

## Decision on the Substantive Change Report by Agency for Quality of the Basque University System (Unibasq)

Register Committee

Ref. RC/C96

Ver. 1.0

Date 2023-04-19

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Decision of:	2023-04-17
Result:	Take note
Report received on:	2023-03-15
Agency registered since:	2014-04-01
Last external review report:	2019-02-21
Registration until:	2024-02-29
Absented themselves from decision-making:	n/a
Attachments:	1. <a href="#">Substantive Change Report</a>

1. The Register Committee considered the Substantive Change Report of 2023-03-15.
2. The report was submitted in the context of Unibasq's current application for renewal of registration based on a targeted review, during which some activities were identified that had not yet been reported to EQAR.

### A) Labels

3. The Register Committee took note of the additional Dual and International quality labels offered by Unibasq in conjunction with its generic accreditation renewal process.
4. The Committee noted that this is a focused complimentary/add-on review, as labels can only be awarded to programmes that already comply with the generic criteria.
5. Based on the information provided in the Substantive Change Report, the Register Committee had no prima facie concerns that the ESG are complied with.

### B) CeQuInt Certification

6. The Register Committee took note of the CeQuInt Certification offered by Unibasq in coordination with the European Consortium for Accreditation (ECA) and its other members.
7. The Committee noted that this is a focused review. Even though Unibasq carries out a separate review for CeQuInt, it is a prerequisite for

applying institutions/programmes to have undergone a generic external quality assurance beforehand.

8. Based on the information provided in the Substantive Change Report, the Register Committee had no prima facie concerns that the ESG are complied with.

### C) Ex-post evaluation of Master programmes in the Arts

9. The Register Committee took note of the ex-post evaluation of Master programmes in the Arts.
10. The Committee noted that this is a separate activity due to the separate legal status of programmes in the Arts, but mirrors exactly the “generic” ex-post accreditation process for other programmes, in the same way that the ex-ante evaluation in the Arts mirrors the “generic” ex-ante accreditation process.
11. Based on the information provided in the Substantive Change Report, the Register Committee had no prima facie concerns that the ESG are complied with.

### D) Accreditation renewal of study programmes outside the Basque system

12. The Register Committee took note of Unibasq offering accreditation renewal now also to programmes outside the Basque university system. While this was reported as a change of the ex-post accreditation renewal activity, the Committee considered this as a new activity, given that Unibasq publishes a separate handbook/regulation for it.
13. The Committee noted that the activity nevertheless mirrors exactly the ex-post accreditation process for Basque programmes, with the exception of certain regulations specific to the Basque or Spanish systems.
14. Based on the information provided in the Substantive Change Report, the Register Committee had no prima facie concerns that the ESG are complied with.
15. **The Register Committee expects that the new activities A), B), C) and D) will be analysed in full against ESG 2.1 – 2.7 as part of the forthcoming targeted review of Unibasq.**

### E) Research University Institutes

16. The Register Committee took note of Unibasq agreement with UPV/EHU to carry out evaluations of proposed research university institutes.
17. As the activity is focused on research functions and capacity of the proposed institutes, and does not touch on its education activities (these are subject to other activities within the scope of the ESG), the Register Committee concurred with Unibasq's classification that this activity is outside the scope of the ESG.

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## F) Reports on institutional agreements/University Plan

18. The Register Committee took note of Unibasq activity to produce annual technical reports on the institutional agreements made under the Basque University Plan.
19. Even though this activity includes some aspects related to teaching and learning, the Committee considered that this was primarily a quantitative monitoring/data gathering exercise, carried out by Unibasq as a contracted expert service to the Basque government.
20. The Register Committee found that this activity mostly does not meet the characteristics of an ESG activity and hence concurred with Unibasq's classification that this activity is outside the scope of the ESG.
21. **Notwithstanding the remarks under E) and F), Unibasq was found only partially compliant with ESG 3.1 previously due to the problematic presentation of "titolos propios". The clear distinction of non-ESG activities is therefore in the focus area of Unibasq's upcoming targeted review; this also includes the two new activities.**

