***https://www.bopa.ad/Documents/Detall?doc=3705A***

UNIVERSITAT D'ANDORRA

Suplement al diploma

Diploma Supplement

L'objectiu del Suplement al diploma és ofenir informació independent i suficient per afavorir la transparència internacional i el reconeixement just, acadèmic i professional de les titulacions (diplomes, títols, certificats, etc.).

Està dissenyat per descriure la naturalesa, el nivell, el context, el contingut i l'estatus dels estudis realitzats satisfactòriament per l'interessat/ada, i amb els quals s'obté el títol del qual es desprèn aquest Suplement. El Suplement al diploma compta amb vuit seccions. En cas que alguna d'elles no presenti informació s'especificarà el motiu.

The purpose of the Diploma Supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.).

It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Dades de la persona titulada / Information identifying the holder of the qualification

1.1 Cognoms / **Family name(s)**

1.2 Nom / **Given name(s)**

1.3 Data de naixement (dd/mm/aaaa) / **Date of birth (dd/mm/yyyy)**

1.4 Número d'identificació de l'estudiant / **Student identification number or code**

2. Informació sobre la titulació / Information identifying the qualification

2.1 Denominació de la titulació i del diploma conferit
Name of qualification and title conferred (in original language)

Batxelor en Informàtica

2.2 Principals camps d'estudi de la titulació i orientació
Main field(s) of study for the qualification

Programari, sistemes d'informació, arquitectura de computadors i xarxes. Orientació acadèmica i professional.

Software, information systems, computer architecture and networks. Academic and career guidance.

2.3 Nom i naturalesa de la institució que ha conferit el diploma
Name (in original language) and status of awarding institution

Universitat d'Andorra. Universitat pública del Principat d'Andorra creada per llei l'any 1997.

Universitat d'Andorra. Public state university of Andorra, created by law in 1997.

2.4 Nom i naturalesa de la institució en què es van impartir els estudis
Name (in original language) and status of institution administering studies

La Universitat d'Andorra imparteix, com a mínim, el 80% de la formació.

The Universitat d'Andorra administers, at least, the 80% of the studies.

2.5 Llengua(gües) utilitzada(es) en la docència i els exàmens
Language(s) of instruction / examination

La llengua vehicular de l'ensenyament és: català 70%, anglès 17%, francès 3%, castellà 10%.

The vehicular language of the education is: Catalan 70%, English 17%, French 3%, Spanish 10%.

3. Informació sobre el nivell de la titulació / Information on the level of the qualification

3.1 Nivell de la titulació / **Level of qualification**

Primer cicle universitari que correspon al nivell 6a del Marc andorrà de qualificacions.

First university cycle corresponding to level 6a of the Andorran Qualifications Framework.

3.2 Durada oficial del programa / **Official length of programme**

180 crèdits europeus / 6 semestres.

180 European credits / 6 semesters.

3.3 Requisits d'accés / **Access requirements**

Títol de batxiller / Titulació d'ensenyament superior / Accés a la universitat per a més grans de 25 anys.

High School certificate / Higher Education degree / Access to the university for people older than 25 years.

4. Informació sobre el contingut i els resultats obtinguts / Information on the contents and results gained

4.1 Forma d'estudi / **Mode of study**

Estudis en modalitat presencial i virtual.

Face to face and virtual studies.

4.2 Requisits del programa / **Programme requirements**

Per completar els estudis cal haver aprovat totes les unitats d'ensenyament obligatòries (150 crèdits europeus) i haver aprovat els crèdits optatius (18 crèdits europeus) i de lliure elecció (12 crèdits europeus) definits en el pla d'estudis.

To complete the degree candidates must pass all compulsory learning units (150 European credits) and optional credits (18 European credits) as well as free choice credits (12 European credits) as defined in the programme.

4.3 Descripció dels continguts [2] / **Programme details** [2]

Mòdul	Module	T	S	A	M	Q	C	QE
Fonaments de l'algorísmica i de la programació	Fundamentals of Algorithmics and Programming	OB	1	2021	-	8,6	15,0	B
Fonaments de computadors	Fundamentals of Computers	OB	1	2021	-	8,2	15,0	A
Robòtica, electrònica i sistemes físics	Robotics, Electronics and Physical Systems	OB	2	2021	-	7,5	15,0	B
Paradigmes de la programació i bases de dades	Paradigms of Programming and Databases	OB	2	2021	-	8,3	15,0	B
Disseny i programació d'aplicacions informàtiques	Design and Programming of Software Applications	OB	3	2022	-	8,8	15,0	A
Arquitectura de computadors	Computer Architecture	OB	3	2022	-	6,9	15,0	B
Xarxes i seguretat informàtica	Networks and Computer Security	OB	4	2022	-	8,2	15,0	A
Anàlisi de dades i gestió de projectes	Data Analysis and Project Management	OB	4	2022	-	8,5	15,0	A
Computació distribuïda	Distributed Computing	OB	6	2023	-	8,0	15,0	B
Treball final de batxelor	Bachelor Final Project	OB	6	2023	-	7,4	15,0	C

Assignatura	Subject	T	S	A	M	Q	C	QE
Informàtica gràfica	Computer Graphics	OP	5	2023	M	7	6,0	-
Disseny i desenvolupament de sistemes d'informació	Information Systems Design and Development	OP	5	2023	M	8,5	6,0	-
Enginyeria de servidors	Server Engineering	OP	5	2023	M	5	6,0	-
Idioma modern intermedi: català	Intermediate Modern Language: Catalan	LL	5	2023	M	10 (MH)	6,0	-
Llengua francesa I B1	French Language I B1	LL	5	2023	M	9,7 (MH)	6,0	-

Competències específiques / Specific competences	QC	Competències específiques / Specific competences	QC	Competències específiques / Specific competences	QC
BInfo-E001	AV	BInfo-E002	AV	BInfo-E003	AV
BInfo-E004	IN	BInfo-E005	AV	BInfo-E006	AV
BInfo-E007	IN	BInfo-E008	IN	BInfo-E009	AV

Competències transversals / Transversal competences	QC	Competències transversals / Transversal competences	QC	Competències transversals / Transversal competences	QC
BInfo-T001	IN	BInfo-T002	AV	BInfo-T003	IN
BInfo-T004	AV	BInfo-T005	AV	BInfo-T006	AV
BInfo-T007	AV	BInfo-T008	IN	BInfo-T009	IN
BInfo-T010	AV	BInfo-T011	AV		

4.4 Sistema de qualificació / **Grading scheme**

En el sistema universitari andorrà, les qualificacions estan basades en la puntuació absoluta sobre 10 punts obtinguda per l'estudiant en cada unitat d'ensenyament o treball d'investigació d'acord amb l'escala següent: Suspens: 0 - 4,9; Aprovat: 5 - 6,9; Notable: 7 - 8,9; Excel·lent: 9 - 10; Matrícula d'honor (MH): excel·lent més una menció especial. Una unitat d'ensenyament es considera aprovada amb una qualificació de 5 punts o superior.

In the Andorran university system, marks are based on an absolute score over 10 points obtained by the student in each learning unit or research work according to the following scale: Fail: 0 - 4.9, Pass: 5 - 6.9, Very Good: 7 - 8.9, Excellent: 9 -10, Excellent with honours (MH): Excellent with a special remark. A learning unit is considered as passed with a mark of 5 points or superior.

4.5 Qualificació global de la persona titulada [3] / **Overall classification of the qualification** [3]

Qualificació global: 2,02 punts

Overall classification: 2.02 points

5. Informació de la funció de la titulació / Information on the function of the qualification

5.1 Accés a estudis ulteriors / **Access to further study**

Aquesta titulació dona accés als estudis de màster.

This degree gives access to the master degree.

5.2 Objectius formatius i perfil de competències / **Professional status and competences**

Objectiu: formar professionals per exercir una professió en l'àmbit de les tecnologies de la informació i la comunicació capaços d'adaptar-se a tecnologies emergents i entorns canviants.

Competències específiques:
BInfo-E001 - Desenvolupar i coordinar aplicacions informàtiques: anàlisi, especificacions, desenvolupament, integració i implementació.
BInfo-E002 - Elaborar jocs de tests i avaluar la qualitat de la solució.
BInfo-E003 - Proporcionar suport i servei a l'usuari.
BInfo-E004 - Administrar xarxes i sistemes de comunicació.
BInfo-E005 - Administrar bases de dades i sistemes.
BInfo-E006 - Programar i integrar diferents dispositius analògics i digitals en els diferents àmbits de la robòtica i l'electrònica.
BInfo-E007 - Aplicar els fonaments matemàtics i físics per a enginyeria.
BInfo-E008 - Usar els principis de l'arquitectura de computadors, així com les diferents funcionalitats dels sistemes operatius.
BInfo-E009 - Donar suport a la presa de decisions en un entorn empresarial.

Objective: Train professionals to pursue a career in the field of information and communication technologies, and who are able to adapt to emerging technologies and changing environments.

Specific competences:
BInfo-E001 - Develop and coordinate computer applications: analysis, specifications, development, integration and implementation.
BInfo-E002 - Develop test sets and assess the quality of the solution.
BInfo-E003 - Provide support and service to the user.
BInfo-E004 - Manage networks and communication systems.
BInfo-E005 - Manage databases and computer systems.
BInfo-E006 - Program and integrate different analog and digital devices in the different fields of robotics and electronics.
BInfo-E007 - Apply the mathematical and physical foundations for engineering.
BInfo-E008 - Use the principles of computer architecture, as well as the different functionalities of operating systems.
BInfo-E009 - Support decision making in a business environment.

Competències transversals:
BInfo-T001 - Competència comunicativa, oral i escrita, com a mínim en la llengua pròpia i en anglès. Aquesta competència inclou tant la capacitat d'anàlisi com de síntesi del discurs.
BInfo-T002 - Competències interpersonals: inclou les habilitats consistents a proporcionar una informació adaptada a les necessitats de l'interlocutor, establir una comunicació fluida i ser capaç de treballar en equips interdisciplinaris i en xarxa.
BInfo-T003 - Utilitzar estratègies per preveure i resoldre problemes, conflictes i canvis dins del camp professional.
BInfo-T004 - Competència de gestió de la informació, cosa que implica saber adquirir capacitats de cerca, discriminació, gestió i ús de la informació de manera autònoma en un entorn professional.
BInfo-T005 - Saber aplicar tant l'anàlisi com la síntesi per organitzar i planificar la feina pròpia.
BInfo-T006 - Ser capaç d'utilitzar i aplicar les tecnologies de la informació en l'àmbit acadèmic i professional amb criteris ètics.
BInfo-T007 - Tenir consciència de les repercussions econòmiques i jurídiques de les activitats professionals.
BInfo-T008 - Saber aprendre de manera autònoma, actualitzar-se i poder aprofundir en coneixements permanentment.
BInfo-T009 - Interpretar i aplicar els coneixements d'acord amb els valors ètics.
BInfo-T010 - Orientació cap a la qualitat.
BInfo-T011 - Compromís amb la cultura de la democràcia i els Objectius de Desenvolupament Sostenible.

Transversal competences:
BInfo-T001 - Communicative, oral and written competence, at least, in the mother tongue and in English. This competence includes both the ability to analyze and synthesize speech.
BInfo-T002 - Interpersonal competences: includes the competences of providing information tailored to the needs of the listener, establishing smooth communication and being able to work in interdisciplinary teams and in networks.
BInfo-T003 - Use strategies to anticipate and resolve problems, conflicts, and changes in the professional field.
BInfo-T004 - Information management competence, which involves knowing how to acquire the ability to search, discriminate, manage and use information autonomously in a professional environment.
BInfo-T005 - Know how to apply both analysis and synthesis to organize and plan own work.
BInfo-T006 - Be able to use and apply information technologies in the academic and professional field with ethical criteria.
BInfo-T007 - Be aware of the economic and legal repercussions of professional activities.
BInfo-T008 - Know how to learn independently, and how to continually update and increase knowledge.
BInfo-T009 - Interpret and apply knowledge in accordance with ethical values.
BInfo-T010 - Orientation towards quality.
BInfo-T011 - Commitment to the democratic culture and the sustainable development goals.

6. Informació addicional / Additional Information

Llei 14/2018, del 21 de juny, de l'ensenyament superior i Llei 15/2018, del 21 de juny, de la Universitat d'Andorra (Butlletí Oficial del Principat d'Andorra -BOPA- núm. 44 - 18 juliol 2018).	Law 14/2018, of 21 June, of higher education and Law 15/2018 of 21 June, of Universitat d'Andorra (Butlletí Oficial del Principat d'Andorra -BOPA- no. 44 - 18 July 2018).
Decret d'establiment del títol de batxelor en informàtica (BOPA núm. 9 - any 22 - 17 febrer 2010).	Decree establishing the degree of bachelor of computer science (BOPA no. 9 - year 22 - 17 February 2010).
Decret d'aprovació del pla d'estudis del batxelor en informàtica de la Universitat d'Andorra (BOPA núm. 72 - 27 maig 2020).	Decree of approval of the programme of the bachelor of computer science of the Universitat d'Andorra (BOPA no. 72 - 27 May 2020).
Llei 7/2023, del 19 de gener, de text consolidat de creació del Marc andorrà de qualificacions (BOPA núm. 24 – 15 febrer 2023).	Law 7/2023, of 19 January, of the consolidated text of creation of the Andorran Qualifications Framework (BOPA no. 24 – 15 February 2023).
Web del Butlletí Oficial del Principat d'Andorra: www.bopa.ad.	Website of the BOPA: www.bopa.ad.
Web de la Universitat d'Andorra: www.uda.ad.	Website of the Universitat d'Andorra: www.uda.ad.

9.3. QUALITY ASSURANCE ACCORDING TO EUROPEAN STANDARDS AND GUIDELINES

Education is a fundamental right and the government of Andorra is responsible to ensure the quality of education in the country. In recent years, Andorra has put an extra effort on developing quality assurance mechanisms, according to the European standards and guidelines.

9.3.1. QUALITY ASSURANCE IN COMPULSORY EDUCATION, GENERAL BACCALAUREATE AND VOCATIONAL EDUCATION AND TRAINING

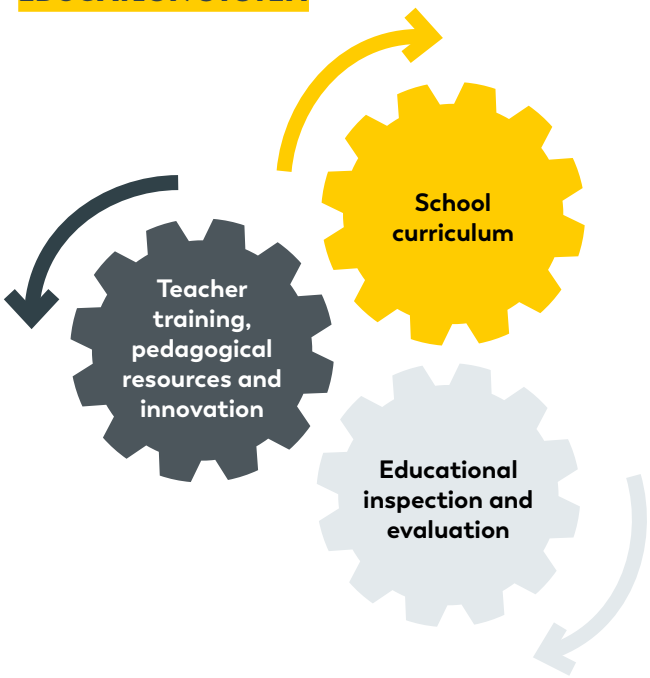
The Ministry of Education is responsible for quality in primary and secondary education as well as in general and professional baccalaureate programmes. Therefore, quality assurance processes at these levels are conducted internally.

The Ministry is organised in several departments, led by directors whose mission is to enhance education through team development and promotion of transversal collaborations.

The Department of Inspection, Quality in Education and Human Resources (*Departament d'Inspecció, Qualitat Educativa i Recursos Humans*) is responsible for ensuring the quality of education within the Andorran Education System. It is structured into the following units:

1. Curriculum Organisation Unit (*Àrea d'Ordenament Curricular*)
2. Inspection and Educational Evaluation Unit (*Àrea d'Inspecció i Avaluació Educativa*)
3. Training, Pedagogical Resources and Innovation Unit (*Àrea de Formació, Recursos Pedagògics i Innovació*)
4. Human Resources Unit (*Àrea de Recursos Humans*)

KEY COMPONENTS OF THE EDUCATION SYSTEM



The mission of this department is to ensure the quality of the Andorran Education System and, therefore, of the qualifications awarded in compulsory, general and vocational education and training. It ensures compliance with the legal educational framework for both the members of the educational community and the organisation and operation of the Andorran Education System. The department supports improvements in the quality of the education centres and services, through the appropriate, systematic and standardised, evaluation, supervisory and advisory processes, thereby adding value to the system.

