

Esther Huertas Hidalgo, **secretary of the Institutional and Programme Review Commission of The Catalan University Quality Assurance Agency,**

**CERTIFIES THAT:**

Based on the report of the expert panel and the discussions of the **Specific Committee for Health Sciences in its meeting on 4<sup>th</sup> June 2021, the Specific Committee for Health Sciences decides:**

1. The study programme “**Master in Transfusion Medicine and Cellular and Tissue Therapies**” offered by Universitat Autònoma de Barcelona (Spain) in cooperation with Universiteit Leiden (The Netherlands) is accredited according to the criteria and procedures defined by the European Approach for Quality assurance of Joint Programmes.

The study programme complies with the requirements defined by the European Approach for the Quality assurance of Joint Programmes and the European Qualifications Framework (EQF) in their current version.

2. The accreditation is given for a period of six years and is valid until **4<sup>th</sup> June 2027.**



**AQU CATALUNYA**

The following **recommendations** are given for further improvement of the programme:

1. To incorporate employers in the advisory board.
2. To reflect on the possibility of establishing optional subjects that allow the students to deepen in certain topics that are of interest to them.
3. To reflect more explicitly in the programme's content the specific courses or in-depth training offered to master's students.
4. Increasing the suitability for experimentation during TFM (Final Thesis).
5. To incorporate accredited FUAB (Escola Fundació UAB) teaching staff.
6. To incorporate permanent professors from the FUAB (Escola Fundació UAB).

For the record and the appropriate purposes, I issue this certificate.

**Secretary of the Institutional and Programme Review  
Commission of The Catalan University Quality Assurance Agency**



Agència  
per a la Qualitat  
del Sistema Universitari  
de **Catalunya**

DR 01/EAC

# Master Transfusion Medicine and Cellular and Tissue Therapies

## EXTERNAL REVIEW REPORT IN THE ACCREDITATION OF JOINT PROGRAMMES

Barcelona, June 2020

© Agència per a la Qualitat del Sistema Universitari de Catalunya  
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# Introduction

## Joint programme presentation

The Master in Transfusion Medicine and Cellular and Tissue Therapies (MTMCTT) is a joint programme delivered on -line by Univesitat Autònoma de Barcelona (UAB) and University of Leiden. Although, UAB has given the study programme since 2014 and it has been accredited (external evaluation) in 2018.

### Joint programme identification

<b>Name:</b>	<b>Master in Transfusion Medicine and Cellular and Tissue Therapies</b>
<b>Coordinating university:</b>	Universitat Autònoma de Barcelona (UAB)
<b>Partner universities:</b>	University of Leiden
<b>Total ECTS:</b>	60
<b>Vacancies per year:</b>	50

## External panel and review process

Table1. Composition of the external panel

Role	Name	Area of expertise	Institution
<b>Chair</b>	Merce Pallas	Medicinal Chemistry and Pharmacology of Neurodegenerative Diseases	Institute of Neurosciences. University of Barcelona
<b>Academic</b>	Erik Beckers	Internal medicine hematology	Medisch Centrum Maastricht Universitair
<b>Academic</b>	Eduardo Martinez Naves	Inmunology	Facultad de Medicina. Universidad Complutense Madrid
<b>Student</b>	Filip Bellon	Biomedicine	Institut de Recerca Biomèdica. Universitat de Lleida
<b>Professional</b>	Lisardo Boscà	Cardiovascular	Instituto de Investigaciones Biomédicas "Alberto Sols". (UAM)
<b>Observer</b>	Lineke Van Bruge	Expert European Approach	NVAO
<b>Secretary</b>	Esther Adot	External assessment	AQU Catalunya

Table 2. Site visit programme

**Preparatory panel meeting. 15<sup>th</sup> of December 2020**

Time	Activity
08:30-10:30	Evidences Review/ Key questions

**1 st Day online site visit. 18<sup>th</sup> of December 2020**

Time	Activity
08:30-09:00	Preliminary Meeting of all Cluster Inf Peers
09:00- 10:00	<b>Meeting with Programme Coordinators and management team</b>
10:00-10:15	<i>Disconnection Pause</i>
10:15-11:00	<b>Meeting with Teaching Staff</b>
11:00:- 11.15	<i>Disconnection Pause</i>
11:15- 12.00	<b>Meeting with graduates &amp; employees from previous study programme (^)</b>
12:00 -13:00	<i>Disconnection Pause + Internal work</i>
13:00- 13:15	<b>Preliminary conclusions</b>

As a result of the health situation due to the COVID-19 epidemic, the visit was carried out on a virtual basis, following the specific protocol of action for the visits prepared by AQU.