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## EQAR Substantive Change Report

Reference #	23610136
Agency full name	Agency for Quality of the Basque University System
Agency acronym	Unibasq
Expiry of registration	29/02/2024
Contact person	Eva Fernandez de Labastida
Phone	+34945187581
Email	<a href="mailto:eva.fdzlabastida@unibasq.eus">eva.fdzlabastida@unibasq.eus</a>
Is the change you are reporting a merger that involves other organisations than the reporting agency/ies mentioned above (i.e. that are not registered on EQAR)?	No
A. Has the organisational identity of the registered agency changed? This might include: changes to the legal form or status; merger with/into another body/entity, another body/entity becoming part of the agency; changes in parent entity, if applicable; liquidation, bankruptcy or similar proceedings.	No
B. Has the organisational structure changed? This might include: role or composition of governing or managing bodies (only changes of the general composition/ membership categories – there is no need to report regular changes of individuals, e.g. when their terms end); establishment or discontinuing of governing or managing bodies; major/dramatic changes in the staffing or financial situation;	No

outsourcing of activities with significant relevance for the agency's external quality assurance activities.

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Item #74

- 1. One or several new external QA activities were introduced
  - 2. Substantive changes carried out to one or several existing external QA activities (e.g. changes to their methodology, criteria or procedures)
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For case 1. and/or 2. please describe the context that lead to the current changes in your agency's activities. For new activities, please explain if they were developed from scratch or on the basis of existing activities that were subject to the last external review.

New activities:

Labels

The Unibasq Quality Labels are voluntary acknowledgements granted by the agency at the request of the Universities in the Basque University System (SUV).

The purpose of the recognitions or Quality Labels awarded by Unibasq is to support the universities of the SUV in the improvement of a series of specific aspects relevant to their study programmes. The main objective of these awards is therefore to promote and stimulate the efforts of the SUV universities to improve their study programmes, with the secondary objective of improving the visibility of these efforts in society.

The Unibasq Quality Labels focus, in particular, on those aspects of the SUV universities' study programmes on which the university policy of the Autonomous Region of the Basque Country establishes its focus of attention and improvement. Among other issues the Unibasq Quality Labels programme is related to the Order of 27 July 2018, from the Basque Government's Regional Minister of Education, on the categorisation of official university education at

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Bachelor's and Master's level.

The awarded labels concern work based learning in a company/organisation (Dual label) and an internationalisation label.

In the Dual Label the recognition of dual learning, learning methodology that combines learning at university and at a working environment, is made. This is a review additional to the regular ex-ante accreditation procedure. The objective of this programme is to evaluate already accredited Bachelor's and Master's study programmes' to obtain recognition of "Dual Learning". The aforesaid...

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... recognition may extend throughout the whole study programme, or a part of it.

Internationalisation label: The aim of this programme is to evaluate the proposals for Bachelor's and Master's study programmes presented, in order to obtain recognition for internationalisation considering several aspects related with internationalisation.

The study programmes can apply for this recognition and the review follows the ex-ante accreditation procedure with some specific aspects to be considered for each of the labels (dual or internationalisation project developed by the study programme), then there is a follow-up during the accreditation renewal of the programmes (ex-post accreditation). For programmes under the scope of a institutionally accredited university centre, the labels awarded will be monitored during the institutional accreditation renewal.

In addition, as part member of the European Consortium for Accreditation in Higher Education

(ECA), Unibasq can coordinate reviews following the CeQuInt methodology which can be used to assess the quality of internationalisation at programme- or at institutional level. A successful assessment leads to the award by ECA of the Certificate for Quality in Internationalisation. This Certificate confirms that a programme or an institution has successfully incorporated an international and intercultural dimension into the purpose, function and delivery of its education.

Changes in activities:

Ex-ante evaluation of master programmes in the arts - The activity was only listed as the first stage of the evaluation of the programmes (desk-based review) and ...