This department is also responsible for training and innovation in education. It plans, coordinates and promotes initiatives for improvement and innovation in education. It divulges pedagogical proposals and resources, and develops training plans aimed at enhancing the quality of education.

Additionally, the department is responsible for designing and assembling educational programmes across the different educational levels and conducts curriculum assessment and evaluation of these programmes.

A) ANDORRA GUARANTEES A HIGH-QUALITY CURRICULUM

The quality of qualifications in compulsory education, baccalaureate and vocational education and training is largely assured through the efficiency of quality assurance processes and mechanisms which are applied throughout the curriculum preparation, implementation and improvement processes.

The task of the Department of Inspection and Quality in Education, through the Curriculum Organisation Unit (AOC), is to ensure the quality of each stage of the curriculum development process in order to assure the quality of qualifications within the Andorran education system referenced in the National Qualifications Index.

The curriculum policy of the Government of Andorra is competence-focused and adopts an active student-centered methodology, encouraging student participation and promoting the development of their potential at an individualized pace. This approach defines a unique curriculum structure that is particular to the Andorran Education System (AES).

The curriculum development starts with the Government of Andorra defining the fields of study, translating its Education System goals into thematic areas or blocks connected to issues relevant to contemporary Andorran society that students encounter in daily life. The objective is that students establish connections among school learning, real life situations and social phenomena, cultivating a critical perspective rooted in their personal, social and cultural contexts.

These fields are also reflected in the general competences that meet the demands of the social consensus and form the profile of the graduate.

The development of the general competences of the AES involved as international consultant the Institute of Resources and Research for Education (*Institut de Recursos i Investigació per a la Formació*), that are specialists in institutional and administrative advise, and the ministry's Curriculum Organisation Unit. The aim was to align the general competences with the Recommendations of the European Parliament and the Council, in order to assure quality at the first level of curriculum implementation which is prescriptive in nature.

The student profile's general competences are developed into subject-specific and transversal competences, which vary according to the established areas of knowledge or disciplines to guide the organization of other curriculum elements. The subject specific competences are defined to ensure comprehensive training and lifelong learning, following the gradual progression of subject specific competences across the learning areas or subjects throughout the various levels of education.

In defining the learning areas and subjects, the Curriculum Organisation Unit collaborates with national and international advisors. This collaboration aims to ensure the alignment between the educational programmes and current educational research. Moreover, data from prior programmes implementation and the results from official examinations are also analysed.

At this initial stage, in the case of compulsory education and baccalaureate, the overall guidance documents are defined for each discipline, establishing the didactic foundations for areas and subjects across different educational levels. Regarding the professional baccalaureate, there is a general and professional profile for each degree so as to meet the needs of the Andorran labour market taking also into consideration the competence level required in similar areas or disciplines in other countries.

Subsequently, curriculum elements are defined: subject specific and transversal competences, learning resources or associated knowledge (contents), assessment criteria and expectations at the end each cycle in the case of compulsory education and baccalaureate, or professional tasks and activities for vocational education and training. These expectations serve as the reference point for evaluation and constitute the equivalent of learning outcomes. The above mentioned elements form the programme that guide the teaching practice.

Another key element in supporting teachers is the didactic guidelines which include examples of educational experiences, tools and resources.

During programme implementation data are gathered and analysed to identify aspects for improvement, which are incorporated in subsequent reviews. This procedure ensures that quality management of the AES qualifications focuses, largely to on the efficiency of all the processes and mechanisms involved in preparation as well as its review and correction mechanisms.



B) THE ROLE OF INSPECTION AND EDUCATIONAL ASSESSMENT OF THE ANDORRAN EDUCATION SYSTEM

The Inspection and Educational Evaluation Unit ensures that schools comply with established regulations and the current legal framework in implementing the education policies.

Within the established curricula, and in order to assure the quality of compulsory education, general baccalaureate and vocational education and training, the Unit carries out various actions to assess whether educational centres are adhering to the curricula and whether the learning outcomes are being fulfilled by the students. These actions include:

- Design and administration of external assessment processes in certain competences to measure the degree of development of the subject-specific and transversal competences of the educational programmes among the students.

- Analysis of the students' results in the official examinations and also review of the students' performance data.

- Quality controls in the student assessment stages (formative and certification assessment).

Regarding the process of teaching and learning, the Inspection and Educational Evaluation Unit carries out classroom observations to assess quality. This includes the observation of the methodologies used by the teachers and the interaction among students (evaluation of the effectiveness of support resources specifically for students with disabilities; validation of the individual work plans of students; assessment of teachers).

Another major area of activity involves reviewing how evaluations and student assessment processes are carried out. This can include examining the tests (review, harmonisation, and quality control in test elaboration and grading, among other aspects) and other forms of internal and external evaluation (audits, specific and thematic reports, and comparations with international evaluations and standards).

The Inspection and Educational Evaluation Unit is also responsible for ensuring that education is inclusive and that necessary conditions are guaranteed for the physical and emotional wellbeing of students. In this regard, specific interventions are conducted for those students experiencing absenteeism, bullying, risk of social exclusion and/or academic failure.

To complement this quality control role and to directly assist educational centres in implementing processes to improve the quality of the education, the Unit offers support and advice. This involves identifying strengths and areas for improvement along with providing recommendations for continuous improvement.

Finally, the Unit monitors and analyses data on educational quality presenting the reports to stakeholders in order to facilitate decision-making on quality in education.

C) THE IMPORTANCE OF TEACHER TRAINING AND PEDAGOGICAL INNOVATION TO ASSURE THE QUALITY OF QUALIFICATIONS

The mission of the Training, Pedagogical Resources and Innovation Unit in the field of quality consist of three primary lines of action. The first is to divulge the guidelines for curriculum innovation, curricular guidelines across the different learning subjects as well as didactic and pedagogical guidelines.

The second line of action focuses on developing teacher-training plans, considering, both the curriculum-defined lines of innovation and the results of the educational evaluation processes. The aim is to ensure that teachers have the necessary training to update their knowledge and foster their talent.

Lastly, this unit is responsible for coordinating and promoting proposals for cultural and educational activities to support teaching and managing the bank of pedagogical resources[78].

D) HUMAN RESOURCES

The role of the teachers is essential and the Human Resources Unit is responsible for supervising teacher quality in the AES. It ensures clear, transparent and fair selection processes aimed at identifying teaching talent. Moreover, it is responsible for proposing professional development activities.

[78] *Govern d'Andorra. Banc de recursos educatius. Retrieved on 07/02/2024 from* ***https://www.recursoseducatius.ad***

9.3.2. QUALITY ASSURANCE IN HIGHER EDUCATION

Quality assurance is one of the aims of higher education established in the Law 12/2008. To fulfil this purpose, Higher Education Institutions carry out internal quality assurance assessments in coordination with the Quality Assurance Agency for Higher Education in Andorra (AQUA). AQUA carries out external quality assurance assessments.

Quality assessment criteria of Higher Education Institutions and AQUA are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)[79] and the directives of the European Higher Education Area.[80]

INTERNAL QUALITY ASSURANCE

Higher Education Institutions (HEI) of Andorra must implement, as established in the regulations, an internal quality assurance system (IQA) as part of their strategic management which has to be publicly available.[81] The IQA must detail the procedures, mechanisms and structures which ensure the internal quality assurance process.

A) QUALITY ASSURANCE POLICIES OF THE HIGHER EDUCATION INSTITUTIONS OF ANDORRA

Both public and private HEI specify in their IQA the required processes and procedures to assure internal quality, the roles and responsibilities of the different actors, the mechanisms for application, supervision and internal review.[82] Types of data or information that are used, instruments and key indicators that enable measurement of the success of the system are also defined. This analysis must allow HEI to make evaluations from different perspectives, to evaluate trends and to identify the key reasons and factors behind these trends.

B) DESIGN, APPROVAL, REVIEW AND IMPROVEMENT OF THE STUDY PROGRAMMES

Andorran HEI detail the processes related to the design, approval, review and improvement of their study programmes and, when needed, termination of them.

Relevant stakeholders and experts in the field are involved in the process of designing a new qualification. The aim is to ensure that study programmes count with an academic and professional overview. Procedures for the review and improvement, internal follow-up mechanisms, data collection instruments used to assess the qualifications and, if needed, to implement improvements in the study programmes, are also defined.

The process to approve a study programme follows a public, transparent and standardised procedure.[83]

C) STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

HEI of Andorra guarantee a relevant role for students when defining the teaching, learning and assessment process. For this goal, the necessary information to analyse, assure and improve the teaching-learning processes and those related to student support is collected.

D) ADMISSION, PROGRESS, RECOGNITION AND ASSESSMENT OF STUDENTS

HEI provide available student support to ensure students' academic progress and welfare during their studies. Access and admission requirements, validation, recognition and assessment measures, and deadlines to complete one program are regulated and published. Moreover, HEI provide available mentoring plans or other support mechanisms (professors-mentors) for students to improve personal support.

[79] *Ministers responsible for higher education in the European Higher Education Area. The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), (May 2015). Retrieved on 7/2/2024 from* **https://n9.cl/giljn**

[80] *Decret del 8-7-2020 pel qual s'aprova el Reglament d'ordenació de les titulacions d'ensenyament superior estatals. BOPA no. 91, year 2020. Retrieved on 7/2/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08**

[81] *Decret 183/2022, del 4-5-2022, pel qual s'aprova el reglament d'autorització d'universitats i altres institucions d'ensenyament superior privades del sistema andorrà d'ensenyament superior. Retrieved on 7/2/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08**

[82] *Universitat d'Andorra. Consell de la qualitat. Retrieved on 7/2/2024 from* **https://www.uda.ad/universitat/consell-de-la-qualitat/**

[83] *Decret del 8-7-2020 pel qual s'aprova el Reglament d'ordenació de les titulacions d'ensenyament superior estatals. BOPA no. 91, year 2020. Retrieved on 6/2/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08**

E) TEACHING AND RESEARCH STAFF

HEI guarantee fair and transparent recruitment processes. For example, in the case of the public University of Andorra (*Universitat d'Andorra*) recruitment processes are subject to the *Llei de contractació pública* (Law on public recruitment).[84]

Concerning teaching quality, the tasks that teachers must fulfil are defined. In the case of the *Universitat d'Andorra*, for example, these are defined for a period of two years taking into account the requirements and strategies of the university.

HEI are responsible for teaching and research assessment and for the management of the teaching staff in view of promoting the improvement of their competences. They are also responsible for managing and promoting excellence in the workplace among the administrative and technical staff.[85]

F) STUDENT LEARNING AND SUPPORT RESOURCES

HEI have an adequate set of material resources and physical and technological infrastructures for the development of training and research activities. Moreover, they provide learning support services and resources which are necessary for the implementation of educational programmes.

G) INFORMATION MANAGEMENT

HEI have implemented procedures that ensure the publication of complete, up-to-date and accessible information related to educational programmes. For this goal, information management procedures on the centres which belong to the HEI and on the development of the implementation of their qualifications are foreseen.

Data and results obtained from the qualifications internal evaluation and results based on the defined main objectives are publicly available. [86]

EXTERNAL QUALITY ASSURANCE

External quality assurance is a process aimed at the continuous improvement of education, higher education institutions, teaching staff and research.

The Government of Andorra created the Andorran Quality Assurance Agency for Higher Education (AQUA) in 2006, with the purpose to adapt the higher education system to the commitments signed in the communiqués agreed in the Bologna Process. The law which gives a legal framework to AQUA[87] was approved in 2016. The main purpose of the Law is to ensure the independence, transparency and professionalism of the agency.

AQUA's responsibility is to evaluate, accredit and certify the quality of higher education in Andorra in accordance with the principles of the European Higher Education Area, and the criteria established in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

AQUA main functions:

- To evaluate, accredit, and certify the learning and teaching quality of accredited qualifications, the different processes that may affect higher education institutions and the HEI basic and applied research.
- To define the guidelines, criteria and indicators for assessing quality in the fields of higher education and research according to the European and international standards.
- To write reports for the improvement and innovation in the evaluation, certification and accreditation processes. Also, to issue evaluation reports addressed to higher education institutions, education administration, stakeholders and society in general.
- To advise education authorities, higher education institutions and other institutions in the scope of its functions.
- To establish cooperation agreements and collaboration protocols with other foreign agencies responsible for assessment, accreditation and certification.
- To create, modify or eliminate taxes and public fees; to manage and collect them according to the regulations.
- Any other functions that are derived from its activities or delegated by law.

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[84] *Llei de la contractació pública, del 9-11-2000. BOPA no. 75, 2000. Retrieved on 7/2/2024 from* **https://www.consellgeneral.ad/fitxers/documents/lleis-1989-2002/llei-de-contractacio-publica.pdf**

[85] *Universitat d'Andorra. Consell de la qualitat. Retrieved on 7/2/2024 from* **https://www.uda.ad/universitat/consell-de-la-qualitat/**

[86] *Universitat d'Andorra. Avaluacions internes i anàlisi de dades. Retrieved on 7/2/2024 from* **https://www.uda.ad/universitat/consell-de-la-qualitat/avaluacions-internes-i-analisi-de-dades/**

[87] *Llei 9/2016, del 28 de juny, de creació de l'Agència de Qualitat de l'Ensenyament Superior d'Andorra (AQUA). BOPA no. 42, 2016. Retrieved on 7/2/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20160714_11_37_50**

THE STRUCTURE OF AQUA



STEERING COMMITTEE

Collegiate governing body of AQUA.



MANAGEMENT

Coordinates the development of actions proposed by the Steering Committee to achieve the policies and strategic objectives.



EVALUATION COMMITTEE

Responsible for issuing evaluation reports and accrediting study programmes and teaching staff.



APPEALS COMMITTEE

Issues decisions on appeals lodged against the decisions of the Evaluation Committee or against other decisions issued by AQUA. It also provides review reports on appeals lodged against the decisions of the Evaluations Committee or against other decisions issued by AQUA, as well as any other function assigned by the Steering Committee.

The Steering Committee is the body responsible for making strategic decisions, approving protocols and special guidelines, and choosing the members of the Evaluation Committee.

The Evaluations Committee is responsible for accrediting approval evaluations (*ex-ante*), renewal evaluations (*ex-post*) and substantial modifications of the study programmes. On the other hand, it is also responsible for evaluating professional experience of the academic staff and for proposing improvements in the evaluation guidelines, criteria and protocols, to evaluate the foundational documents of the new higher education institutions which want to be established in Andorra. This evaluation is deemed to be an ex-ante institutional evaluation.

Evaluations carried out by AQUA involve panels of experts, which are non-permanent bodies set up specifically to carry out an evaluation or a set of evaluations of qualifications or institutions (peer review). Recruitment of these experts is under the responsibility of the director of the Agency.

The Agency is affiliated to the European Association for Quality Assurance in Higher Education,[88] and it is a member of the International Network for Quality Assurance Agencies in Higher Education (INQQAHE), the Copernicus Alliance and the Sistema Iberoamericano de Aseguramiento de la Calidad de la Educación Superior (Ibero-American System of Quality Assurance in Higher Education).

[88] *European Association for Quality Assurance in Higher Education, membre and Affiliate Database. Retrieved on 7-2-2024 from* ***https://www.enqa.eu/membership-database/aqua-quality-assurance-agency-for-higher-education-in-andorra***

International Network for Quality Assurance Agencies in Higher Education. Retrieved on 7-2-2024 from ***https://www.inqaahe.org/members***

INDEPENDENCE OF AQUA

The Agency has a legal status and full capacity to act in order to fulfil its purposes. This means that it is completely independent in exercising its administrative responsibilities.

AQUA has freedom to create and modify procedures, protocols and methodologies within the common reference framework established in AQUA's regulations and taking the ESG into account.

COMPLIANCE WITH THE ESG

As mentioned before, AQUA assesses, accredits and certifies the quality of higher education in Andorra according to the EHEA principles and standards and in coordination with the HEI.

Evaluation processes are detailed in the Higher Education Assessment Framework.[89] These processes define aspects such as the scope or object of evaluation, the procedure to be used and when it will be done.