The software for the realization of the videoconferences has been Zoom, being the staff of the agency in charge of managing the process.

Nevertheless, the members of the committee would like to thank the availability and participation of the stakeholders representatives of both universities.

**Executive summary of the external review report**

<b>EA Standards</b>	<b>Assessment</b>
<b>1. Eligibility</b>	Compliant
<b>2. Learning outcomes</b>	Compliant
<b>3. Study programme</b>	Compliant
<b>4. Admission and recognition</b>	Compliant
<b>5. Learning, teaching and assessment</b>	Compliant
<b>6. Student support</b>	Compliant
<b>7. Resources: Staff and Facilities</b>	Compliant
<b>8. Transparency and documentation</b>	Compliant
<b>9. Quality assurance</b>	Compliant

## DIMENSIONS

This report is issued by the panel appointed by AQU Catalunya-the Agency for Quality of the Catalanian University System in the framework the European Approach for Quality Assurance of Joint Programmes to review the Joint Master's Degree Programme in Transfusion Medicine and Cellular and Tissue Therapies (MTMCTT), submitted by the Universitat Autònoma de Barcelona (hereinafter UAB) and Leiden University. The programme provides mainly professional and highly specialized competences.

It is a master programme of 60 ECTS, 45 ECTS correspond to compulsory subjects and 15 correspond to the Final Thesis, there are not elective subjects. The compulsory ECTS are distributed among both institutions: the University of Leiden is responsible of the 33% (15 ECTS) and the Universitat Autònoma de Barcelona is responsible of the 67% (30 ECTS).

The programme will be delivered online and students can choose to be taught in English or Spanish. It will be one group in each language.

The structure of the report presented by UAB and Leiden University includes Verifica standards. Verifica is an ex – ante assessment programme, proposals for new recognised degrees have to undergo a process of ex-ante accreditation. However, Verifica and European Approach for Quality Assurance of Joint programmes have several standards shared as it is shown in this report that it is structured on European Standards indicating their correspondence with Verifica standards.

The programme fulfils all standards, except for one requirement about the agreements of University of Leiden governing bodies supporting the join programme. Consequently, the panel assesses the overall quality of the programme as positive.

# 1. Eligibility

## 1. Eligibility

1.1. Status: Consortium institutions are recognized as HEIs by their countries. The institutions awarding the degrees ensure that the degrees belong to their respective HE system.

**Compliant**

**Compliant with conditions**

**Non-compliant**

1.2. Joint design and delivery: The programme involves all the Consortium both in the design and in the delivery of the programme

**Compliant**

**Compliant with conditions**

**Non-compliant**

1.3. Cooperation agreement: The agreement covers the Denomination, Coordination, Admissions and selection procedures, Mobility of students and teachers as well as Examination regulations, methods and degree awarding procedures.

**Compliant**

**Compliant with conditions**

**Non-compliant**

## Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

Dimension 1 « Programme Description »

The programme name must correspond with its content, it has to be consistent with its discipline and it must not lead to errors about its academic level or effects, or to confusion about its content and professional effects.

### Rationale:

The external review panel positively recognizes that the agreement among both institutions is built of renowned universities in the European higher education area that are all well-established in their national Systems. Within their national frameworks they all offer Master programmes in different fields and to different extents. Also, both institutions have a wide experience in research and teaching in the fields of transfusion medicine and tissue therapies. Consequently, the panel is very positive about the legal status of the universities as well as the fitting of a master's degree in their respective national systems.