...now the ex-post evaluation (including a site-visit) is also possible following the criteria and procedure for the renewal of accreditation of study programmes. One master programme have renewed its accreditation following this procedure.

Accreditation renewal of study programmes - it can be done abroad if requested by HEIs in other countries. The procedure is the one used in the accreditation renewal of Basque study programmes, including a site visit and with the same criteria, although the specific requirements of Basque and Spanish regulations are not taken into account, but considering the specific context of HE system. Till now two procedures have been run in Chile.

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**1. New EQA activity/ies Please specify the name of the external QA activity/-ies?**

Add a + for each new activity that was introduced.

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1	Labels
2	Certificate for Quality of Internationalisation (CeQuint)

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**The introduced activity/ies address:** study programmes or higher education institutions

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**ESG 2.1: How does the agency ensure that ESG standards 1.1 – 1.10 are effectively translated into the new external quality assurance activity? If a mapping was carried out against the ESG Part 1, please upload document below.**

In the case of the Labels (dual and internationalisation), the aspects to review are the same as in the ex-ante accreditation of study programmes including specific criteria regarding dual learning (dual learning project, % ECTS at university/company, university tutors and company mentors...) and internationalisation (internationalisation project of the programme, mobility indicators,...). Attached you can find the table of correspondence of Unibasq's main evaluation activities and the ESG Part 1.

In the case of CeQuint certificate, the framework establishes different criteria for programme and institutional reviews. The attached table shows the mapping against the ESG Part 1 taking into account that "The assessment of internationalisation is voluntary and it does not substitute existing external quality assurance or accreditation procedures. An assessment of internationalisation may be combined with regular external quality assurance procedures, but it is a supplementary and improvement-oriented service. This means that the Certificate for Quality in Internationalisation can only be awarded to programmes and institutions that have already been externally quality assured, though not necessarily at the same level." as it is explained in the framework for assessment of

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quality of internationalisation.

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**ESG 2.2: Please shortly describe how the agency ensured the methodology is fit for purpose and how were stakeholders involved in the development of the processes and criteria?**

Labels. This is part of a new initiative of the Basque Decree 274/2017 regarding official study programmes, where it is established that the Basque official study programmes will be classified in different levels under these categories: 1. Innovative methodologies based training; 2. Internationalisation; and 3. Links with companies, institutions and some other organisations. Unibasq developed the methodology for reviewing “Dual learning”, linked to the last of the categories “Links with companies, institutions and some other organisations” and for internationalisation, considering the experiences of the universities of the Basque University System. Regarding the Dual label, Unibasq is the first agency in Spain to review this kind of teaching and learning activities following the models in place in Germany, France and Norway. This initiative has been presented in different fora (ENQA General Assembly 2017 and FECIES fora 2017 and 2018) and has fostered international cooperation in this field. In addition, this label is embedded in the Basque University-Business Strategy 2022, where representatives of the universities, Basque Government and industries are present. Moreover, the dual mention for study programmes available in the Spanish Royal Decree 822/2021, regarding university study programmes, is based on Unibasq's dual label.

CeQuint certificate. The methodology was developed within the Erasmus+ project CeQuInt. The project consortium was composed of 14 partners from 11 countries, consisting of quality assurance agencies from Austria, Belgium (Flanders), Croatia, Germany (2), Finland,

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France (2), the Netherlands, Poland, Slovenia and Spain (2), the Academic Cooperation Association (ACA ) and the German Academic Exchange Service (DAAD).

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**ESG 2.3: Please provide us with a link(s) to the newly published external QA methodology and/or procedure**

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1 <https://www.unibasq.eus/en/degrees-dual/>

2 <https://cequint.eu/key-documents/>

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**ESG 2.3: If no site visits are used, how does the agency validate the evidence provided by institutions?/ If responsibility for one or several element(s) of the process is assigned to another body, how do the agency and that other body interact in implementing the process?**

Not applicable

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**ESG 2.4: Please shortly describe the review team composition, selection, appointment and training of reviewers.**

For labels same as in the ex-ante accreditation or accreditation renewal of study programmes. There is a specific Committee for Label including the perspective of academia (including the internationalisation practice) and the professional world, plus the students' perspective.