Evaluation processes analyse study programmes by focusing on aspects such as coherence between competences, content, teaching activities, planning of credits over the years, etc. On the other hand, AQUA carries out evaluations related to the organisation of the institutions, focusing on strategic and global aspects of the HEI which offer accredited qualifications.

Evaluations of study programmes are carried out when they are approved (*ex-ante*), renewed (*ex-post*) or when they are substantially modified. Apart from these processes, HEI and AQUA can agree to carry out an external monitoring of a concrete study programme or a specific aspect of it, in order to improve or solve the weak points observed in previous evaluations.

Evaluations of study programmes are carried out:

- Taking into account the internal quality management (according to ESG 2.1). The evaluations are based on self-reflection by the higher education institutions themselves on the quality of teaching and institutions, and are written on a self-assessment report supported by evidences, among other mechanisms.
- Involving the stakeholders, such as students, graduates, academic staff, coordinators or managers, administrative and technical staff and employers (ESG 2.3).
- On the basis of external experts' assessment (ESG 2.4).
- Visiting Higher Education Institutions sites and interviewing the stakeholders, in the case of study programme renewals (ESG 2.3).
- Writing assessment reports (ESG 2.6).

Finally, a periodical strategic review is carried out on the above mentioned evaluation processes, minimum every four years. This review results in a necessary common reflection between higher education institutions, the ministry in charge of higher education and AQUA. Scope is the external assessment processes and the continuous improvement of accredited programs. It is based on the thematic analysis and on the evidences of effectiveness and efficiency of the evaluation processes, provided by AQUA, in which external experts are also involved, when appropriate.

9.3.3. QUALITY ASSURANCE OF PROFESSIONAL TRAINING

Professional training is non-formal training that is included in lifelong learning. Its purpose is to improve professional qualifications and hone professional competences.

The quality of these courses is assured when they obtain official status from the Government of Andorra. The National Qualifications Committee (CNQ) is responsible for evaluating requests from certification bodies to make their professional training qualifications official and register them.

The procedure for registering such qualifications in the National Qualifications Index or Complementary Competences Index begins when they are considered official by the Committee. Firstly, aspects such as the adaptation of the proposed professional training to the labour market, the suitability of the learning outcomes, workload, study programme and assessment references, among others, are evaluated. If the Committee considers that the qualification meets the requirements, it makes a proposal to the Government of Andorra for its approval.

Once the qualification becomes official and based on the evaluation, the Committee places the qualifications at level I, II or III of the MAQ, as appropriate.

Finally, they are registered as level I, II or III in the RNQ, or in the RCC if they cannot be placed at any of these levels in the MAQ.

[89] *Agència de Qualitat de l'Ensenyament Superior d'Andorra.*
Retrieved on 7-2-2024 from ***https://www.aqua.ad/document/marc-lavaluaci%C3%B3-de-lensenyament-superior***

10.

REFERENCING PROCESS WITH THE EQF AND SELF-CERTIFICATION WITH THE QF-EHEA

The Recommendation of the European Parliament and the Council on the establishment of the European Qualifications Framework for Lifelong Learning (EQF-LLL), of 23 April 2008, revised in 2017, urged European Union member states to reference the levels of each national qualifications frameworks to the EQF-LLL levels in order to improve the transparency and comparability of the qualifications. Although Andorra is not required to comply, the Andorran Government decided to reference its NQF against this framework, considering the mobility of students from Andorra to countries within the European Union.

Additionally, Andorra as a member of the European Higher Education Area (EHEA), must ensure that its higher education qualifications framework is aligned with the Qualifications Framework of the European Higher Education Area (QF-EHEA), adopted in Bergen in 2005 and revised in Paris in 2018, as concerns the short cycle. The self-certification proposal follows the criteria and procedures defined in the report on qualifications frameworks submitted to the Bologna Follow-up Group.[90]

In this document, the criteria and procedures for referencing with the EQF-LLL are marked in blue while those for self-certification with the QF-EHEA are in yellow.

CRITERION 1 EQF-LLL AND CRITERIA 1 AND 7 QF-EHEA

CRITERION 1 EQF-LLL

The competent authorities determine and clearly publish the responsibilities and/or legal powers of all the major national bodies involved in the referencing process.

Education, as a fundamental right in our society, must be given special consideration by public authorities, who are responsible for maintaining the quality of the education system and ensuring its structural balance through efficient and rigorous management. Education includes compulsory education, post-compulsory non-tertiary education and higher education, with a special emphasis on lifelong learning.

The Government of Andorra delegates the management of Education to the Ministry of Institutional Relations, Education and Universities, whose aim is to educate critically-thinking and responsible citizens in order to enhance employability taking into account the Sustainable Development Goals of the United Nations.

Since its creation in 2021, the Ministry has overseen the development and implementation of the Andorran Qualifications Framework (MAQ). The responsibilities and legal powers of the national bodies involved in the referencing and self-certification processes are defined in Andorra's legal framework.

[90] *Report on Qualifications Frameworks. Submitted to the BFUG for its meeting on February 12-13, 2009. Retrieved on 07/02/2024 from https://ehea.info/media.ehea.info/file/20090212-13-Prague/44/1/BFUG_CZ_15_4_8a_QF_Coordination_Group_final_report_230109_594441.pdf*

The Ministry has been responsible for coordinating the referencing process of the MAQ to the EQF-LLL and the self-certification of the MAQ with the QF-EHEA, as well as defining the responsibilities of the different departments involved:[91]

a. Department for Education Systems and International Relations (*Departament de Sistemes Educatius i Relacions Internacionals*). This department oversees the country's current education systems, manages international relations in the educational sphere, plans and maintains schools' infrastructures, coordinates the school transport service, manages the ministry's data and the administrative tasks as well as the accreditation of prior experience and learning.

b. Department for the Andorran School, Andorran Studies and Vocational Education and Training (*Departament d'Escola Andorrana, Formació Andorrana i Formació Professional*). This department encompasses three areas of activity: the Andorran School, which is the Andorran public-school system, Andorran Studies which provides educational intervention within the other education systems of the country, and vocational education and training.

c. Department of Inspection, Quality in Education and Human Resources (*Departament d'Inspecció, Qualitat Educativa i Recursos Humans*). This department is in charge of inspection and educational evaluation, curriculum organisation, training and pedagogical resources, and human resources.

d. Department of Higher Education, Research and Technological Innovation (*Departament d'Ensenyament Superior, Recerca i Innovació Tecnològica*). This department has five areas of activity: higher education, research, study grants, lifelong learning, and technological innovation.

The structure of these departments is formed by several organizational units, that have provided information related to their area of activity concerning compulsory education, post-compulsory education, vocational education and training, higher education and lifelong learning so as to contribute to Andorra's referencing and self-accreditation report.

While the non-formal professional training as a part of lifelong learning does not fall under the Ministry of Education, the law establishing the MAQ specifies that the National Qualifications Committee (CNQ) is responsible for granting official status, when appropriate, and including such qualifications in the National Qualifications Index (RNQ). This Committee is formed of members representing the Ministry of Education, the ministry responsible for employment and other social stakeholders.

The Andorran Agency for Quality Assurance in Higher Education (AQUA) is also involved in the process of referencing and self-certification of the MAQ. AQUA is a public institution created by the Government of Andorra, operating according to the principles of independence, transparency, professionalism and responsibility. It is the agency responsible for assessing, accrediting, and certifying the quality of higher education in Andorra, in alignment with the principles of the European Higher Education Area and the criteria established in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

e. The Higher Education Unit (*Àrea d'Ensenyament Superior*) serves as an ENIC centre in Andorra. The ENIC-NARIC centres are primary providers of information about the national and foreign higher education systems and also about the recognition of qualifications. They cooperate on a European level in two networks, the ENIC (Council of Europe and UNESCO) and NARIC (European Commission). For institutional and legal reasons, these networks are separate but work closely together.

CRITERION 1 QF-EHEA

The ministry responsible for higher education is responsible for the national higher education qualifications framework and designates the body responsible for their development.

CRITERION 7 QF-EHEA

The responsibilities of the parties involved in the national qualifications framework are clearly defined and published.

As mentioned in section 9.1, the development of the Andorran Qualifications Framework is the responsibility of various actors: The Ministry of Education, the Employment Service of the Government of Andorra and other professional and educational sectors.

The MAQ encompasses all qualifications in the form of certificates, degrees or diplomas issued in the Principality of Andorra, which are registered in the RNQ, including those in higher education.

Registration in the RNQ and authorisation of the appropriate MAQ level are the responsibility of the Government of Andorra based on the proposal of the National Qualifications Committee (CNQ). This committee is composed of representatives of the Ministry of Education in the fields of recognition of higher education and non-tertiary qualifications, and representatives of the department responsible for quality assurance. It also

[91] *Decret 503/2023, del 2-11-2023, d'estructuració i de delimitació de competències del Ministeri de Relacions Institucionals, Educació i Universitats. BOPA no. 133, 2023. Retrieved on 08/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GD_2023_11_02_12_28_14**

involved representatives from employment organizations, employees' representatives as well as representatives from the business and professional sectors.

Its responsibilities, channels, protocols and validation criteria are public.[92] The CNQ is responsible for:

a. Verifying that each qualification record in the Index complies with the established regulations.

b. Collaborating with stakeholders that issue and develop certificates, degrees and diplomas or other qualifications, to ensure alignment with the MAQ.

c. Assessing the suitability of qualifications within the MAQ for attainment through accreditation of prior experience and learning.

d. Evaluating the requests to create sectoral qualifications frameworks and issue recommendation reports for submission to the Andorran Government for approval.

e. Proposing to the Andorran Government the creation of qualifications for inclusion in the RNQ.

CRITERION 2 EQF-LLL AND CRITERION 2 QF-EHEA

CRITERION 2 EQF-LLL

There is a clear and demonstrable link between the qualification levels in the national qualifications framework or system and the descriptors of levels in the European Qualifications Framework.

The Ministry of Education and the international experts involved in this process consider that there is a clear correlation between the Andorran Qualifications Framework (MAQ) and the European Qualifications Framework for Lifelong Learning. The purpose of this report is to demonstrate this relationship.

When developing the MAQ, it was key to the Andorran project to take into account the recommendations of the European Union of 22 May 2017 relating to the EQF-LLL.[93]

To facilitate the comparability between the MAQ and the EQF-LLL, an eight-level structure was chosen, like that of the EQF-LLL, with at least one Andorran qualification referenced to each level.

The descriptors for each MAQ level are more specific than those in the EQF-LLL. The EQF-LLL descriptors are designed to meet the educational needs of various countries and establish the general limits to which national frameworks should align. The MAQ descriptors show the national educational context of Andorra, since they are based on the learning outcomes of Andorran qualifications.

It is also worth noting, that the Andorran Education System (AES) in its philosophy and objectives, as explained in section 2 of this report, emphasises education for all citizens, to foster an active, responsible and critically aware society that respects Andorran cultural elements as well as those of other countries. These principles are defined in the legal framework that regulates education in the AES and they are, therefore, reflected in various elements of the educational programmes, such as learning outcomes.

When defining these descriptors, the learning outcomes of the different educational levels of the AES were analysed and structured into three categories: knowledge, know-how and transversal competences. Transversal competences include elements such as responsibility and autonomy, among others.

All national higher education qualifications must include the five transversal competences outlined in the MAQ:

- Mastering communication in different languages to express and understand messages in different contexts and personal, social and professional situations.
- Working as part of a team, in a collaborative manner and with shared responsibility.
- Managing information and communicating knowledge, solving situations in a society that is constantly evolving.
- Acting according to ethics and social responsibility as a citizen and as a professional.
- Designing and developing enterprising projects and processes from a perspective of sustainable equilibrium to transform the environment.

Each competence has a different requirement level according to the level defined in the MAQ.

Hence, the correspondence between the MAQ and the EQF-LLL can be observed and verified by comparing the descriptors of each level and their progression. The table below highlights the corresponding aspects between the descriptors.

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[92] *Llei 7/2023, del 19 de gener, de text consolidat de creació del Marc andorrà de qualificacions. BOPA no. 24, 2023. Retrieved on 08/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20230207_11_27_45**

Decret 149/2023, del 29-3-2023, d'aprovació del Reglament sobre l'atorgament oficial a les qualificacions ocupacionals i la inscripció de les qualificacions oficials en el Repertori nacional de qualificacions o en el Repertori de competències complementàries. BOPA no. 91, 2020. Retrieved on 8/02/2024 from **https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08**

[93] *Council of the European Union. Recomendación del consejo de 22 de mayo de 2017 relativa al Marco Europeo de Cualificaciones para el aprendizaje permanente y por la que se deroga la Recomendación del Parlamento Europeo y del Consejo de 23 de abril de 2008 relativa a la creación del Marco Europeo de Cualificaciones para el aprendizaje permanente (2017/C 189/03). Retrieved on 08/02/2024 from* **https://europa.eu/europass/system/files/2020-05/Legal%20text-ES.pdf**

Both the EQF-LLL and the MAQ focus on basic general knowledge, basic skills for carrying out simple activities in a structured context and under direct supervision. The MAQ completes the notion of simple activities and adds specific, systematic and guided activities. It also introduces additional skills relevant at all levels, such as personal, social and methodological skills tailored to meet the requirements for each level.

LEVEL 1		
EQF-LLL	**MAQ**	
	KNOWLEDGE	
Basic general knowledge	**1A**	• Demonstrate **basic general knowledge** • Assume/certify knowledge of some **simple, systematic, guided practices related to** the profession to which they aspire • Master **basic elemental vocabulary** related to the professional activity • Understand **basic information** to carry out **simple tasks**
	1B	• Demonstrate **basic general knowledge** • Assume/certify knowledge of some **simple, systematic, guided practices** related to a field of study • Master **basic elemental vocabulary** related to the field of study • Know the aspects of the important information relevant for the field of study concerned
	KNOW-HOW	
Basic skills required to carry out **simple** activities	**1A**	• Complete the assigned activity under supervision • Apply **simple, methodical** procedures and **guidelines** • Follow **routines** that lead the student/future professional to resolve **simple and** very specific activities • Apply the safety rules of the activities that are carried out under supervision in a structured context • Follow protocols that avoid accidents
	1B	• Complete the entrusted activity under supervision • Apply **simple, methodical** procedures and **guidelines** • Follow **routines** that lead the student/future professional to resolve **simple** and very specific activities

	TRANSVERSAL	
Work or study under **direct supervision** in a **structured context**	**1A**	• Use the ICT tools to carry out simple tasks with the **support** of a guide • Interact to verify instructions or resolve doubts • **Follow instructions** and request help, if necessary • Comply with established rules consistently in a **structured context** • Identify the changes, transformations and advances within the profession or in a close, direct environment • **Request help** to learn to carry out professional or academic activities that represent a challenge • Solve simple problems, following the method provided and under **supervision** • Carry out the activities that have been assigned under **supervision and monitoring** • Show orderliness and neatness when carrying out simple actions in both study and professional settings
	1B	• Use the ICT tools that are essential to the studies • Adapt the interactions to establish clear communication on the basic aspects of their immediate environment • **Follow instructions** and request help, if necessary • Comply with the established rules always in a **structured context** • Identify the changes, transformations and advances in the most immediate and direct academic and social environment • **Request help** to learn to carry out academic activities that represent a challenge • Solve **simple** problems, following the method provided and under **supervision** • Carry out the activities that have been assigned under **supervision and monitoring** • Show orderliness and neatness when carrying out **simple actions**

The EQF-LLL refers to basic knowledge applied to a field of work or study along with cognitive and basic practical skills necessary for solving tasks and routine problems using simple rules and tools, under supervision with some help. Similarly, the MAQ refers to basic knowledge in a work or study field, adding factual knowledge. Even though, it incorporates factual knowledge, the MAQ aligns with the EQF-LLL by emphasizing the application of knowledge in simple, methodical, limited, systematic and guided activities and procedures, following routines under supervision with a certain degree of autonomy. It also refers to problem-solving, using provided methods.