Nevertheless, the external review panel considers that the University of Leiden should provide supporting documents from its governing bodies for the development of the joint master's degree programme.

The cooperation agreement clearly specifies the characteristics of the joint programme between UAB and Leiden university: an online course, ECTS distribution, duration, number of students and programme rules both particular and general ordinances to apply to students.

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In addition, the cooperation agreement establishes a clear responsibility definition. The discussion with the management team and master's coordinators have clarify the main issues related about the coordination between institutions and the responsibilities assumed for each one. The experience of Universitat Autònoma de Barcelona during previous editions of that Master is a strength, during the discussions with management board and teaching staff the external committee ask about different coordination aspects like monitoring the achievement of learning outcomes, the assessment methods specially referred to Final Thesis and the answers, were based in the previous experience of both institutions.

With regard on Verifica standards, the study programme denomination is completely coherent with the content, learning outcomes, and the academic and legal framework of both countries. The program is consistent with the goals specified in the self-report and is adequate to the needs of the labour market. In the justification of the study it is mentioned that in the health system of the Spanish state there is the speciality of Haematology and Haemotherapy, a specialty that does not seem to exist in the Netherlands.

### **Requirements:**

An explicitly supporting letter from University of Leiden government bodies.

*Both institutions have attached to the report letters form the government bodies supporting the study programmes.*

### **Recommendations:**

To ensure and verify that students are advised that the master is not overlapping the skills and functions of the Haematology and Haemotherapy specialist but provides additional knowledge in the field.

*Allegations review:*

*The UAB takes the commitment to make clear that difference in the public information*

## 2. Learning outcomes

### 2. Learning outcomes

2.1. Level: The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

**Compliant**

**Compliant with conditions**

**Non-compliant**

2.2. Disciplinary field: The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

**Compliant**

**Compliant with conditions**

**Non-compliant**

2.3. Achievement: The programme should be able to demonstrate that the intended learning outcomes are achieved.

**Compliant**

**Compliant with conditions**

**Non-compliant**

2.4. Regulated Professions: If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

**Compliant**

**Compliant with conditions**

**Non-compliant**

### Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

Dimension 3 « Knowledge, skills and competences»

Both the structure and the language used in the formulation of the learning outcomes are relevant, leading to a clear and adequate wording. The competence profile is appropriate both to the disciplinary field of the degree and to the level required in EQF and MECES.

#### Rationale:

Regarding the level of the competencies, learning outcomes and the contents are coherent with the master level according to Dublin descriptors.

The detailed analysis carried out by the external committee confirms the learning outcomes are very specific and oriented to professional practice. About the achievement the external committee has looked with special attention the assessment systems and coordination procedures. During the site visit, coordinators and teaching staff explained how they adapt their teaching to students needs and interests, it is clear the

## DIMENSIONS

flexibility within the programme. For each master student individual based specific courses or in-depth training can be provided. This flexibility is a great value that it should be more explicitly mentioned in the programme's content. About the assessment systems that certified the student's achievement as the programme is not running yet, the following conclusions are based in the previous UAB's study programme and the study programme proposed. The external assessment panel asked about the possibility to carry out an experimental Final Thesis. It is considered by the institutions although is a very remote option. This option is only accepted when the facilities offered by UAB and Leiden University are available, that implies that student has to move nearby. It is an area for future improvement.

Nevertheless, the main concern about the master is the possibility that the competences acquired and offered by the master were coincident with those indicated in a Spanish specialty in Haematology and Haemotherapy (Orden SCO/3254/2006 de 2nd of October). Therefore, the external committee has deep analysed the self- report, samples of Final Thesis (from the previous master version) and also during the interviews held with management board, teaching staff and employers some questions were addresses to clarify this issue. After all, it become clear that the objectives of the master are different from those indicated in the official MIR specialty in Spain, there are no conflict between them. The professional skills of this medical specialty do not overlap with those of master. The Master programme includes specific competences- which are added value and very different from haematology MIR specialisation. Also, many Spanish residents have done that Master as a previous study before the PhD.

### Requirements:

None

### Recommendations:

More explicit reference to the flexibility.