For CeQuint, the agency should appoint a panel of at least four members, including a student with international or internationalisation experience and experience in previous quality assurance procedures:

- At least two members with an unquestionable international profile;
  - At least two members not be from the country of the programme or institution;
  - At least one member should be from the HE system of the programme or institution;
  - And at least one member, not the student, should be either specifically trained by ECA for the assessment of internationalisation or should have more than three experiences in
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assessing the quality of internationalisation as a panel member.

- All panel members need to have a good command of English.

The panel should combine the following dimensions of expertise:

- Internationalisation expertise;
- Relevant experience in teaching or educational development;
- Relevant experience in QA or auditing;
- In addition, in the case of programme assessment, the panel members should provide subject- or discipline-specific expertise;
- And in the case of institutional level assessment, the panel members should provide management experience and be well acquainted with developments in the HE sector.

The panel should be independent. To this end, all panel members sign a statement of independence, no conflict of interest and confidentiality.

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**ESG 2.5: Please shortly describe what methods does the agency employ to ensure consistency in the application of its criteria?**

Same as in the accreditation renewal of study programmes.

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**ESG 2.6: Please provide us with a link to where the external QA reports for this procedure are (or will be) published:**

1

<https://www.unibasq.eus/es/titulos-sellos/dual-informes-upv-ehu/>

2

<https://www.unibasq.eus/es/informes-upv-ehu/>

3

<https://cequint.eu/awarded-certificates/ceu-cardenal-herrera-university/>

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**ESG 2.7: How does the agency handle concerns**

As in any other evaluation procedure, once the

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<p>about the conduct of its reviews process or those carrying it out (complaints)? How can a reviewed higher education institutions question the formal outcome (e.g. report, decision, judgement, recommendation) of the process? (appeals)</p>	<p>draft report is done, the university has the option to comment on factual errors, before the report is approved.</p> <p>Regarding complaints and appeals, the regular procedures are the same as in other external quality assurance activities run by Unibasq as established in Unibasq's Code of Ethics and Guarantees: <a href="https://www.unibasq.eus/wp-content/uploads/2019/10/Code_ethics_guarantees_2019.pdf">https://www.unibasq.eus/wp-content/uploads/2019/10/Code_ethics_guarantees_2019.pdf</a></p> <p>In addition, the CeQuint procedure has its own Appeals procedure regarding the final decision taken by ECA.</p>
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<p><b>ESG 3.4 &amp; ESG 3.6: How is the new activity embedded in thematic analyses and the internal quality assurance of the agency?</b></p>	<p>As in the Accreditation renewal of study programmes.</p>
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**2. Changes to existing EQA activity/-ies Please specify which of your existing external QA activities were changes? (introduce the name of the activity as listed on your agency's profile on EQAR). Add a + for each new activity that was changed.**

<p>1</p>	<p>Ex-ante evaluation of master programmes in the arts</p>
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<p><b>ESG 2.1: How does the agency ensure that ESG standards 1.1 – 1.10 are effectively translated into the revised external quality assurance activity? If a mapping was carried out against the ESG Part 1, please upload document (see end of the form).</b></p>	<p>There is a clear alignment of the ESG part 1 with the procedure as the criteria are the same as in the ex-ante accreditation of study programmes or the accreditation renewal as can be seen in the attached table.</p>
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<p><b>ESG 2.2: Please shortly describe how the agency ensured the revised methodology is fit for purpose and how were stakeholders involved in the development of the processes and criteria?</b></p>	<p>The methodology is the same as with the rest of the official study programmes for their accreditation renewal and in line with the Spanish regulations regarding master programmes in the arts. Before the procedure starts several meetings are held with the</p>
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institution to make them aware of the procedure and criteria. As in the rest of Unibasq's procedures the development of the processes and criteria and their approval was done by Unibasq's Advisory Board where stakeholders with different profiles are represented.