LEVEL 2		
EQF-LLL	**MAQ**	
	KNOWLEDGE	
Basic knowledge of a field of work or study	**2A DPI**[94]	• Demonstrate **basic factual knowledge in a field of work or study** • **Assume very limited, systematic and guided concepts and procedures** • Learn some **simple practices** of the immediate environment or the profession to which they aspire to • Master **elemental vocabulary** of the professional activity • **Understand information** that enables to follow **simple** procedures
	2B	• Demonstrate some **knowledge of basic facts, concepts and general procedures** in a field of study • Assume **very limited, systematic and guided** concepts and procedures • Demonstrate practical knowledge of **simple** procedures • Master **elemental vocabulary** for the activities carried out • **Understand information** that enables to follow **simple** procedures
	KNOW-HOW	
Cognitive skills and **basic practices** needed to use the relevant information to carry out tasks and solve **routine problems using simple rules and tools**	**2A DPI**	• **Complete the tasks** carried out under supervision • **Apply simple, methodical procedures** under supervision and with a certain autonomy • **Follow defined routines** that enable **simple** activities to be carried out • **Apply the safety rules** for the activities carried out under supervision in a routine context • **Follow protocols** to prevent accidents
	2B	• **Complete the tasks** carried out under supervision • **Apply simple, methodical procedures** under supervision and with a certain autonomy • **Follow defined routines** that enable **simple** activities to be carried out • **Apply the safety rules** for the activities carried out under supervision in a routine context • **Follow protocols** to prevent accidents

[94] *Initial Professional Diploma*

	TRANSVERSAL	
Work or study under **supervision with certain help**	**2A DPI**	• Use the ICT tools that are essential for carrying out simple tasks • Establish **simple interaction** processes that enable clear transmission of simple information in different professional, personal or academic contexts that are close and familiar • **Collaborate in performing team tasks**, carrying out **auxiliary** activities • Comply with the established rules to ensure personal and collective safety • Understand the changes and transformations that occur in the most immediate economic and social environment • Develop organisational and planning strategies for the assigned personal and professional activities • **Solve problems following the methodology** provided • **Carry out the activities that have been assigned under supervision and monitoring** and with a **certain degree of autonomy** • Show orderliness and neatness in carrying out simple actions
	2B	• Use the ICT tools that are essential for carrying out simple tasks • Establish **simple interaction** processes that enable clear transmission of simple information in different professional, personal or academic contexts that are close and familiar • **Collaborate in performing team tasks**, carrying out **auxiliary** activities • Comply with the established rules to ensure personal and collective safety • Understand the changes and transformations that occur in the most immediate economic and social environment • Develop organisational and planning strategies for the assigned personal and professional activities • **Solve problems following the methodology** provided • **Carry out the activities that have been assigned under supervision and monitoring** and with a **certain degree of autonomy** • Show orderliness and neatness in carrying out simple actions

The EQF-LLL refers to knowledge of facts, principles, processes and general concepts in a specific field of work or study. It includes a range of cognitive skills and practices necessary for solving tasks and problems by selecting and applying adequate methods, material tools, and basic information, assuming responsibilities and adapting behaviour to the circumstances.

The MAQ also refers to knowledge of facts, principles, processes and general concepts in a specific field of work or study. It highlights demonstrating this knowledge through task-handling using selected tools and instruments applying limited and guided concepts and procedures. The tasks are performed with responsibility, but incorporating supervision during or at the completion of the process.

LEVEL 3

EQF-LLL	MAQ
	KNOWLEDGE
Knowledge of **facts, principles, processes and general concepts in a specific field of work or study**	• Demonstrate **knowledge of facts**/know facts, **principles, processes and general concepts in a specific field of work or study** • Apply **limited, guided concepts and procedures** (protocols, instructions, etc.) • Know the tools and instruments that are used under supervision (**limited context**) • **Accredit the basic vocabulary** for the professional activities carried out • Understand information necessary to follow simple procedures
	KNOW-HOW
Range of cognitive and practical skills needed for carrying out tasks and solving problems by choosing and **applying methods, tools, materials and basic information**	• Complete the tasks assigned • Apply **simple, methodical procedures** • **Follow routines** that lead to the completion of simple but varied tasks • **Use the selected tools and instruments** to carry out the different assigned tasks under supervision • Apply the protocols or instructions as a **method of problem-solving** • Respect the safety rules set in the protocol to prevent accidents
	TRANSVERSAL
Assumption of **responsibilities for carrying out tasks** in work or study activities **Adaptation of own behaviour** to the circumstances to solve problems	• Use the ICT tools to carry out well-defined and routine tasks and solve simple problems • Communicate appropriately **considering the actual communication intention in familiar**, professional, personal or academic **contexts** • **Assume the role** of a learner within the group • **Share opinions** to the group about tasks or activities that are known • **Be aware of the impact and limitations** of the task in achieving a common goal • **Respect** the rules of the environment to avoid risks • Identify key elements and characteristics of the environment to anticipate potential changes • Identify strengths and weaknesses in relation to one's own learning in order to set achievable challenges • **Solve simple, practised problems** in professional or close personal context • **Complete** with **responsibility the tasks** that have been assigned, but with supervision during or at the end of the task

The EQF-LLL refers to factual and theoretical knowledge as well as a range of cognitive and practical skills required to solve specific problems in broad contexts within specific fields of work or study. Moreover, at this level self-management is included. Self-management is incorporated according to defined instructions in generally known contexts and, also, in terms of responsibility over the supervision of the work routine of other people.

The MAQ also refers to factual and theoretical knowledge within broad contexts in a specific field of work or study. This knowledge is shown not only in the professional or study activities carried out but also in solving problems, that have been previously practised and experienced, in known contexts. Self-management also appears on similar terms to the EQF-LLL, but specifies responsibility within the development of individuals' role within the organisation.

The parallel between the two frameworks is therefore evident.

LEVEL 4		
EQF-LLL	**MAQ**	
	KNOWLEDGE	
Factual and theoretical knowledge in broad contexts in a specific field of work or study	**4A**	• Demonstrate **factual and theoretical knowledge in broad contexts within a specific field of work or study** • Apply broad concepts and procedures **relevant to the field** • Demonstrate/Acquire knowledge of the tools and instruments of **the profession** (broad context) **or the study context** • Demonstrate /Use/Acquire the **broad and specific vocabulary** of **the professional field** • Understand in a general way the methodological framework of **the professional field**
	4B	• Demonstrate **factual and theoretical knowledge in broad contexts within a specific field of work or study** • Apply basic concepts and procedures in the professional or academic environment (close and guided context) • Demonstrate/Acquire knowledge of tools and instruments for tasks or activities carried out within **the profession** (limited context) **or the study context** • Demonstrate/Use/Acquire the basic vocabulary of the professional activities carried out • Understand in **a general way** specific and slightly abstract concepts

KNOW-HOW

Range of cognitive and practical skills needed to find solutions to **specific problems in a specific field of work or study**

4A

- Develop one's role within the organisation
- Acquire new knowledge through the follow-up either in the professional environment or autonomously in the academic environment
- Apply selected tools and instruments to handle **different assigned tasks** with certain autonomy
- Apply the practised **methods for problem-solving**
- Apply the **safety rules**

4B

- Develop one's role within the organisation
- Acquire new knowledge either through the follow-up in the professional environment or autonomously in the academic environment
- Apply practised **methods for problem-solving**
- Apply the **safety rules**

TRANSVERSALS

Self-management according to defined instructions in generally predictable work or study contexts, but which may change.

Supervision of the routine work of other people, assuming certain responsibilities regarding the evaluation and the improvement of work or study activities.

4A

- Use technological tools to carry out tasks and solve problems autonomously, according to the needs
- Communicate in a clear, structured and coherent manner in different contexts
- Participate collaboratively, **following the assigned role** within the work team
- **Respect the established boundaries** and act according to the rules of the professional practice **to self-manage**
- Propose creative solutions to specific problems to improve the environment using practised techniques
- **Carry out a self-assessment** to be able to plan and select one's cognitive and professional development
- **Solve problems** that have been **previously practised**
- **Assess autonomy in the execution** / Complete autonomously the execution of activities linked to the task

4B

- Use technological tools to carry out tasks and solve problems autonomously, according to the needs
- Communicate in a clear, structured and coherent manner in **different contexts**
- **Participate collaboratively, following the assigned role** within the work team
- **Respect the established boundaries** and act according to the rules of the professional practice to **self-manage**
- Propose creative solutions to specific problems to improve the environment using practised techniques
- Carry out a self-assessment to be able to plan and select one's cognitive and professional development
- Solve problems that have been previously practised
- Promote autonomy/Assess autonomy in the execution of activities linked to the task

Both the EQF-LLL and the MAQ refer to specialised factual and theoretical knowledge within a specific field of study, applying creative problem-solving methods related to the profession, the ability to react to unpredictable situations and the capability to propose solutions.

In the case of the MAQ, this knowledge is expanded to include regulations and current trends as well as innovation. It includes the application of new knowledge with a certain degree of autonomy while adhering to safety rules and professional ethics.

Moreover, as previously mentioned, the MAQ incorporates elements such as the use of technology, teamwork, communication, integrity and professional ethics, and professional development. All these aspects are the characteristics of transversal competences of the AES.

LEVEL 5	
EQF-LLL	**MAQ**
	KNOWLEDGE
Comprehensive, specialised, factual and theoretical knowledge within **a field of work or study and awareness of the limits of that knowledge**	• **Demonstrate broad, specialised, factual and theoretical knowledge within a specific field of work or study, being aware of the limitations of that knowledge** • Apply practical knowledge of the professional field • Identify/Demonstrate in-depth knowledge of professional regulation • Update knowledge by engaging with trends in development and innovation within the relevant professional field
	KNOW-HOW
A wide range of cognitive and practical skills needed to develop creative solutions to abstract problems	• **Apply the theoretical and methodological framework of the relevant field in a general manner** • Execute basic applications of the discipline • Acquire new knowledge with a certain degree of autonomy • **Apply the problem-solving methods related to the profession, with rigour** • Master the techniques and methods of the profession • Adhere to the safety rules and demonstrate the knowledge of ethical boundaries
	TRANSVERSAL
Management and supervision of exercises in contexts of work or study activities where there are unpredictable changes; **review and develop own performance** and that of others	• Use technological resources to find information according to an objective related to a professional field • Participate in work teams in a virtual environment • Communicate in a pertinent and accurate manner in academic and professional contexts • Participate in a working group as a member, assuming entrusted tasks and contributing constructively • Demonstrate integrity in the professional practice and adhere to ethical principles, with awareness of the repercussions of one's decisions • Identify areas for improvement in the professional field and the immediate social and economic environment • Be aware of the training and professional opportunities so as to make responsible learning decisions • **Solve problems of the profession or academic environment by using the mastered techniques and resources** • **Assume/Demonstrate autonomy in the execution of professional protocols and tasks**

Both the EQF-LLL and the MAQ refer to advanced knowledge within a field of study as well as to critical understanding of theories and principles required to solve complex problems in a specific field of study or work.

They also emphasise working responsibly, either individually or in a group, including the need to look for solutions and make decisions in unpredictable situations.

In the case of the MAQ, the scope is enhanced with knowledge of legal regulations, professional ethics and updating of trends and innovation. It also includes descriptors related to ethical conduct as well as the descriptors of the basic research methods.

Additional aspects include the use of digital technologies, the communication of ideas and suggestions that contribute to positive social transformation, reflecting the characteristic transversal competences of the AES.

LEVEL 6		
EQF-LLL	**MAQ**	
	KNOWLEDGE	
Advanced knowledge of a field of work or study, which involves **critical understanding** of theories and principles	**6A**	• **Identify/Demonstrate advanced and critical knowledge of theories and principles** • **Accredit/Demonstrate knowledge of a specific discipline (key concepts, methodologies, theoretical approaches and hypotheses relevant to a discipline)** • Accredit/Demonstrate knowledge of the professional regulations and of the legal and ethical norms • Update knowledge by engaging with trends in development and innovation of the relevant professional or study area
	6B	• **Identify/Accredit advanced and critical knowledge of theories and principles** • **Accredit/Demonstrate knowledge of the specialised context (concepts, methodologies, theoretical approaches, hypotheses associated to the speciality and transversally to the discipline)** • Accredit/Demonstrate knowledge of the professional regulations and of the legal and ethical norms • Update knowledge by engaging with trends in development and innovation of the relevant professional or study area

	KNOW-HOW	
Advanced skills that demonstrate the mastery and innovation necessary to **solve complex and unpredictable problems in a specialised field of work or study**	**6A**	• **Apply the theoretical and methodological framework in a general manner: key concepts, specific methodologies, new developments, theoretical approaches and hypotheses relevant to a discipline** • Follow the basic research methods of the discipline • Collect, examine, evaluate and interpret the information relevant to the discipline • Implement the discipline applications from an interdisciplinary point of view • **Acquire skills for both inferential critical thinking and for analysis within the context and outside the discipline** • **Evaluate the relevance of various problem-solving methods, applying basic ideas and techniques** • Act within the established ethical boundaries
	6B	• **Apply critically the theoretical and methodological framework in a general manner: key concepts, specific methodologies, new developments, theoretical approaches and hypotheses associated with a speciality** • Follow the basic research methods of the speciality • Collect, examine, evaluate and interpret the information relevant to the speciality • Implement the speciality applications from an interdisciplinary point of view • **Acquire skills for both inferential critical thinking and for analysis within the context and outside the discipline of speciality** • **Evaluate the relevance of various problem-solving methods, applying basic ideas and techniques within the speciality** • Act within the established ethical boundaries

	TRANSVERSAL	
Manage complex technical or professional activities or projects, assuming responsibility for decision-making in unpredictable work or study contexts; **assume the responsibility for managing the professional development of individuals and groups**	**6A**	• Analyse and assess information from a wide range of digital sources used to provide a solution to a problem • **Work in a network and a team in a virtual environment** • Communicate and discuss an original project in which coherent solutions are discussed and critical thinking is demonstrated • **Participate collaboratively and actively in team tasks, promoting trust, cordiality and focus on achieving common goals** • **Work responsibly and ethically, adhering to the professions code of ethics, considering the economic, social and environmental repercussions** • Contribute ideas for social transformation from opportunities offered by the academic and professional contexts with an innovative and sustainable approach • Plan one's learning needs, selecting appropriate specialisation or Master's study programme with a high degree of autonomy • **Apply strategies to anticipate and solve problems within the professional field** • **Acquire/Demonstrate/assess autonomy in planning**
	6B	• Analyse and assess information from a wide range of digital sources used to provide a solution to a problem • **Work in a network and a team in a virtual environment** • Communicate and discuss an original project in which coherent solutions are discussed and critical thinking is demonstrated • Participate collaboratively and actively in team tasks, promoting trust, cordiality and focus on achieving common goals • **Work responsibly and ethically, adhering to the professions code of ethics, considering the economic, social and environmental repercussions** • Contribute ideas for social transformation from opportunities offered by the academic and professional context with an innovative and sustainable approach • Plan one's learning needs, selecting appropriate Master's study programme with a high degree of autonomy • Apply strategies to anticipate and solve problems within the professional field • **Acquire/Demonstrate/assess autonomy in planning**

Both the MAQ and the EQF-LLL refer to highly specialised knowledge, some of which being at the forefront of knowledge in a field of study or work. This knowledge serves as the foundation for original research- thinking to solve problems, with critical awareness related to innovation and research.

Both frameworks also refer to the management of complex work and study contexts that require original solutions.

The MAQ expands the knowledge of formulating objective conclusions in relation to a field of study or work.

The MAQ includes aspects related to technologies, communication, ethics and planning of the professional tasks carried out autonomously, particular to the characteristic transversal competences of the AES. The EQF-LLL refers to the assumption of the responsibility so as to contribute to knowledge.

LEVEL 7	
EQF-LLL	**MAQ**
	KNOWLEDGE
Highly specialised knowledge, some of which is at the **forefront of knowledge in a field of study or work,** as a basis for original thinking and/or research. **Critical awareness of the knowledge problems in a field and in the interface between different fields.**	• Identify/**Demonstrate a highly specialised knowledge, at times at the forefront of knowledge, that forms the foundation for original research- thinking and includes analytical critical knowledge** • **Deploy /Demonstrate highly specialised knowledge, with critical awareness, in the relevant field of study or work** • Deploy/Demonstrate knowledge that enables research and also specialisation
	KNOW-HOW
Specialised skills for solving problems, needed in research and/or innovation to develop new knowledge and procedures and integrate knowledge from different fields.	• **Apply in a critical and analytical way highly specialised knowledge from a professional or disciplinary field serving as the foundations for original thinking** • **Apply the specific research methods of the professional field** • **Formulate objective conclusions,** from information that may be incomplete or limited, related to the professional or disciplinary field • **Evaluate the relevance of various problem-solving methods, applying established ideas and techniques within the speciality**

	TRANSVERSAL
Manage and transform complex, unpredictable work or study contexts that require new strategic focuses; assume the responsibility to contribute to the knowledge and professional practice and/ or to **review the strategic performance of the teams.**	• Manage information, knowledge and digital resources to use them in new and complex situations • Participate in communication activities referring to complex themes, expressing one's ideas and guiding the discussion towards the improvement of the profession • **Contribute to team coordination and development, promoting communication, a balanced task distribution as well as internal climate and cohesion** • Identify ethical aspects in each situation when proposing the solution to a problem, using critical thinking which is inclusive and respectful with the context • **Present a transformative project designed to provide original, creative, viable and sustainable solutions** • Plan one's learning needs in a self-directed, autonomous way, both to develop professional tasks and to be able to pursue doctorate studies • **Design strategies to anticipate and solve complex problems in new, little-known or multidisciplinary environments** • Acquire autonomy/Demonstrate autonomy/Assess autonomy in the design



Both the EQF-LLL and the MAQ refer to knowledge at the absolute forefront of a specific field of study or work and to the development of new ideas with integrity and autonomy.