Increasing the suitability for experimentation during Final Thesis.

#### *Allegations review:*

*The institutions assure that the flexibility is on the methodology and the different levels of specification in order to assure that every study can go deeper according their interests.*

*It is not possible for the institutions to offer a experimentation Final Thesis. Also, the institutions affirm that the learning outcomes (perfil competencial) is not experimental. Even though the Committee still recommends to work in that possibility as an added value.*

## 3. Study programme

### 3. Study programme

3.1. Curriculum: The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

**Compliant**

**Compliant with conditions**

**Non-compliant**

3.2. Credits: The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

**Compliant**

**Compliant with conditions**

**Non-compliant**

3.3. Workload: The joint master amounts to 90-120 ECTS. The workload and average time to complete the programme should be monitored.

**Compliant**

**Compliant with conditions**

**Non-compliant**

### Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

- Dimension 5 «Study Programme»

The curriculum is consistent with the intended learning outcomes of the degree. An internal coherence is maintained between the intended learning outcomes and the teaching methods and training and examination activities. The structure of the curriculum allows to carry out all teaching and learning activities and allows adequate dedication of the students. Teaching coordination and supervision mechanisms are clearly defined.

#### Rationale:

Before hand, it should be considered that the present proposal is based on a previous Master, with a similar name, delivered by UAB. This previous programme achieved a positive accreditation. The wide experience achieved with the previous study programme is reflected in the current self-report that includes an extensive analysis of the relation among learning outcomes, contents and learning activities. Evidence that support the analysis and the interviews held with academic staff have shown the need and interest of that Master programme.

The study programme is coherent with teaching performance and research background of both partner universities. Also, it is expected that the research performance of both institutions will be improved by the partnership of that institution.

As outlined before, one of the strengths of the study programme is the flexibility. the syllabus structure is divided in five compulsory modules that add up 45 ECTS and Final Thesis (15 ECTS). The compulsory modules cover topics consistent with the competences and learning outcomes: blood donation (9ECTS); blood transfusion (9 ECTS), Immuno- haematology (9ECTS); Cellular and Tissue Therapy Tissue Bank (12 ECTS);

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Project Management in a Blood Tissue bank (6 ECTS). However, it is recommended to reflect on the possibility of establishing optional subjects that allow the students to deepen in certain topics that are of interest to them. It would also be interesting to increase the possibility of carrying out Final Thesis with experimental content.

### **Requirements:**

None

### **Recommendations:**

To increase the possibility of an experimental thesis

To include elective subjects.

*Allegations review:*

*(answered in standard 2)*

## 4. Student access and admission

### 4. Admission and Recognition

4.1. Admission: The admission requirements and selection procedures should be appropriate in the light of the programme’s level and discipline.

**Compliant**

**Compliant with conditions**

**Non-compliant**

4.2. Recognition: Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

**Compliant**

**Compliant with conditions**

**Non-compliant**

### Correspondence to AQU’s Guide for Joint Programmes ex-ante accreditation using the EA

- Dimension 4 «Student access and admission»

The access requirements have been correctly defined. The proposal has accessible and adequate information mechanisms prior to enrolment and procedures for welcoming and guiding new students. The planned support and guidance actions for students once enrolled are adequately specified. The criteria and procedures for the transfer and recognition of credits and prior learning experience are clear and adequate.

#### Rationale:

#### Admission criteria adequacy, suitability, and clearness (*European Approach. Standard 4 Admission and Recognition*)

The external committee considers that access requirements are clearly and correctly described. There is an adequate information on the pre-registration procedures, as well as those relating to the reception and guidance of students upon admission. However, it is recommended to assign numerical criterion to evaluate the academic record included in selection criteria that it will be useful in the event that the number of registered persons exceeds the number of places. Also, that numeric scale would allow a better evaluation of international records.