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**ESG 2.3: Please provide us with a link(s) to the revised external QA methodology and/or procedure**

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1	<a href="https://www.unibasq.eus/en/degrees-artistic-study-programmes/">https://www.unibasq.eus/en/degrees-artistic-study-programmes/</a>
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**ESG 2.4: Please shortly describe any changes in the review team composition, selection, appointment and training of reviewers (if different then before).**

Same as in the accreditation renewal of study programmes.

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**ESG 2.5: Please shortly describe what methods does the agency employ to ensure consistency in the application of its criteria?**

Same as in the accreditation renewal of study programmes.

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**ESG 2.6: Please provide us with a link to where the external QA reports for this procedure are (or will be) published (if different than before):**

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1	<a href="https://www.unibasq.eus/wp-content/uploads/2021/10/Informe_final_renovacion_Musikene_2021-sinatuta.pdf">https://www.unibasq.eus/wp-content/uploads/2021/10/Informe_final_renovacion_Musikene_2021-sinatuta.pdf</a>
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**D. Has the agency introduced any other new types of activities outside the scope of the ESG? These activities may include consultancy services, recognition of qualifications, reviews of non-higher education providers, evaluation of research units or research proposals etc.**

Yes

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**Please provide below some information concerning these newly introduced activities i.e. link to the procedure or methodology, target audience, separation of the activity from other activities within the scope of the ESG etc. If the agency is a unit or department of a larger organisation, please also include all newly**

University Institutes: The regulation frame for Research University Institutes of UPV/EHU approved on 19th July 2012 by the Governing Body of UPV/EHU, establishes on article 6.3.b. that in order for the creation of University Institutes to be implemented, it is required to obtain excellence in the quality of the initiative,

introduced activities of the organisation you are part of.

through a process of external evaluation. For this purpose, UPV/EHU and Unibasq have signed an agreement in which Unibasq is appointed to carry out such evaluation processes. Till date one assessment was done. It is a desk-based review where the Evaluation Committee determines the capacity of the institute to organise research. The procedure focuses on the research institute's scientific, technical or artistic interest and capacity following these dimensions:

- Strategy: Purpose, scientific need and social relevance.
- Lines of research and activities to be developed.
- Economic evaluation of the necessary human and material resources, estimated income and operating costs.
- Faculty and/or research staff of the proposed university research institute.
- Provisional regulations of the university research institute.

The procedure does not concern aspects of teaching and learning of study programmes as masters or doctoral programmes, as either the Doctoral School (for doctoral programmes) or the Faculties of the UPV/EHU (for master programmes) are in charge of the teaching and learning and of the quality assurance of these programmes. Staff involved in...

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... these research institutes could take part in the programmes.

<https://www.unibasq.eus/en/universty-institutes/>

Institutional agreements: Every four years and in the framework of the University Plan of the Basque University System, institutional agreements are signed between the Basque

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Government Department responsible for universities and each of the universities in the Basque University System. The main purpose of these agreements is to mobilise universities into achieving the specific objectives established in the regional University Plan. Every year Unibasq makes a technical report on the fulfilment on the objectives set for each of the universities. The provided indicators are aggregated at the university level and the universities provide information regarding the activities done to fulfilled the specific objectives set. In the last University Plan (2019-2022) these were the main strategic lines:

- University and Business
- Excellence research
- Education and innovative teaching methodologies
- Internationalisation
- University Community

The list of the indicators (in Spanish) can be found attached.