The MAQ adds aspects such as the use of digital technologies, communication, leadership of a work team and self-criticism, reflecting the characteristic transversal competences of the AES.

LEVEL 8

EQF-LLL	MAQ
	KNOWLEDGE
Knowledge at the most advanced frontier of a field of work or study and at the interface between fields.	• **Identify/Accredit vast, in-depth, critical and creative knowledge at the absolute forefront of a specific field of work or study and at the cross-road among different fields** • **Provide/Assess unique, avant-garde, innovative and scientific knowledge** • Provide/Assess systemic reflections on the knowledge • Develop knowledge that enables innovative study and research at the highest level of specialisation
	KNOW-HOW
The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.	• **Apply in a critical, creative and systematic way, the questioning of a field of study to expand the boundaries of knowledge** • **Use research methods** • **Develop new research and work methods** • **Establish connections between different specific fields of knowledge (knowledge transfer)** • **Create knowledge through research and experimentation** • Produce original, unpublished scientific publications with an international scope
	TRANSVERSAL
Demonstrate **substantial authority, innovation, autonomy, academic and professional integrity and a sustained commitment to the development of new ideas or processes at the forefront** of the work or study contexts, including research.	• Become a productive element of the society of knowledge • Apply the digital tools and strategies in the processes of research and communication and scientific dissemination • Communicate the results of the research in academic, informative and professional contexts • Lead a team work project, ensuring the Integration of the members and its approach to achieve a common objective • Lead good practices for the transformation of the social and environmental contexts • **Design and develop an innovation or research project, considering the principles of ethics and sustainability for social transformation** • Be self-critical regarding one's research and its consequences, and put it into context within the framework of the discipline • Conceive, design and put into practice scientific research and university teaching programmes to solve complex problems • **Acquire autonomy/Demonstrate autonomy/Assess autonomy in the creation**

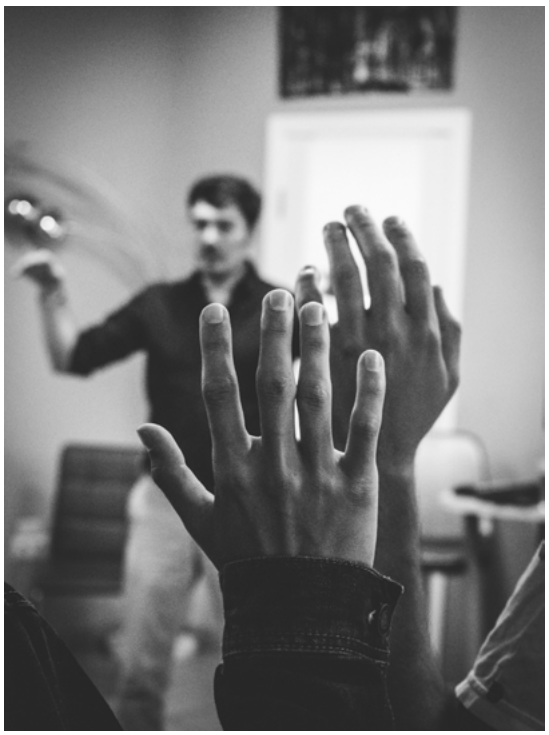
CRITERION 2 QF-EHEA

There is a clear and manifest link between the national framework qualifications and the cycle descriptors of the European framework.

The ministry responsible for higher education and the international experts who are involved in this process consider that there is a clear relation between the MAQ levels and the cycle descriptors of the QF-EHEA.

The accredited national higher education qualifications are structured upon the cycles established in the framework of the European Higher Education Area and are referenced to the Andorran Higher Education Qualifications Framework (MATES).[95] The Andorran Government is responsible for regulating the directives and conditions for obtaining accredited national higher education qualifications in accordance with the learning outcomes defined by the EHEA's Dublin Descriptors, measured using the European Credit Transfer and Accumulation System (ECTS).

MATES[96] is used as a reference framework upon which universities can design new study programmes. It guarantees the minimum competences according to the Dublin Descriptors, aligned with the EHEA.



Currently, accredited national higher education qualifications are referenced to the MAQ. The MAQ level descriptors, which include the MATES levels, unlike the QF-EHEA level descriptors, are defined in terms of learning outcomes. They are structured in knowledge, know-how and transversal competences, but guaranteeing, at all times, the level of requirement of the QF-EHEA descriptors.

Moreover, as mentioned above, the descriptors for each level of the MAQ are more specific than those of the QF-EHEA. The latter must meet the educational requirements of its members and establish the limits to which the national frameworks must be adjusted. In contrast, the MAQ descriptors reflect the reality of higher education in Andorra, as they are based on the learning outcomes of the Andorran qualifications.

Below is a comparison of the MAQ descriptors with those of the QF-EHEA, aimed to highlight the correlation between the descriptors of both frameworks.

[95] *Llei 14/2018, del 21 de juny, de l'ensenyament superior. Art. 7, ap. 1, 2, 3. BOPA no. 44, 2018. Retrieved on 06/02/2024 from* ***https://www.bopa.ad/Documents/Detall?doc=CGL20180712_09_46_25***

[96] *Decret del 27-1-2010 pel qual s'estableix el Marc andorrà de titulacions d'ensenyament superior. BOPA no. 6, 2010. Retrieved on 08/02/2024 from* ***https://www.bopa.ad/Documents/Detall?doc=60F6E***

LEVEL 5

Short-cycle qualification within the first cycle of the QF-EHEA (approximately 120 ECTS)

MAQ - Advanced Professional Diploma. Short-cycle qualification within the first cycle of the QF-EHEA (120 ECTS)

- **Demonstrate knowledge and understanding in a field of study** that is based on general secondary education and is normally of a level that is supported by advanced textbooks. This knowledge provides a support base for a field of work or training, for personal development and for subsequent studies to complete the first cycle
- **Apply their knowledge** and comprehension in work contexts
- Identify and use data to formulate answers to **well-defined specific and abstract problems**
- **Communicate their knowledge, skills and activities** to their colleagues, supervisors and clients
- Have the learning skills to undertake subsequent studies **with certain autonomy**

KNOWLEDGE

- **Demonstrate broad, specialized, factual and theoretical knowledge within** a specific field of work or study, being aware of the limitations of that knowledge
- **Apply practical knowledge of the professional field**
- Identify/Demonstrate in-depth knowledge of the professional regulations
- Update knowledge by engaging with the trends in development and innovation within the relevant professional field

KNOW-HOW

- **Apply the theoretical and methodological framework of the relevant field in a general manner**
- Execute basic applications of the discipline
- Acquire new knowledge with **a certain degree of autonomy**
- **Apply the problem-solving methods related to the profession, with rigour**
- Master the techniques and methods of the profession
- Adhere to the safety rules and demonstrate the knowledge of ethical boundaries

TRANSVERSAL

- Use technological resources to find information according to an objective related to a professional field
- Participate in work teams in a virtual environment
- **Communicate** in a pertinent and accurate manner in **academic and professional contexts**
- Participate in a working group as a member, assuming entrusted tasks and contributing constructively. Demonstrate integrity in the professional practise and adhere to ethical principles with awareness of the repercussions of one's decisions
- Identify areas for improvement in the professional field and the immediate social and economic environment
- Be aware of the training and professional opportunities so as to make responsible learning decisions
- **Solve problems of the profession or the academic environment** by using the mastered techniques and resources
- Assume/demonstrate autonomy in the execution of professional protocols and tasks

LEVEL 6

First-cycle qualification of the QF-EHEA (between 180 and 240 ECTS)	MAQ – Bachelor and Bachelor of Specialisation. First-cycle qualifications of the QF-EHEA (180 ECTS and a minimum of 60 ECTS, respectively)	
• **Demonstrate knowledge and comprehension in a field of study** that is based on general secondary education and, although normally of a level that is supported by advanced textbooks, includes some aspects that involve knowledge that comes from **the forefront of their field of study** • **Apply their knowledge and comprehension** in such a way that it indicates a professional focus in their work or training, and have competences that are normally demonstrated through **the elaboration of arguments and problem-solving within their field of study** • **Collect and interpret relevant data** (generally within their field of study) to produce opinions that include reflections on important social, scientific or ethical issues • **Communicate information, ideas, problems and solutions** for both specialised and non-specialised audiences • Develop the necessary learning skills to pursue subsequent studies with a high level of autonomy		**KNOWLEDGE**
	6A	• Identify/Demonstrate **advanced and critical knowledge** of theories and principles • Accredit/**Demonstrate knowledge** of a specific discipline (key concepts, methodologies, theoretical approaches and hypotheses relevant to a discipline) • Accredit/Demonstrate knowledge of the professional regulations and of the legal and ethical norms • Update knowledge by engaging with trends in development and innovation of the relevant professional or study area
	6B	• Identify/Accredit **advanced and critical knowledge** of theories and principles • Accredit/**Demonstrate knowledge of the specialised context** (concepts, methodologies, theoretical approaches, hypotheses associated to the speciality and transversally to the discipline) • Accredit/Demonstrate knowledge of the professional regulations and of the legal and ethical norms • Update knowledge by engaging with trends in development and innovation of the relevant professional or study area
		KNOW-HOW
	6A	• **Apply the theoretical and methodological framework in a general manner:** key concepts, specific methodologies, new developments, theoretical approaches and hypotheses relevant to a discipline • Follow the basic research methods of the discipline • **Collect, examine, evaluate and interpret the information** relevant to the discipline • Implement the discipline applications of the discipline from an interdisciplinary point of view • **Acquire skills for both inferential critical thinking and for analysis within the context and outside the discipline** • **Evaluate the relevance of various problem-solving methods,** applying basic ideas and techniques • Act within the established ethical limits

KNOW-HOW

6B

- **Apply critically** the theoretical and methodological framework in a general manner: key concepts, specific methodologies, theoretical approaches and hypotheses associated with a speciality
- Follow the basic research methods of the speciality
- **Collect, examine, evaluate and interpret the information** relevant to the discipline
- Implement the specialty applications from an interdisciplinary point of view
- **Acquire skills for both inferential critical thinking and for analysis within the context and outside the discipline of speciality**
- **Evaluate the relevance of various problem-solving methods,** applying basic ideas and techniques within the speciality
- Act within the established ethical limits

TRANSVERSAL

6A

- **Analyse and assess information from a wide range of digital sources** to provide a solution to a problem
- Work in a network and a team in a virtual environment
- **Communicate and discuss** an original project **in which coherent solutions are discussed and critical thinking is demonstrated**
- Participate collaboratively and actively in team tasks, promoting trust, cordiality and focus on achieving common goals
- Work responsibly and ethically adhering to the professions code of ethics, considering the economic, social and environmental repercussions
- Contribute ideas for social transformation from opportunities offered by the academic and professional contexts with an innovative and sustainable approach
- **Plan one's learning needs** selecting appropriate specialisation or Master's study programmes with a high degree autonomy
- Apply strategies to anticipate and solve problems within the professional field
- Acquire/Demonstrate Assess autonomy in planning

6B

- **Analyse and assess information from a wide range of** digital **sources** used to provide a solution to a problem
- Work in a network and a team in a virtual environment
- **Communicate and discuss** an original project **in which coherent solutions are discussed and critical thinking is demonstrated**
- Participate collaboratively and actively in team tasks, promoting trust, cordiality and focus on achieving common goals
- Work responsibly and ethically adhering to the professions code of ethics, considering the economic, social and environmental repercussions
- Contribute ideas for social transformation from opportunities offered by the academic and professional contexts with an innovative and sustainable approach
- **Plan one's learning needs** selecting appropriate specialisation or Master's study programmes with a high degree autonomy
- Apply strategies to anticipate and solve problems within the professional field
- Acquire/Demonstrate Assess autonomy in planning

LEVEL 7

Second-cycle qualification of the QF-EHEA (between 90 and 120 ECTS, at least 60 second-cycle ECTS)

- **Demonstrate knowledge and comprehension** that are based on those acquired in the first cycle, expand or improve them, and **provide a basis or opportunity to be original in the development and/or application of ideas, often in a research context**
- **Apply their knowledge and comprehension, and the problem-solving skills, in new or little known broader** (or multidisciplinary) **contexts** related to their field of study
- **Integrate knowledge and handle the complexity of formulating opinions** with information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to application of their knowledge and opinions
- **Communicate their conclusions, and the knowledge and ultimate underlying reasons, to specialised and non-specialised audiences** clearly and without ambiguities
- Have the learning skills to be able to continue studying in a way that must be largely self-directed or autonomous

MAQ – Master's. Second-cycle qualification of the QF-EHEA (120 ECTS)

KNOWLEDGE

- Identify/**Demonstrate a high specialised knowledge, at times at the forefront of knowledge**, that **forms the foundation for original research thinking** and **includes** analytical critical knowledge
- **Deploy /Demonstrate highly specialised knowledge, with critical awareness**, in the relevant field of study or work
- **Deploy /Demonstrate knowledge that enables research and also specialisations**

KNOW-HOW

- **Apply, in a critical and analytical way, highly specialised knowledge from a professional or disciplinary field** as the foundations for original thinking
- **Apply the specific research methods** of the professional field
- **Formulate objective conclusions,** from information that may be incomplete or limited, related to the professional or disciplinary field
- **Evaluate the relevance of various problem-solving methods,** applying established ideas and techniques within the speciality

TRANSVERSAL

- Manage information, knowledge and digital resources to use them in new and complex situations
- **Participate in communication activities referring to complex themes**, expressing one's ideas and guiding the discussion towards the improvement of the profession
- Contribute to team coordination and development, promoting communication, balanced task distribution as well as internal climate and cohesion
- Identify ethical aspects in each situation, when proposing the solution to a problem, using critical thinking, which is inclusive and respectful with the context
- Present a transformative project designed to provide original, creative, viable and sustainable solutions
- **Plan one's learning needs in a self-directed, autonomous way**, both to develop professional tasks and to be able to pursue doctorate studies
- **Design strategies** to anticipate and solve complex problems in new, little-known or multidisciplinary environments
- Acquire/Demonstrate /Assess autonomy in the design

LEVEL 8

Third-cycle qualification of the QF-EHEA (ECTS not specified)

MAQ – Doctorate. Third-cycle qualification of the QF-EHEA (3 years)

KNOWLEDGE

- Identify/**Accredit vast, in-depth, critical and creative knowledge** at the absolute forefront of a specific field of work or study and at crossroad among different fields
- **Provide/**Assess **unique, avant-garde, innovative and scientific knowledge**
- Provide/Assess systemic reflections on the knowledge
- Develop knowledge that enables **innovative study and research at the highest level of specialisation**

KNOW-HOW

- **Demonstrate systematic comprehension of a field of study** and mastery of the research skills and methods associated with that field
- **Conceive, design, implement and adapt a substantial research process with academic integrity**
- Contribute, through **original research that extends the frontier of knowledge** through the development of a substantial body of works, some of which deserve **publication indexed nationally or internationally**
- **Carry out a critical analysis, evaluation and synthesis of new and complex ideas**
- **Communicate with colleagues, with the whole of the academic community and with society** in general about their areas of specialisation
- **Promote, in academic and professional contexts, technological, social or cultural progress** in a society based on knowledge

- Apply in a critical, creative and systematic way, **the questioning of a field of study to expand the boundaries of knowledge**
- **Use research methods**
- Develop **new research and work methods**
- Establish connections between different specific fields of knowledge (knowledge transfer)
- Create knowledge through research and experimentation
- **Produce original, unpublished scientific publications with an international scope**

TRANSVERSAL

- **Become a productive element of the society of knowledge**
- Apply the digital tools and strategies in the processes of research and communication and scientific dissemination
- **Communicate the results of the research in academic, informative and professional contexts**
- Lead a team work project, ensuring the integration of the members and its approach to achieve a common objective
- Lead good practices for the transformation of the social and environmental contexts
- **Design and develop an innovation or research project**, considering the principles of ethics and sustainability for social transformation
- Be self-critical regarding one's research and its consequences, and put it into context within the framework of the discipline
- **Conceive, design and put into practice** scientific **research** and university teaching **programmes** to solve complex problems
- Acquire /Demonstrate/Assess autonomy in the creation

CRITERION 3 EQF-LLL AND CRITERION 3 QF-EHEA

CRITERION 3 EQF -LLL

The national qualifications framework and its qualifications are based on the principle and objective of learning outcomes. They are linked to processes for validating formal and non-formal learning and, where applicable, with the credit systems.