On another side, the master programme will be taught in English and Spanish, that it will be organized in two groups, one for each language. During the interviews conducted, the teaching and management staff ensured that the contents are available in both languages. Moreover, the experience gained with similar qualifications has allowed them to verify that this is a profile of international student with a high level of English. Also, UAB’s teaching staff are highly skilled in English and Leiden University mentioned that have translation mechanisms in case there is a student or teacher that need it for a Final Thesis Discussion. It is clear that visual material, references etc., will be in English but it is not clear how the students are selected on the basis of their language skills (Spanish or English). In conclusion, the External Committee recommends including in the selection criteria a higher level in both languages.

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Finally, the mechanisms and criteria for the recognition of prior learning and credit transfer are clearly explained in the self-report. However, external committee recommends a more detailed the adaptation table provided between the master that extinguishes and the master that is under ex-ante accreditation.

### **Requirements:**

None

### **Recommendations:**

To include a major level of English and Spanish in the selection criteria.

The adaptation or transition mechanisms must be improved or provided between the master that extinguishes and the master that is under ex-ante accreditation.

### *Allegations review:*

The committee welcomes the incorporation of B2 language accreditation as a admission criteria.

## 5. Learning, Teaching & Assessment

### 5. Learning, Teaching and Assessment

- 5.1. Learning and teaching: The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

**Compliant**

**Compliant with conditions**

**Non-compliant**

- 5.2. Assessment of students: The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

**Compliant**

**Compliant with conditions**

**Non-compliant**

### Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

- Dimension 5 «Study Programme»

The curriculum is consistent with the intended learning outcomes of the degree. An internal coherence is maintained between the intended learning outcomes and the teaching methods and training and examination activities. The structure of the curriculum allows to carry out all teaching and learning activities and allows adequate dedication of the students. Teaching coordination and supervision mechanisms are clearly defined.

#### Rationale:

The teaching methodology is explained in detail and consistent with the learning outcomes. Also, the supervision by module coordinators seems very rough then it is not expected deviations in the curriculum development. As it was mentioned before, it is recommended to offer an offer of optional subjects, since within the concept of the master's degree there is room for students to have the possibility to adapt their learning to their academic or professional circumstances and thus improve their skills. One possibility would be to consider face-to-face practices in blood or tissue banks, companies in the sector, etc.

The structure of the curriculum is adequate to develop all the planned teaching and learning activities. Also, it is important consider that teachers and coordinators are aware of the diversity of the student body. During the interviews they have described the guidance and actions to adapt their subjects to different student backgrounds. Also, that diversity it is an opportunity to share knowledge and experiences. The course is organized in small groups that allows participants to have a close approach. That continuous dialog with students has been an important input to design specific seminars.

Also, it is important to consider as strength the innovative tools developed for interactive participation and practical tests (group assignments, pro/con discussions, peer review of debates)

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About the final project, it is developed in the self-report. There is no doubt that the master can develop a complete offer of final projects. Nevertheless, it is recommended to work on the possibility of experimental work and the possibility of an internship from student country to Spain or The Netherlands. Then this point should be improved, by adding information.

Finally, the mobility actions are described in general terms. The programme is delivered on – line for that reason mobility is considered as an exception.

### **Requirements:**

None

### **Recommendations:**

To Include elective subjects

To include experimental work in Final Thesis.

*Allegations review:*

*(answered at standard 2)*

## 6. Student support

### 6. Student support

The student support services should contribute to the achievement of the intended learning

**Compliant**

**Compliant with conditions**

**Non-compliant**

#### Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

- Dimension 4 «Student access and admission»

The access requirements have been correctly defined. The proposal has accessible and adequate information mechanisms prior to enrolment and procedures for welcoming and guiding new students. **The planned support and guidance actions for students once enrolled are adequately specified.** The criteria and procedures for the transfer and recognition of credits and prior learning experience are clear and adequate.

#### Rationale:

It is considered that the tutoring of students is a point to highlight, an important strength that has been confirmed during the visit, the students are guided on a personal level by tutors, mentors, and lecturers. Teaching staff of both institutions show a high level of enthusiasm and commitment. The interviews to graduates from past editions, confirm that close guidance. Even there are not offered complementary contents, but it seems clear that a rough supervision by module coordinators are made to those students that need some help in updating its acknowledgements. Also, the self -report includes a specific guidance to this degree.