University Plan (2019-2022): <https://www.euskadi.eus/sistema-universitario-vasco-planes-universitarios/web01-a2hunib/es/>

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**Item #55**

[Correlation\\_Unibasq\\_Activities\\_ESG\\_ENQA\\_SAR\\_Sept2018.pdf \(142 KB\)](#)

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**Item #56**

[Correlation\\_CeQuint\\_ESG.pdf \(179 KB\)](#)

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**Item #57**

[Indicators\\_Basque\\_University\\_Plan\\_2019\\_2022.pdf \(123 KB\)](#)

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**Submit form?**

I am ready to submit the change report form

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**Last Update**

2023-03-15 14:03:55

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The alignment of Unibasq's evaluation procedures and criteria with Part I of the ESG (2015) is summarised in the following table:

**Table 1. Correlation between Unibasq's evaluation procedures and criteria and ESG part 1.**

ESG Part 1	STUDY PROGRAMMES EVALUATION				INSTITUTIONAL EVALUATION	
	EX-ANTE ACCREDITATION	MODIFICATION (*)	FOLLOW-UP	ACCREDITATION RENEWAL	DOCENTIA	AUDIT
1. Policy for quality assurance	9	9	3	3	1	1.0
2. Design and approval of programmes	2, 5 & 8	2, 5 & 8	*1	*1	2	1.1
3. Student-centred learning, teaching and assessment	5 & 8	5 & 8	1 & 6	1 & 6	2	1.2
4. Student admission, progression, recognition and certification	4	4	1.4 & 1.5	1.4 & 1.5	NA	1.2
5. Teaching staff	6	6	4	4	1, 2 & 3	1.3
6. Learning resources and student support	7	7	5	5	2	1.4
7. Information management	8 & 9	8 & 9	3 & 7	3 & 7	2	1.5
8. Public information	4	4	2	2	1 & 2	1.6
9. On-going monitoring and periodic review of programmes	8 & 9	8 & 9	1 & 3	1 & 3	2	1.1
10. Cyclical external quality assurance	*1	*1	*2	*3	*4	*5

The numbers apply to the different specific criteria, guideline or dimension to be reviewed and can be found in section 5, under every specific procedure:

(\*) In the modification procedure, the standards affected depend on the kind and depth of the planned changes.

(1\*) The ex-ante accreditation procedure is the first stage in the life cycle of study programmes, in accordance with Royal Decree 1393/2007 and its subsequent updates. Modifications may occur at any moment of the life cycle of the programme. The ex-ante accreditation procedure evaluates various aspects of the design of study programmes regarding planning, intended learning outcomes and rules for student progress and retention.

(\*2) The follow-up procedure for an official study programme requires that it undergoes a cyclical external evaluation process. This aspect is stated in the legal regulation currently in force in Spain, which includes Royal Decree 1393/2007 and its subsequent updates.

(\*3) The ex-post accreditation ("accreditation renewal procedure") procedure requires that official university study programmes must undergo a cyclical external assessment process (every 4 years for Master's Degrees and 6 years for most of the Bachelor's Degrees (exceptionally every 7-8 years for those Bachelor degrees requiring 300-330 ECTS programmes) and for Doctorate programmes). This aspect is stated in the legal regulation currently in force in Spain, which includes Royal Decree 1393/2007 and its subsequent updates.

(\*4) DOCENTIA. Certification must be renewed every 5 years.

(\*5) AUDIT. The IQAS certification requires the renewal of the certificate every 5 years.



The alignment of CeQuint standards and criteria with Part I of the ESG (2015) is summarised in the following table:

**Table 1. Correlation between CeQuint procedures and standards/criteria and ESG part 1.**

ESG Part 1	STUDY PROGRAMMES EVALUATION	INSTITUTIONAL EVALUATION
1. Policy for quality assurance	Intended internationalisation <ul style="list-style-type: none"> <li>• Supported goals</li> <li>• Verifiable objectives</li> <li>• Impact on education</li> </ul>	Intended internationalisation <ul style="list-style-type: none"> <li>• Supported goals</li> <li>• Verifiable objectives</li> <li>• Impact on education</li> </ul> Action plans <ul style="list-style-type: none"> <li>• Fitness for purpose</li> <li>• Dimensions (“International and intercultural learning outcomes”, “teaching, learning and research”, “staff” and “students” .</li> <li>• Support</li> </ul> Governance <ul style="list-style-type: none"> <li>• Responsibilities</li> <li>• Effectiveness</li> <li>• Responsiveness</li> </ul> Enhancement <ul style="list-style-type: none"> <li>• Measures for enhancement</li> <li>• Enhancing education</li> <li>• Stakeholders involvement</li> </ul>
2. Design and approval of programmes	International and intercultural learning <ul style="list-style-type: none"> <li>• Intended learning outcomes</li> </ul> Teaching and Learning <ul style="list-style-type: none"> <li>• Curriculum</li> </ul>	Intended internationalisation <ul style="list-style-type: none"> <li>• Impact on education</li> </ul> Action plans <ul style="list-style-type: none"> <li>• Dimensions (“International and intercultural learning outcomes”, “teaching, learning and research”)</li> </ul>
3. Student-centred learning, teaching and assessment	Teaching and Learning <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Teaching methods</li> <li>• Learning environment</li> </ul> International and intercultural learning <ul style="list-style-type: none"> <li>• Student assessment</li> </ul>	Intended internationalisation <ul style="list-style-type: none"> <li>• Impact on education</li> </ul> Action plans <ul style="list-style-type: none"> <li>• Dimensions (“teaching, learning and research” and “students”)</li> </ul>

4. Student admission, progression, recognition and certification	<p>Students</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Experience</li> <li>• Services</li> </ul> <p>International and intercultural learning</p> <ul style="list-style-type: none"> <li>• Graduate achievement</li> </ul>	<p>Action plans</p> <ul style="list-style-type: none"> <li>• Dimensions (“students”)</li> </ul>
5. Teaching staff	<p>Staff</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Experience</li> <li>• Services</li> </ul>	<p>Action plans</p> <ul style="list-style-type: none"> <li>• Dimensions (“teaching, learning and research” and “staff”)</li> </ul>
6. Learning resources and student support	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Learning environment</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>• Services</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• Services</li> </ul>	<p>Action plans</p> <ul style="list-style-type: none"> <li>• Support</li> </ul>
7. Information management	<p>The framework states the following: <i>“The assessment of internationalisation is voluntary, and it does not substitute existing external quality assurance or accreditation procedures. An assessment of internationalisation may be combined with regular external quality assurance procedures, but it is a supplementary and improvement-oriented service. This means that the Certificate for Quality in Internationalisation can only be awarded to programmes and institutions that have been externally quality assured, though not necessarily at the same level.”</i>, that is why it doesn’t apply these specific criteria, which are assessed in the regular accreditation procedures for study programmes.</p>	<p>Implementation</p> <ul style="list-style-type: none"> <li>• Information-driven management</li> <li>• Realisations</li> </ul>
8. Public information		<p>Implementation</p> <ul style="list-style-type: none"> <li>• Information system</li> </ul>
9. On-going monitoring and periodic review of programmes		<p>Enhancement</p> <ul style="list-style-type: none"> <li>• Measures for enhancement</li> <li>• Enhancing education</li> <li>• Stakeholders involvement</li> </ul>
10. Cyclical external quality assurance	<p>Every five years</p>	

Universidad-Empresa	1	1.1A	Nº de titulaciones oficiales que han obtenido la mención dual (grado)
Universidad-Empresa	1	1.1B	% de titulaciones oficiales que han obtenido la mención dual (grado)
Universidad-Empresa	1	1.1C	Nº de titulaciones oficiales que han obtenido la mención dual (máster)
Universidad-Empresa	1	1.1D	% de titulaciones oficiales que han obtenido la mención dual (máster)
Universidad-Empresa	1	1.2A	Nº de alumnado matriculado en titulaciones oficiales con mención dual (grado)
Universidad-Empresa	1	1.2B	% de alumnado matriculado en titulaciones oficiales con mención dual (grado)