CRITERION 3 QF-EHEA

The national framework and its qualifications are clearly based on learning outcomes and the qualifications are linked to ECTS credits or compatible with the ECTS.

The Andorran qualifications framework is defined as an ordered series of eight levels that represent progression in education and professional training.

Each level is associated with specific learning outcomes related to knowledge, skills and transversal competences.

It is through the learning outcomes that the principle of comparability and legibility of the Andorran qualifications with the EQF-LLL and the QF-EHEA is ensured, thereby facilitating their international recognition.

The qualifications included in the MAQ are based on the principle and objective of the learning outcomes.

BASIC COMPULSORY EDUCATION AND GENERAL BACCALAUREATE

The Decree on organisation of basic education[97] and the Decree on organisation of the level of general baccalaureate in the Andorran Education System[98] define and publish the general principles, structure, curriculum framework, planning of the teaching and learning process, and the assessment system for the levels of basic compulsory education and baccalaureate in the Andorran Education System. This includes both the Andorran School and any other public or private centre affiliated with the AES that offers basic compulsory education or the baccalaureate.

The curriculum framework defines four levels of application. The first level relates to the establishment of the student profile; the second, to the programme; the third, to the map of programme units, and finally, the fourth level relates to the programme units themselves.

The student profile refers to the set of competences or qualities that describe aspects such as the abilities, knowledge, values and attitudes that students must acquire by the end of the corresponding educational level.

The official documents that govern the teaching, learning and assessment of the educational levels of basic compulsory education and baccalaureate are the educational programmes for the areas of learning or subjects. These educational programmes establish the student profile and define the subject-specific and transversal competences, learning resources, expectations and assessment criteria. These are accompanied by pedagogical guidelines that support interpretation and guide application in both the school and classroom-level curricular documents.

1. Subject-specific competences are actions that integrate and mobilise an organised set of learning resources to successfully address a complex situation or real-life problem related to one or more subjects within a field of knowledge.
2. Transversal competences refer to actions that integrate and mobilise an organised set of learning resources to successfully address a complex situation or real-life problem that relates to all school disciplines or to metadisciplinary aspects.
3. Learning resources refer to the conceptual, procedural and attitudinal knowledge required to develop each subject-specific and transversal competence.
4. Expectations describe the expected level of development for each subject-specific or transversal competence at the end of each cycle or level. These expectations serve as reference-point for assessment, i.e. the learning outcomes.
5. Assessment criteria are the qualities of the subject-specific or transversal competences that enable a value judgement to be made regarding the student's development of these competences.

In this context, the learning expectations represent a contextualisation of each competence at the end of each cycle or educational level, taking into account the actions implicit in each competence, the learning resources, the assessment criteria and the development stage of the students.

[97] *Decret del 25-2-2015 d'ordenament de l'educació bàsica obligatòria del sistema educatiu andorrà. BOPA no. 17, 2015. Retrieved on 06/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=ga27017062**

[98] *Decret del 21-11-2007 d'ordenament del nivell de batxillerat del Sistema Educatiu Andorrà. BOPA no. 101, 2007. Retrieved on 08/02/2024 from* **https://www.bopa.ad/bopa/019101/Pagines/504AA.aspx**

VOCATIONAL EDUCATION AND TRAINING

The decree on organisation of the level of initial professional training and professional baccalaureate in the Andorran Education System defines the general principles, structure, curriculum framework, planning of the teaching and learning process, assessment system and procedure of accreditation of the Initial Professional Diploma and Professional Baccalaureate. It applies to any public or private school affiliated to this system that offers initial professional training level and/or professional baccalaureate.

In the case of vocational education and training, two profiles are defined: the general profile and the professional profile.

The general profile includes the set of attributes that students must develop by the end of the educational cycle. These attributes are expressed through transversal competences and certain aspects of professional competences, which contribute to overall personal development and reflect from social needs and demands of the surrounding environment. The general profile informs and guides the educational decisions of the Ministry of Education related to vocational education and training.

The professional profile defines the field of activities that develops and outlines the functions and tasks associated with a given profession. The field of activities establishes the areas in which a professional can carry out their work activities. The professional functions and tasks represent the core of the profession and are key elements in developing the professional themes of each educational programme.

The professional profile for each branch is published alongside the programme decrees.

Each programme defines both the professional profile and the general profile. It serves as the official document that governs teaching and learning at the levels of initial professional training and professional baccalaureate in the Andorran Education System. The programme defines the professional competences for each diploma and the transversal competences common to all the diplomas, organising them into tasks that are also carried out in professional activities.

The curricular elements of the vocational education and training programmes include: professional and transversal competences, the tasks associated with each competence, the professional activities linked to each task and the knowledge related to those activities. These curricular elements are accompanied by didactic guidelines that support interpretation and guide planning in schools-level and classroom-level curricular documents.

1. Professional competence is defined as an action that mobilises the necessary associated knowledge to carry out a set of tasks within the scope of a professional situation. Each professional competence is formulated using a verb that denotes a complex action and the specific object affected by that action.
2. Transversal competence is defined as an action that is common to all branches, which mobilises the necessary associated knowledge to carry out a set of tasks at the interpersonal, intrapersonal and methodological contexts.
3. A task is a set of actions that students must carry out to demonstrate the development of the competence. Each task is further broken down into professional activities.
4. A professional activity serves as the reference point for assessment and is conceived as a learning outcome directly linked to a task. It is a specific and directly observable action that describes what students must do. The professional activity must always be accompanied by the associated knowledge required to perform it.

HIGHER EDUCATION

The legal document that contains the detailed information about an accredited higher education qualification is the study programme. Study programmes are approved by government decree, after applying for it to the ministry responsible for higher education and after being accredited by AQUA.

Study programme is the document that establishes planning and organization of higher education trainings and establishes specific and horizontal competences in ECTS credits.

It contains also information about the length of the training, languages of instruction, MAQ level, access requirements and professional profile. It also includes information about learning outcomes, understood as the milestones that the student has to reach by the end of each subject. Final assessment is based on the student's results of the learning outcomes. Finally, it contains information about the assessment process.

Each Higher Education Institution must divide the study programmes of the accredited qualifications into subjects and each of these subjects must have its own teaching plan. Teaching plans give information about learning outcomes, content, description of the planned teaching and learning activities, methodology, assessment and literature.

Study programmes of accredited higher education qualifications are described in terms of European credit or ECTS. Thus, ECTS credits are linked to the competences in each study programme.

ACCREDITATION OF NON-FORMAL AND INFORMAL LEARNING

The qualifications suitable for processes of validation of non-formal and informal learning are those included in the National Qualifications Index which include accreditation of prior experience and learning (VAE) as a way for obtaining all or part of a qualification. Further detail to be found in section 7.5.

The evaluation and accreditation of professional competences acquired through work experience or through formal, non-formal or informal learning pathways are based on learning outcomes published in the relevant educational or study programme. These processes are carried out according to criteria ensuring the reliability, objectivity and technical rigour of the evaluation.

CRITERION 4 EQF-LLL AND CRITERION 4 QF-EHEA

CRITERION 4 EQF -LLL

The procedures for inclusion of the qualifications in the national qualifications framework and the descriptors for positioning the qualifications in the national system are transparent.

CRITERION 4 QF-EHEA

The procedures for including the qualifications in the national framework are transparent.

The Andorran Qualifications Framework, in Annex 1[99], classifies and organises Andorran official qualifications based on the descriptors for each level. These descriptors define the expected learning outcomes for a qualification at each level, in terms of knowledge, skills and transversal competences.

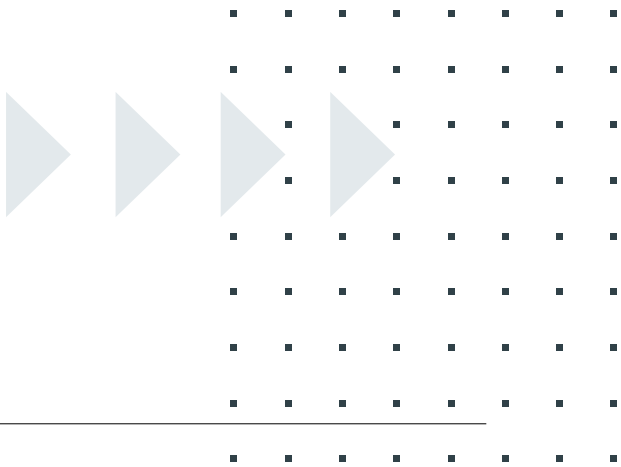
Within each level of the MAQ, various categories of qualifications can be found, depending on their focus: academic or general, vocational, professional or specialised.

The criteria for including official qualifications in the MAQ is the correlation between the learning outcomes of qualifications and the level descriptors defined at the MAQ.

Qualifications issued within the education system at non-tertiary levels are under the responsibility of the Ministry of Education. Regarding compulsory and post-compulsory non-tertiary education, the correlation is established by considering the educational programmes in each area of knowledge or subjects, the defined subject-specific and transversal competences, and the expected learning outcomes or professional activities that students are required to achieve to reach the corresponding educational level.

Professional training qualifications are included in the MAQ, based on the correlation between the learning outcomes defined in study programmes and the MAQ level descriptors.

To position qualifications at a specific MAQ level, various criteria are used to guarantee alignment between the qualification's learning outcomes and the MAQ level descriptors. These criteria consider aspects such as depth of knowledge in one specific or different fields of study as well as creativity when applying innovative solutions and autonomy, among others.



[99] *Llei 7/2023, del 19 de gener, de text consolidat de creació del Marc andorrà de qualificacions. BOPA no. 24, 2023. Retrieved on 08/02/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20230207_11_27_45**

Below is a non-exhaustive list of the aspects used as a guide when positioning a qualification at a specific MAQ level:

Learning outcome	Progression
Knowledge	For level 1 qualifications, the person is expected to demonstrate basic general knowledge. At the highest level, the person is expected to demonstrate extensive, in-depth, critical and creative knowledge, at the absolute forefront of a specific field of work as well as at the crossroad of different fields of study. Hence, the greater the complexity and variety of knowledge and fields of study or work undertaken, the deeper the knowledge required.
Know-how	For level 1 qualifications, the person is expected to apply knowledge to complete very simple, often repetitive tasks. In contrast, at the highest level, the person is expected to apply knowledge critically, creatively and systematically to question a field of studies with the goal of expanding the limits of knowledge.
Transversal competences	For level 1 qualifications, the person acts under supervision in a structured, immediate environment. At the highest level, the person becomes a reference in their field of study, leading innovation or research projects.

As for new non-tertiary qualifications, the National Qualifications Committee (CNQ), as defined in the law establishing the MAQ, is responsible for evaluating the process of positioning new qualifications in the MAQ. This positioning process follows the same criteria described in section 9.1.3.

In higher education, procedures for including and classifying accredited qualifications are regulated and information is published in the Official Gazette of the Principality of Andorra (BOPA).[100]

Higher education institutions or other bodies wishing to create a new accredited qualification in Andorra must apply for it to the ministry responsible for higher education.

The ministry in charge of higher education checks that the application is supported by the required documents mentioned in the decree and, on behalf of the Council of Ministers, sets up a meeting of experts and social stakeholders involved in the field of the qualification.

Members of the meeting discuss whether it is appropriate to create the qualification. They analyse whether the specific competences correspond with those specified in the MAQ level and with some career positions. They also verify that the qualification is aligned with the European Higher Education Area and with the social, economic and professional situation of the country.

The ministry in charge of higher education presents the results of the meeting to the Council of Ministers and requests the approval of the qualification and its further publication in BOPA.

[100] *Decret del 8-7-2020 pel qual s'aprova el Reglament d'ordenació de les titulacions d'ensenyament superior estatals. BOPA no. 91, year 2020. Retrieved on 6/2/2024 from* ***https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08***

CRITERION 5 EQF-LLL AND CRITERION 5 QF-EHEA

CRITERION 5 EQF -LLL

The system or systems to assure quality in the education system refer to the national qualifications framework or system and are consistent with the European directives and principles concerned.

CRITERION 5 QF-EHEA

The national system to assure quality in higher education refers to the national qualifications framework and is consistent with the Berlin Communiqué and any subsequent communiqués agreed by the ministers in the Bologna Process.

The national systems for quality assurance in education and training in Andorra, described in detail in section 9.3 of this report, manage both internal and external mechanisms that ensure the quality of the qualifications within the Andorran Qualifications Framework (MAQ). These systems are aligned with the national qualifications frameworks or systems.

In this regard, quality assurance in education and training in Andorra revolves around three key themes: quality assurance in compulsory education, general baccalaureate and vocational education and training, overseen by the Ministry of Education; quality assurance in higher education overseen by the ministry responsible for higher education and the Quality Assurance Agency for Higher Education in Andorra (AQUA), and quality assurance in professional training overseen by the National Qualifications Committee (CNQ). The figure below indicates in the Catalan names the Units responsible for each theme.

THEMES	UNITS
Quality assurance in compulsory education, general baccalaureate and vocational education and training	*Àrea d'Ordenament Curricular*
	Àrea d'Inspecció i Avaluació Educativa
	Àrea de Formació, Recursos Pedagògics i Innovació
	Àrea de Recursos Humans
Quality assurance in higher education	*Àrea d'Ensenyament Superior*
	Agència de Qualitat de l'Ensenyament Superior d'Andorra
Quality assurance in professional training	*Comissió Nacional de Qualificacions*

CONSISTENCE WITH THE PRINCIPLES OF QUALITY ASSURANCE IN ANNEX IV [101]

According to these principles, all qualifications corresponding to an EQF-LLL level must undergo quality assurances processes to guarantee confidence in their quality and level.

These common principles are compatible with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) of the European Higher Education Area (EHEA), and with the European Quality Assurance in Vocational Education and Training.

Details of how quality assurance of the Andorran Education System complies with the principles outlined in Annex IV are specified below.

Compulsory education, general baccalaureate and vocational education and training

Quality control of qualifications in compulsory and post-compulsory non-tertiary education included in the MAQ:

1. **Addresses the design of qualifications and the implementation of learning outcomes-based approach.**

   As mentioned in section 9.3.3, the evaluation, supervision and systematic and standardised advisory processes ensures the compliance of the educational legal framework, adding value to the qualifications included in the MAQ.

   The department responsible for quality assurance is not only involved in the design of the qualifications included in the MAQ but it also plays a central role in designing and drafting educational programmes across different levels (compulsory and post-compulsory non-tertiary education). This is done using a competence based-approach with learning outcomes serving as the reference point for evaluation.

2. **Ensures valid and reliable standardised regulations, according to agreed transparent rules based on learning outcomes, and addresses the certification process.**

   The quality assurance systems under the Ministry of Education ensure that evaluation of the compulsory and post-compulsory non-tertiary qualifications included in the MAQ is valid and reliable.

   This is achieved through various internal control processes and mechanisms such as protocols defined by technical and working committees. Further detail to be found in section 9.3.1.

3. **Contains response mechanisms and procedures for continuous improvement.**

   In order to ensure the continuous improvement and quality of the compulsory and post-compulsory non-tertiary qualifications, there are specific procedures for collecting data and evidence.

   This evidence is collected from the implementation of the qualifications, the supervision of the teaching and learning process in the schools; analysis of student outcomes, and quality controls applied in the evaluation stages, which define the continuous improvement plans. Further detail to be found in section 9.3.1

4. **Brings together all the stakeholders at all stages of the process.**

   The design of compulsory and post-compulsory non-tertiary qualifications involves collaboration of experts in curriculum organisation, international experts in teaching and educational research, and AES teachers, who bring insight into the particularities and the specific practices of education system. These collaborative processes ensure the alignment with the European recommendations.

   The Educational Inspection Unit (*Àrea d'Inspecció Educativa*) alongside with the schools are responsible for collecting the data and evidence to guarantee the quality of the qualifications.