As mentioned, the academic staff is outstanding and directly connected with the goal of the master. Moreover, in the audience with teaching staff, the participants showed a great commitment with master's degree, and graduates from past editions have declared a high level of satisfaction with this guidance.

#### Requirements:

None

#### Recommendations:

None

## 7. Resources

### 7. Resources

- 7.1. Staff: The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

**Compliant**

**Compliant with conditions**

**Non-compliant**

- 7.2. Facilities: The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

**Compliant**

**Compliant with conditions**

**Non-compliant**

### Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

- Dimension 6 «Academic Staff»

The academic staff is sufficient and appropriate to the number of students and the characteristics of the degree.

The teaching support staff available is also sufficient and appropriate to the number of students and the characteristics of the degree.

- Dimension 7 «Material resources and services»

The material resources and services available at the university and, where appropriate, arranged with other institutions outside the university, (spaces, facilities, laboratories, scientific, technical or artistic equipment, library and reading rooms, new technologies, etc. ), are adequate to the number of students and to guarantee the acquisition of competences and the development of planned training activities, observing the criteria of universal accessibility and design for all.

### Rationale:

The study programme is based on the expertise of the teaching staff, most of them belonging to blood banks in Spain or the Netherlands, as well as institutes or university departments devoted to transfusion and cell therapies. This master is born from a national master in UAB with experts' collaboration and with high level of satisfaction both by students and academic staff participation as well as employers. The joint programme should improve this satisfaction due to the expertise added by Leiden University.

There is no doubt that institutions implicated can deliver the degree. As mentioned before, the teaching staff implicated in the master are expert in the issues taught and narrowly linked to Bank blood and tissues, as well as research centre on haematology, cell therapy or immunology. Many lecturers are involved in top-research activities and responsible for highly ranked publications. The teaching staff is highly capable to deliver the degree. Those points are evidenced in the report by the list of an important number of research projects and networks related with master programme

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However, an effort should be done linking the teachers with those investigational activities to better show the relevance of this master in its field

The master is in accordance with the development of its disciplines in the last years and is envisaged in the future and answer to market demands

The master gives a high degree of professionalism; it would be appropriate to consider incorporate employers in an advisory board in order to favours the improvement of the master according the needs of labour market

About the adequacy of academic facilities and services to the educational objectives of the degree as on line master, and the virtual classroom used "Aula virtual of UAB" is based on Moodle, a usual platform for academic issues. The self-report describes different services available from the University of Leiden, including ICT services, psychologists, counsellors, etc. However, it is recommended to indicate that the students will have access of all the teaching resources form two institutions, i.e. libraries, data base, repositories etc.

### **Requirements:**

None

### **Recommendations:**

Relations between teaching staff and research should be explicitly stated.

More explicit description about how students should have access to services of both universities.

#### *Allegations review:*

*Both institutions have provided a detailed information about the relationship between teacher staff and research projects and publications. Also, facilities and resources for learning process are described for both institutions.*

## 8. Transparency & Documentation

### 8. Transparency and Documentation

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

**X Compliant**

**Compliant with conditions**

**Non-compliant**

#### Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

- Dimension 9 «Quality Assurance system»

The structure and composition of the body or unit in charge of the quality assurance policy is adequate. The procedures for assessing and improving the quality of both teaching and teaching staff respond to established objectives.

**There are procedures for obtaining, analysing and disseminating information on student and teaching staff satisfaction and graduate job placement. That information is used for the assessment and improvement of the degree.**

The criteria and procedures for a possible extinction of the degree have been defined.

#### Rationale:

The information about admission requirements and procedures, syllabus, examination and assessment procedures are clearly specified in the self- report. Also, this information is host and maintained by UAB.

#### Requirements:

None

#### Recommendations:

None

## 9. Quality assurance system

### 9. Quality Assurance

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

**Compliant**

**Compliant with conditions**

**Non-compliant**

#### Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

- Dimension 9 «Quality Assurance»

The structure and composition of the body or unit in charge of the quality assurance policy is adequate. The procedures for assessing and improving the quality of both teaching and teaching staff respond to established objectives.