5. **Contains coherent evaluation methods that combine self-assessment and external control.**

   Quality assurance includes self-certification mechanisms for the qualifications part of the MAQ. On the one hand, schools evaluate the implementation of the qualifications during the teaching and learning process. On the other hand, the Educational Inspection Unit is responsible for evaluating the performance of schools, teaching practices and students outcomes.

   The national and international experts involved in the design of the qualifications contribute to guarantee the assurance of external quality.

6. **Is part of the internal management, including subcontracted activities, of entities that issue qualifications corresponding to an EQF-LLL level.**

   The management and supervision of the non-tertiary qualifications fall under the responsibility of the Ministry of Education. No other certifying entities are involved. Therefore, Ministry itself issues qualifications for compulsory and post-compulsory non-tertiary education.

7. **Is based on clear and quantifiable objectives, rules and directives.**

   As outlined in principles 2 and 3.

[101] *Council of the European Union. Recomendación del consejo de 22 de mayo de 2017 relativa al Marco Europeo de Cualificaciones para el aprendizaje permanente y por la que se deroga la Recomendación del Parlamento Europeo y del Consejo de 23 de abril de 2008 relativa a la creación del Marco Europeo de Cualificaciones para el aprendizaje permanente (2017/C 189/03). Retrieved on 08/02/2024 from* **https://europa.eu/europass/system/files/2020-05/Legal%20text-ES.pdf**

8. Is supported by the appropriate resources.

Quality assurance in compulsory and post-compulsory non-tertiary education falls under the responsibility of the Department of Inspection, Quality in Education and Human Resources (Departament d'Inspecció, Qualitat Educativa i Recursos Humans) of the Ministry of Institutional Relations, Education and Universities (Ministeri de Relacions Institucionals, Educació i Universitats). Human and financial resources are provided through the education budget of the Government of Andorra.

The annual budget of the department responsible for educational quality is established according to the guidelines and projects designed to assure the quality of the qualifications included in the MAQ.

9. Includes periodical review of the existing external supervisory entities or agencies responsible for quality assurance.

The Ministry of Education is in charge of quality assurance. While a formal periodical review process has not yet been established, internal mechanisms exist within the ministry to collect evidence to guarantee the quality of the qualifications included in the MAQ.

10. Includes electronic access to the results of the evaluation.

Electronic access to the results of the evaluation of the qualifications included in the MAQ is currently not available. Instead, evaluation results are presented to stakeholders within the educational community, which allows to design improvement actions.

Professional training

Quality assurance of professional training qualifications included in the MAQ:

1. Addresses the design of qualifications and the implementation of learning outcomes-based approach.

As explained in section 9.3.3, the National Qualifications Committee (CNQ) is responsible for evaluating the demand of official status for qualifications issued in Andorra. Therefore, professional training qualifications issued in Andorra could be referenced to the MAQ at levels I, II or III and can be registered in the National Qualifications Index (RNQ).

This evaluation considers the suitability of the qualifications analysing aspects such as appropriateness of the qualification for the Andorran labour market; appropriateness of access conditions, or appropriateness of the learning outcomes for its intended purpose. Moreover, for professional training qualifications seeking registration in the RNQ, the equivalence of the defined learning outcomes with those in the MAQ for levels I, II and III must be ensured.

2. Ensures valid and reliable standardised regulations, according to agreed transparent rules based on learning outcomes, and addresses the certification process.

A valid and reliable evaluation of the procedures established in the regulation governing the granting of official status for professional training[102] qualifications is guaranteed. The regulation clearly defines the criteria used in evaluating qualifications, complying with the principles of agreement and transparency in evaluation rules. Further detail to be found in section 9.3.3.

3. Contains response mechanisms and procedures for continuous improvement.

The National Qualifications Committee (CNQ), as a quality assurance entity, establishes mechanisms to guarantee the continuous improvement through the official status renewal process, which is mandatory at least once every 10 years, according to the regulation.

Currently, the CNQ is in a phase of operational adjustment and may undergo changes.

4. Brings together all the stakeholders at all stages of the process.

The National Qualifications Committee (CNQ) is responsible for guaranteeing quality of professional training qualifications in the MAQ, and consists of representatives from all the quality assurance systems, as well as stakeholders such as representatives from the labour market, thereby ensuring a diversity of perspectives. Further detail to be found in section 9.1.3.

5. Contains coherent evaluation methods that combine self-assessment and external control.

Currently, the CNQ is in a phase of operational adjustment and may undergo changes.

6. Is part of the internal management, including subcontracted activities, of entities that issue qualifications corresponding to an EQF-LLL level.

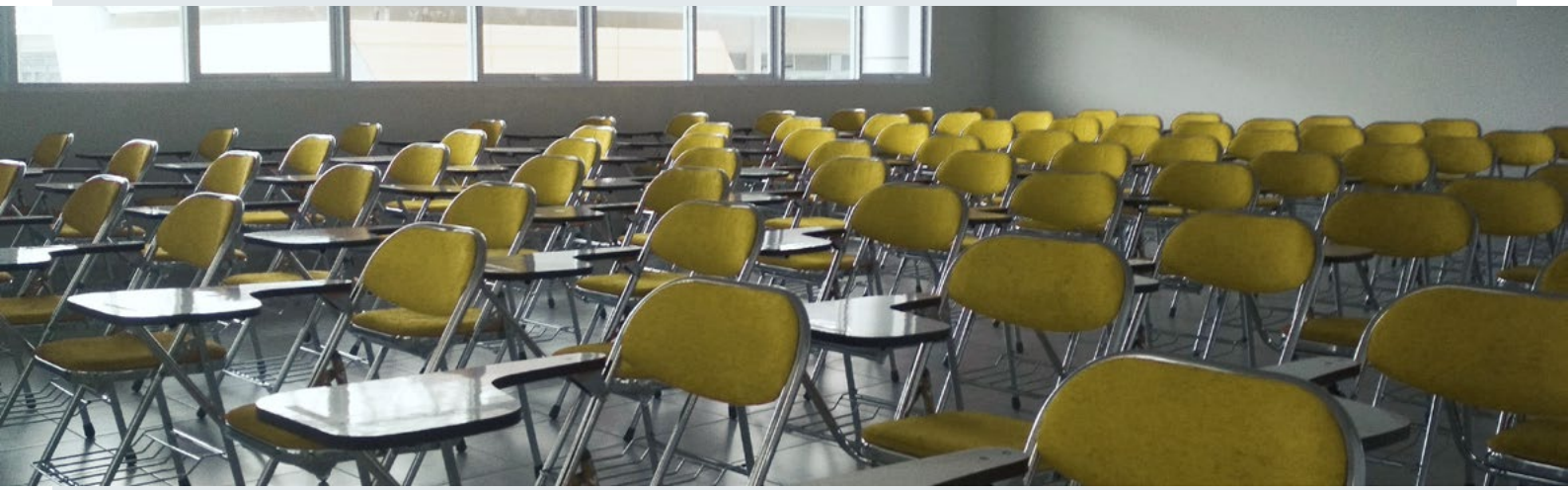
Currently, the CNQ is in a phase of operational adjustment and may undergo changes.

7. Is based on clear and quantifiable objectives, rules and directives.

The objectives, rules and directives that govern quality assurance of the professional training qualifications are clear and are set out in the corresponding regulations.

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[102] *Decret 149/2023, del 29-3-2023, d'aprovació del Reglament sobre l'atorgament oficial a les qualificacions ocupacionals i la inscripció de les qualificacions oficials en el Repertori nacional de qualificacions o en el Repertori de competències complementàries. BOPA no. 91, 2020. Retrieved on 07/02/2024 from* ***https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08***



8. **Is supported by the appropriate resources.**

   The CNQ operates under the education budget of the Government of Andorra. The annual budget of the committee is established according to the guidelines and projects required to guarantee the quality of professional training qualifications included in the MAQ.

   Hence, it is the government itself that ensures the appropriate human and financial resources to guarantee quality of the process of granting official status to qualifications included in the MAQ.

9. **Includes periodical review of the existing external supervisory entities or agencies responsible for quality assurance.**

   Currently, the CNQ is in a phase of operational adjustment and may undergo changes. Nevertheless, periodic review of quality assurance entities is identified as a planned area of development.

10. **Includes electronic access to the results of the evaluation.**

    Currently, the CNQ is in a phase of operational adjustment and may undergo changes. Nevertheless, periodic review of quality assurance entities is identified as a planned area of development.

Higher education

Higher education qualifications related to an EQF-LLL level are subject to quality assurance processes which guarantee trust in terms of level and quality of the qualifications. Quality assurance authorities are responsible for:

1. **Addresses the design of qualifications and the implementation of learning outcomes-based approach.**

   Quality assurance authorities overview the design of the qualifications included in the MAQ when new higher education qualifications are approved, as mentioned in section 9.3.2.

   The ministry in charge of higher education checks that the new qualification project presented by the Higher Education Institutions (HEI) has all the required documents and, on behalf of the Council of Ministers, sets up an ad hoc committee responsible for:

   - Considering whether it is appropriate to create a new qualification.
   - Participating in the drafting of the graduates' specific competences based on the Dublin descriptors.
   - Establishing the future career positions related to this qualification.
   - Discussing any other business related to the qualification.

   The committee is composed by, at least: one member of the ministry responsible for higher education who will chair the committee; one member designated by the institution promoting the qualification; one member designated by the ministry responsible for higher education who represents the other Higher Education Institutions in Andorra; one member designated by the competent ministry in the field of the qualification; one member designated by the professional order or association related to the qualification, and the director of the Andorran Quality Assurance Agency for Higher Education (AQUA).

   Once the creation of a new qualification has been approved, HEI are responsible to design a study programme. Study programme is divided into subjects. Each subject establishes the learning outcomes that the student must develop. As mentioned in section 9.3.2, AQUA is responsible for assessing and accrediting the quality of the study programmes at different moments - when they are approved, modified and renewed.

2. **Ensures valid and reliable standardised regulations, according to agreed, transparent rules based on learning outcomes, and addresses the certification process.**

   The evaluation process used by Higher Education Institutions and by AQUA follows a standard,

transparent and public procedure, as described in section 9.3.2. The quality assurance criteria comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and with national legislation.[103] Criteria are divided into five quality dimensions: a) Internal quality and continuous improvement, b) Activities – study programmes, c) Academic staff, d) Support resources and e) Public information.

The evaluation criteria are published in the evaluation guidelines (ex-ante and ex-post), and contain the criteria to evaluate the learning outcomes of each subject of a study programme and how these are linked to competences.

Concerning the results of the evaluations, positive reports are published on the website of AQUA, complying with the law on data protection. When decisions are negative, reports include an explanation of the reason.

3. **Contains response mechanisms and procedures for continuous improvement.**

Evaluation reports issued by AQUA include aspects such as a description of the object of evaluation, the evaluation procedure used, the results and conclusions of the evaluation, and a series of good practices and recommendations of improvement for the Higher Education Institutions. These reports are presented in person to the responsible department for quality assurance of the HEI, explaining in detail the results agreed by the evaluation committee. Main purpose is to create work dynamics to ensure that the improvements are implemented.

On the other hand, there are periodical and strategic reviews of AQUA's external evaluation processes. These processes evaluate the effectiveness and efficiency of the evaluation processes in order to define potential pathways to improve quality assurance external processes.

4. **Brings together all the stakeholders at all stages of the process.**

Both HEI, which carry out the internal quality assurance, and AQUA, which carries out the external quality assurance, have formalized participation of stakeholders in the decision-making process.

In their Internal Quality Management Systems (IMQS), HEI specify the internal quality assurance processes and procedures, they name the stakeholders in the quality management of the qualifications, they establish the role and the responsibilities of the participants, and they determine mechanisms of implementation, supervision and internal review.

In the external quality assurance processes, all stakeholders take part in the quality evaluation processes for higher education qualifications, as follows:

- The Steering Committee is responsible for approving the guides used in the evaluation processes.
- The panels of experts make the external evaluation of the reports provided by the HEI.
- The Evaluations Committee is responsible for issuing the reports to the HEI and the final decisions.
- The Appeals Committee is responsible for evaluation when an appeal is presented by the HEI.

Composition of this body:

BODIES	INTERNAL AND EXTERNAL AGENTS						
	Students	Teachers	Rectors	Representatives of the Ministry	*Consellers Generals* (MPs)	Professionals	International experts
Steering Committee	✓		✓	✓	✓	✓	✓
Evaluation Committee		✓					✓
Groups of experts	✓	✓				✓	✓
Appeals Committee	✓			✓			✓

Finally, participation of the stakeholders, higher education institutions, ministry in charge of higher education and AQUA is also guaranteed in the periodical and strategic review of the quality assurance processes.

[103] *Decret del 8-7-2020 pel qual s'aprova el Reglament d'ordenació de les titulacions d'ensenyament superior estatals. BOPA no. 91, year 2020. Retrieved on 6/2/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08**

5. Contains coherent evaluation methods that combine self-assessment and external control.

Higher Education Institutions and AQUA use rigorous evaluation methods as specified in the internal regulations of each entity, which combine self-assessment (report) and external control.

Self-assessment report is defined as an opportunity for the body in charge of internal quality of each Higher Education Institution to reflect and synthesise on the implementation of the study programme in order to highlight challenges and potential improvements. It also is a reference document that enables AQUA to support the HEI in its continuous improvement.

The external quality control is under the responsibility of the panel of experts suggested by AQUA and it is carried out through visits, interviews and the presentation of the study programme. The purpose is to learn where the study programme is taught, collect new evidence and solve potential doubts that may have arisen in the analysis of the study programme.

The panel of experts analyses the content of the self-assessment reports, of the visit and interviews, and of any supplementary or public information, and drafts a first expert preliminary report for each study programme, with non-binding recommendations.

HEI can appeal against a decision and can apply for modifications or supplementary information related to the preliminary evaluation report.

Panel of experts analyses the documents and draws up a final expert report for each study programme, which is sent to AQUA's Evaluations Committee, responsible for issuing the final evaluation report.

6. Is part of the internal management, including subcontracted activities, of entities that issue qualifications corresponding to an EQF-LLL level.

AQUA, in coordination with the bodies in charge of internal quality in each Higher Education Institution, manages the internal quality of the higher education qualifications (according to ESG 2.1).

7. Is based on clear and quantifiable objectives, rules and directives.

The framework for assessing the quality of higher education in Andorra establishes the bases for carrying out external quality assurance bearing in mind the ESG and the Andorran legislation.

The objectives of this framework are:

- To assure the accreditation and continuous improvement of higher education.
- To define the quality dimensions and the key elements that define the evaluation processes.
- To promote a quality culture in higher education.
- To progress towards a quality assurance system that is simple, modern, efficient and sustainable.

Quality dimensions are based on the ESG. These standards represent a common framework and offer basic guidelines to facilitate quality assurance and improvement in higher education in the EHEA.

The five quality dimensions have key aspects which are used as evaluation criteria. These criteria comply with the Andorran policies and legislation on higher education.

The first dimension refers to quality management and continuous improvement, moreover, indicators related to the periodical review and continuous improvement are evaluated.

The second dimension refers to the activities and study programmes. The following indicators are evaluated: description and definition of the qualification; relevance and interest of the qualification; competence profile of the qualification; career opportunities and professional rights of the qualification; design, planning and organisation of the qualification.

The third dimension refers to the academic staff. Indicators such as the professors' qualifications, their professional and research experience and competence.

The fourth dimension is about the resources and the support procedures. Indicators related to student access and admission and about learning support resources are evaluated.

The fifth dimension is public information. Indicators on the media and content are evaluated.

8. Is supported by the appropriate resources.

On the one hand, AQUA is funded by the annual contribution allocated by the Parliament - *Consell General*. On the other hand, AQUA can receive funds from its activities, occasional income from its own properties or rights, from allocations or donations coming from public and private entities, from persons and companies and from any other source of income related to its activities or functions.

A new law[104] was passed with the purpose to allow AQUA to benefit from a new source of income. This modification should contribute to adjust better to the criteria of sustainability in public finance and budget stability. Under this new legal framework, Higher Education Institutions pay for the process to have the study programmes and the evaluation of strategic plans accredited.

AQUA operates independently and it is not subject to prior authorisation of expenditure. Each year, AQUA prepares the draft budget, which is approved by the Steering Committee and then added to the budget of the *Consell General* and presented to the Government of Andorra. Finally, the *Tribunal de Comptes* is the body responsible for fiscal external review of the economic, financial and accounts management. *Consell General* oversees all the acts, documents and files that impact AQUA finances.