There are procedures for obtaining, analysing and disseminating information on student and teaching staff satisfaction and graduate job placement. That information is used for the assessment and improvement of the degree.

The criteria and procedures for a possible extinction of the degree have been defined.

#### Rationale:

The Internal Quality Assurance System (IQAS) from Escuela Fundacion will be implanted for that programme. The procedures are described with detail. However, it is recommended that the best practices of both universities be incorporated, in particular as regards the mentoring of students.

#### Requirements:

None

#### Recommendations:

Provide and integrate best-practices of tutoring evaluation of both institutions.

## Additional dimension 1: Justification

The interest of the degree in relation to the planning of the teachings is shown on the university map of Catalonia. The academic interest of the proposal is justified through external references (national or international). The proposal is consistent with the potential of the applicant institution and with its tradition in offering education.

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**Compliant**

**Compliant with conditions**

**Non-compliant**

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### Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

- Dimension 2 « Justification »

#### Rationale:

The external committee considers, as mentioned before, there is no doubt that institutions implicated can deliver the degree, research experience and results show a high profile of the teaching staff. The report by the list of an important number of research projects and networks related with master programme

The master is in accordance with the development of its disciplines in the last years and is envisaged in the future and answer to market demands. The external committee considers that the master gives a high degree of professionalism, to reinforce that strength, it would be appropriate to consider incorporate employers in an advisory board in order to favours the improvement of the master according the needs of labour market.

#### Requirements:

None

#### Recommendations:

To incorporate employers in an advisory board

*Allegations review:*

*The institution has the commitment to work on it.*

## Additional dimension 2: Expected results

An estimation of the most relevant performance indicators should be provided (graduation, dropout and efficiency rates) as well as a general procedure to assess the progress and learning outcomes of students.

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**Compliant**

**Compliant with conditions**

**Non-compliant**

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### Correspondence to AQU's Guide for Joint Programmes ex-ante accreditation using the EA

- Dimension 8 « Expected results »

#### Rationale:

The self – report includes the expected results for the main academic indicators. Graduation rates of 85 per cent, 15 per cent drop-out and 93 per cent efficiency are expected. These values are based on the fees obtained in the previous master's degree and are therefore very realistic.

#### Requirements:

None

#### Recommendations:

None

## Final assessment result

The external review panel should briefly present the summary of the assessment as a result of the analysis of the evidence and of the information collected during the visit to assess the joint Master in Global Challenges for Sustainability.

<b>Dimensions:</b>	<b>Assessment</b>	<b>Correspondence with AQU's standards</b>
1. Eligibility: Status, Joint design and delivery, cooperation agreement	Compliant	1. Programme Description
2. Learning outcomes: Level, Disciplinary field, Achievement	Compliant	3. Knowledge, skills & competencies
3. Study programme: Curriculum, Credits, Workload	Compliant	5. Study programme
4. Admission and recognition: Admission, Recognition of prior learning	Compliant	4. Students, access & admissions
5. Learning, teaching and assessment	Compliant	5. Study programme
6. Student support	Compliant	4. Students, access & admissions
7. Resources: staff & facilities	Compliant	6. Academic staff. 7. Material resources
8. Transparency and documentation	Compliant	9. QA system
9. Quality assurance	Compliant	9. QA system
		<b>Additional dimensions:</b>
-	Compliant	2. Justification
-	Compliant	8. Expected results

## FINAL ASSESSMENT

This External assessment committee recommends to the Institutional and Programme Review Commission of AQU Catalunya the favourable ex-accreditation of the programme evaluated with the level of "Compliant".

The Chair of the external evaluation committee states that this document constitutes the assessment report.

**Dra. Merce Pallàs**

A handwritten signature in black ink, appearing to read 'M. Pallàs', is written over a faint, light blue rectangular stamp or watermark.

**Barcelona, 2 june 2021**

Agència per a la Qualitat del Sistema Universitari de Catalunya  
December 2020



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per a la Qualitat  
del Sistema Universitari  
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