9. Includes periodical review of the existing external supervisory entities or agencies responsible for quality assurance.

A periodical and strategic review of the above-mentioned evaluation processes is implemented. This evaluation forms the necessary joint reflection between the Higher Education Institutions, the ministry responsible for higher education and AQUA. It is carried out at least every four years. The scope is the external evaluation processes and continuous improvement of accredited higher education qualifications. It is based on thematic analysis and evidence of effectiveness and efficiency of the evaluation processes, provided by AQUA, in which external experts also may participate.

10. Includes electronic access to the results of the evaluation.

Andorran legislation establishes that positive reports are published on the AQUA website. Negative reports must be accessible to anyone who demonstrates a legitimate interest in the evaluation decision.[105]

National system of quality assurance in higher education is coherent with the Berlin Communiqué and any subsequent communiqués agreed by the ministers in the Bologna Process.

The system of quality assurance in higher education includes the following aspects:

- Definition of the responsibilities of the involved bodies and institutions.
- Evaluation of programmes or institutions, including internal and external evaluation.
- Revision, student participation and publication of results.
- A system of accreditation, certification or comparable procedures.
- International participation, cooperation and networking (Berlin 2003).
- Adoption of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (Bergen, 2005).

As mentioned in criterion 5 of the referencing process, transparent quality assurance is assured. This transparency complies with the provisions of the Berlin Communiqué and other communiqués that have dealt with aspects related to quality.

CRITERION 6 EQF-LLL AND PROCEDURE 2 QF-EHEA

CRITERION 6 EQF -LLL

The referencing process must have the approval of the quality assurance bodies that the referencing report complies with national legislation.

PROCEDURE 2 QF-EHEA

The self-certification process must include the declared agreement of the quality assurance bodies of the country concerned, recognised through the Bologna Process.

The Inspection and Educational Evaluation Unit of the Ministry of Education, entity responsible for guaranteeing quality assurance in compulsory education, general baccalaureate, vocational education and training and lifelong learning, endorses this report's conclusions relevant to the above-mentioned levels of education.

The Quality Assurance Agency for Higher Education in Andorra, responsible for external quality assurance of higher education in Andorra, endorses the conclusions related to higher education here stated.

The letters of endorsement are appended in Annex 1

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[104] *Llei 14/2020, del 12 de novembre, de modificació de la Llei 9/2016, del 28 de juny, de creació de l'Agència de Qualitat de l'Ensenyament Superior d'Andorra (AQUA). BOPA no. 141, year 2020. Retrieved on 8/2/2024 from* **https://www.bopa.ad/Documents/Detall?doc=CGL20201125_13_08_16**

[105] *Decret del 8-7-2020 per qual s'aprova el Reglament d'ordenació de les titulacions d'ensenyament superior estatals. Art. 22.5. BOPA n0. 91, year 2020. Retrieved on 8/2/2024 from* **https://www.bopa.ad/Documents/Detall?doc=GR20200709_13_46_08**

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CRITERION 7 EQF-LLL AND PROCEDURE 3 QF-EHEA

CRITERION 7 EQF -LLL

The referencing process must involve international experts and the referencing reports must contain the written declaration of at least two international experts from two different countries on the referencing process.

PROCEDURE 3 QF-EHEA

The self-certification process will include international experts.

Two international experts have taken part in the entire process of referencing and self-certifying the Andorran Qualifications Framework with the European Qualifications Framework for Lifelong Learning and the Qualifications Framework of the European Higher Education Area, respectively.

Professor Mercè Gisbert is a professor in the Department of Pedagogy of the Rovira i Virgili University (URV) in Tarragona. She is a Doctor of Education Sciences. She has also held management posts: Vice-Rector of teaching policy and convergence in the EHEA of Rovira i Virgili University (2002-2010).

She undertook a research stay at the University of British Columbia in Vancouver (Canada) in 2011, with a "Salvador de Madariaga" grant from the Spanish Ministry of Education, and in 2015, with an ARMIF mobility grant from the Generalitat of Catalonia (the autonomous regional government). In 2019, she undertook a research stay at the Graduate School of Education of University of California, Berkeley (California, USA).

In 2014, she received the Educational Innovation Award (group category) from the Social Council of the URV, and the Jaume Vicens Vives Teaching Quality Award from the Generalitat of Catalonia. In 2018, she received the Social Impact of Research Award from the Social Council of the URV and, in 2020, one of the Research Enhancement awards from the URV.

She is a member of the following organizations: European Association for Teacher Education (ATEE), American Teacher Education (ATE), International Study Association on Teachers and Teaching (ISATT), Association for the Development of Educational Technology and New Technologies applied to Education (EDUTEC), Societat Catalana de Pedagogia.

Between 2011-2015, she was a member of the School Council of Catalonia (Consell Escolar de Catalunya), and between 2012-2019, a member of the National Culture and Arts Council of Catalonia (*Consell Nacional de la Cultura i de les Arts de Catalunya*).

Since 2021, she has been a member of the Supreme Council for Evaluation of the Education System of Catalonia (*Consell Superior d'Avaluació del Sistema Educatiu de Catalunya).*

She has collaborated on several occasions with the Agency for Quality Assurance in Higher Education (*Agència de Qualitat de l'Ensenyament Superior*) and the ministry responsible for higher education in Andorra.

Dr Sjur Bergan is an independent education expert. He was head of the Education Department of the Council of Europe in the period 2011-2022 and represented the Council of Europe in the BFUG (2000-2022). He was a member of the BFUG Working Group on qualifications framework (2004-2007) and chaired this group from 2007 to 2012; co-chaired the BFUG Working Group on structural reforms (2012-2015), and chaired the Network of National Correspondents for Qualifications Frameworks in the European Higher Education Area (2009-2012). He was a member of the EQF-LLL Advisory Council from 2008-2012 and took part as a foreign expert in the self-certification of the national qualifications' frameworks of Ireland (2006), the United Kingdom (England, Wales and Northern Ireland) (2008), and Croatia (2011).

The exchanges during the self-certification and referencing process were conducted in Spanish, which all the experts master, and in Catalan, which Mercè Gisbert masters and of which Sjur Bergan has good passive knowledge (reading, listening). All the documents were originally drafted in Catalan; Sjur Bergan reviewed the English translation of the self-certification and referencing report. Mercè Gisbert presented her written comments in Catalan and Spanish while Sjur Bergan presented his in Spanish.

Both experts affirm that the National Qualifications Framework of Andorra is completely compatible with the EQF-LLL and the QF-EHEA. Their individual, written declarations are reproduced below.

DECLARATION BY MERCÈ GISBERT

I have taken part in the technical group created to discuss and review the National Qualifications Framework of Andorra (MAQ), in which Dr Bergan and I have interacted with all the technical staff in order to establish both the structure and final content of the document. The idea was, at all times, to put ourselves in the shoes of the end users, to ensure that the text would be comprehensible, not only to those who know the topic of the qualifications frameworks but also to others who do not and need information about their educational situation and qualifications within the Andorran legal framework.

One of the strengths of the MAQ is that it brings together in a single document all the information needed to understand, from a conceptual and legal point of view and within the context of Andorra, the structure of the education system from early years to continuing education, the different fields and methods of qualifications and recognition of qualifications, the administrative process to be carried out from the point of view of the qualification and certification.

Given the complexity of the organisation of education in Andorra, where three education systems co-exist (French, Spanish and Andorran), having a reference document can be of great help to users of these systems. The MAQ clearly fulfils the function of providing a general, highly structured and ordered overview to help users understand each of the educational levels and stages.

The process of comparing and discussing the MAQ with the EQF-LLL, to achieve self-certification with the QF-EHEA, has enabled an evaluation of all available information, to present it all together and ensure coherence in the overall narrative of the MAQ and avoid potential redundancies and gaps when navigating the whole educational system, from primary education to higher education and continuing education. Equally, the exercise of comparing it with the general reference frameworks was carried out jointly by the two experts and the technical staff, and it is clear that it complies with both frameworks.

Regarding the content of the document, it is notable that a major effort has been made, not only to make it comprehensible, with tables, diagrams, flowcharts and timelines to show how to pass from one educational level to another, but also by considering newcomers to the country who need evaluation and recognition of their professional qualifications. In the same way, it also demonstrates the consideration and attention that the education system offers to anyone with some kind of special need, in assessment and diagnosis and educational intervention.

The fact that the different technical teams that work on the administrative and educational development of the various educational levels were involved in the drafting, discussion and structuring of the MAQ adds value to this document, ensuring that no detail has been overlooked and a great effort has been made to prepare the documentation that we experts have used to contribute to the final version of the document.

Ultimately, both the work done by the different technical teams and the determination of the Government of Andorra to fully integrate the principles of the EHEA and comply with the EQF-LLL and QF-EHEA frameworks ensure both the quality of the document and the guarantee that it meets the minimum requirements for the MAQ to be considered at the same level as the frameworks of the other European countries.

DECLARATION BY DR SJUR BERGAN

The Andorran National Qualifications Framework (MAQ) has been discussed in depth within the self-certification and referencing group in which I participated. The discussions have been open and sincere, I have had the impression that our Andorran colleagues have spoken openly on both the strong points and the deficiencies of the Andorran Education System, and the comments from international experts have been taken into consideration and we have reflected them throughout the whole process.

Andorra has three education systems - Spanish, French and Andorran. Although the MAQ only applies to the Andorran system, our discussions and the report reflect the complexity of the Andorran situation, one of the aspects being the possibility for students at different levels to move from one system to another. The MAQ plays an essential role in this aspect.

All the criteria for referencing the MAQ to the EQF-LLL and all the criteria and procedures for self-certifying it against the QF-EHEA have been discussed and evaluated exhaustively. Although we, the two international experts, have made contributions to these discussions, these have never questioned that the MAQ fully complies with the two general frameworks.

In developing the MAQ, a wide range of social stakeholders in Andorra have been involved, ensuring a broad consensus and support, which will facilitate its application.

The relationship between the MAQ, on the one hand, and the authorities responsible for the recognition of qualifications and, on the other, the bodies responsible for quality assurance, seems solid. I can see that, in some details, Andorra is still developing aspects of the system but, although some aspects still need to be adjusted, I am convinced that this will not change the fact that the MAQ fully complies with the EQF-LLL and the QF-EHEA.

I would also like to highlight Andorra's very convincing record in matters of integration through education. Foreign students at all levels are offered special classes to Master the language and an understanding of the cultural aspects of the country. In the case of students with disabilities, they are offered suitable measures to enable them, as far as possible, to be integrated into the ordinary school system. I believe that the MAQ will also be useful regarding this important dimension of education, which has been outlined for higher education in the principles and guidelines, to strengthen the social dimension of higher education in the EHEA.

The MAQ and its self-certification and referencing have been developed and carried out with notable competence and professionalism. I am convinced that it will help Andorra to continue being an integrated part of education in Europe, also through the EHEA for higher education.

It will also be useful for Andorran society in general, educating and preparing students for the working world and life as active citizens in a democratic society, by fostering personal development and endowing Andorra with a broad, advanced knowledge base.

CRITERION 8 EQF-LLL AND PROCEDURE 1 QF-EHEA

CRITERION 8 EQF -LLL

The competent national body or bodies must accredit the correlation of the national framework or system with the EQF-LLL. The competent national bodies, including the National Coordination Point, must publish a complete report explaining the referencing process and its supporting elements, and separately answer all 10 required criteria.

PROCEDURE 1 QF-EHEA

The competent national body or bodies must self-certify the compatibility of the national framework with the European framework.

The competent national body responsible for this report is the Ministry of Institutional Relations, Education and Universities (Ministeri de Relacions Institucionals, Educació i Universitats), as mentioned in Criterion 1. It reflects the correlation of the national framework (MAQ) with the EQF-LLL and its compatibility with the QF-EHEA. The report was approved by the Government of the Principality of Andorra.

CRITERION 9 EQF-LLL AND PROCEDURES 4 AND 5 QF-EHEA

CRITERION 9 EQF -LLL

Within 6 months of having done the referencing or updated the referencing report, the member states and other countries involved must publish the referencing report and provide the relevant information for the purpose of comparison on the corresponding European portal.

PROCEDURES 4 I 5 QF-EHEA

The self-certification and supporting evidence must separately address each of the established criteria and must be published.

The Government of Andorra will inform the European Commission once the referencing and self-certification process has been concluded and will publish the referencing and self-certification report on the official EQF platform. It will also provide the relevant information to enable comparison with other European qualifications frameworks.

CRITERION 10 EQF-LLL; CRITERION 6 QF-EHEA; PROCEDURE 6 QF-EHEA; PROCEDURE 1 QF-EHEA

CRITERION 10 EQF -LLL

After the referencing process and in accordance with the established deadlines for recommendation, all the new qualification certificates, diplomas and "Europass" documents issued by the competent authorities must clearly mention, through the national qualifications system, the corresponding level of the European Qualifications Framework.

CRITERION 6 QF-EHEA

The national framework and any alignment with the European framework must be mentioned in all European Diploma Supplements.

PROCEDURE 6 QF-EHEA

At the end of the self-certification process, this must be recorded in any subsequently issued Diploma Supplements.

PROCEDURE 1 QF-EHEA

The competent national body or bodies will certify the compatibility of the national framework with the European framework by showing the connection between the national framework and the European framework.

Once this referencing and self-certification report has been approved by all parties, the correlation of the MAQ levels with the EQF-LLL and QF-EHEA levels will be indicated in all relevant documents e.g. the Diploma Supplement.

Andorra issues the European Diploma Supplement by default and free of charge to all students who complete an accredited national qualification, doctor studies included (level 8 of the MAQ).

The responsibility for issuing the European Diploma Supplement lies with the higher education institutions.

11.

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12. ANNEX

AGÈNCIA DE QUALITAT
DE L'ENSENYAMENT SUPERIOR
D'ANDORRA

Andorra la Vella, 21 March 2024

To Whom It May Concern:

The Agència de Qualitat de l'Ensenyament Superior d'Andorra (AQUA) is the sole national agency responsible for external quality assurance in higher education in Andorra.

AQUA's central mission is to maintain the quality of higher education, consistently keeping to the standards established by the European Higher Education Area (EHEA). This mission is driven by a commitment to quality and rigour aligned with social and labour demands. AQUA fulfils its mission through the evaluation, accreditation and certification of the teaching and learning, the institutions and research, fostering continuous improvement and adhering to the principles established in the EHEA.

As the Director of AQUA, I agree with this report on referencing to the EQF and self-certification with the QF-EHEA, and support the conclusions it contains with reference to higher education.

Yours sincerely,

Signat electrònicament
Isaac Galobardes Reyes
Director AQUA

Dr. Isaac Galobardes

Director of the Agència de Qualitat de l'Ensenyament Superior d'Andorra (AQUA)

Address: C/ Dr Vilanova, 15-17, Planta -3, AD500 Andorra la Vella, Principality of Andorra
Telephone: +376 877951 / Email: ***info@aqua.ad*** / ***www.aqua.ad***

Govern d'Andorra
Ministeri de Relacions Institucionals,
Educació i Universitats

Andorra la Vella, 07 May 2024

Dear Sir/Madam,

The Inspection and Educational Evaluation Unit (*Àrea d'Inspecció I Avaluació Educativa*) of the Department of Inspection, Quality in Education and Human Resources (*Departament d'Inspecció, Qualitat Educativa i Recursos Humans*) of the Ministry of International Relations, Education and Universities of Andorra is the unit that carries out or coordinates the external quality control of education in the Andorran Education System.

It is the unit responsible for ensuring compliance with the laws, regulations and instructions that affect the organisation and functioning of the Andorran education system in each of its centres. In this respect, it must ensure respect for rights and the fulfilment of the duties and obligations of all the members of the educational community, most especially the teachers and students.

The Inspection and Educational Evaluation Unit participates in the control and evaluation of the Andorran education system, especially with regard to the organisation and functioning of the education centres, teaching practice and student performance.

As head of the Inspection and Educational Evaluation Unit, I welcome the drafting of the *National Report on Referencing of the Andorran Qualifications Framework to the European Qualifications Framework for Lifelong Learning* and approve both its content and the conclusions it contains, relating to the Andorran education system at the levels of primary and secondary education, baccalaureate, vocational education and training and lifelong learning.

Yours faithfully,

Signat electrònicament
Francesca Junyent Montagne
Inspecció i Avaluació Educativa

Francesca Junyent Montagne
Cap de l'Àrea d'Inspecció i Avaluació Educativa
Ministeri de Relacions Internacionals, Educació i Universitats



Govern d'Andorra