Universidad-Empresa	1	1.2C	Nº de alumnado matriculado en titulaciones oficiales con mención dual (máster)
Universidad-Empresa	1	1.2D	% de alumnado matriculado en titulaciones oficiales con mención dual (máster)
Universidad-Empresa	1	1.3A	Nº de alumnado matriculado en titulaciones STEM (grado)
Universidad-Empresa	1	1.3B	% de alumnado matriculado en titulaciones STEM (grado)
Universidad-Empresa	1	1.3C	Nº de alumnado matriculado en titulaciones STEM (máster)
Universidad-Empresa	1	1.3D	% de alumnado matriculado en titulaciones STEM (máster)

Universidad-Empresa	1	1.4A	Tasa de empleo encajado (grado)
Universidad-Empresa	1	1.5A	Nº de solicitudes de patentes EPO y PCT
Universidad-Empresa	1	1.5B	Nº de solicitudes de patentes EPO y PCT por cada 100 PDI EJC
Universidad-Empresa	1	1.6A	Ingresos bajo contrato (Miles €)
Universidad-Empresa	1	1.6B	Ingresos bajo contrato (Miles €) sobre el total PDI EJC
Universidad-Empresa	1	1.7A	Nº de empleos de alta cualificación en las empresas creadas en los últimos cuatro años

Investigación de excelencia	2	2.1A	Nº de personal investigador Ikerbasque adscrito (Research Fellows)
Investigación de excelencia	2	2.1B	% de personal investigador Ikerbasque adscrito Research Fellows sobre el total PDI (EJC)
Investigación de excelencia	2	2.1C	Nº de personal investigador Ikerbasque adscrito (Research Associates)
Investigación de excelencia	2	2.1D	% de personal investigador Ikerbasque adscrito Research Associates sobre el total PDI (EJC)
Investigación de excelencia	2	2.1E	Nº de personal investigador Ikerbasque adscrito (Research Professors)
Investigación de excelencia	2	2.1F	% de personal investigador Ikerbasque adscrito Research Professors sobre el total PDI (EJC)

Investigación de excelencia	2	2.2A	Nº de tesis defendidas
Investigación de excelencia	2	2.2B	Nº de tesis defendidas por cada 100 PDI (EJC)
Investigación de excelencia	2	2.3A	Nº de tesis defendidas con mención internacional
Investigación de excelencia	2	2.3B	% de tesis defendidas con mención internacional
Investigación de excelencia	2	2.4A	Nº de grupos de investigación excelentes (Grupos A según convocatoria del GV)
Investigación de excelencia	2	2.4B	% de grupos de investigación excelentes (Grupos A según convocatoria del GV)

Investigación de excelencia	2	2.5A	Nº de publicaciones científicas (Scopus)
Investigación de excelencia	2	2.5B	Nº de publicaciones científicas (Scopus) sobre el total PDI (EJC)
Investigación de excelencia	2	2.5C	Nº de publicaciones científicas (WoS)
Investigación de excelencia	2	2.5D	Nº de publicaciones científicas (WoS) sobre el total PDI (EJC)
Investigación de excelencia	2	2.6A	Nº de publicaciones científicas en el primer cuartil SJR (Scopus)
Investigación de excelencia	2	2.6B	% de publicaciones científicas en el primer cuartil SJR (Scopus)



Investigación de excelencia	2	2.7A	Nº de copublicaciones científicas internacionales (Scopus)
Investigación de excelencia	2	2.7B	% de copublicaciones científicas internacionales (Scopus)
Investigación de excelencia	2	2.7C	Nº de copublicaciones científicas internacionales (WoS)
Investigación de excelencia	2	2.7D	% de copublicaciones científicas internacionales (WoS)
Investigación de excelencia	2	2.8A	Nº de ayudas obtenidas del Consejo Europeo de Investigación (ERC o futuras ayudas equivalentes) obtenidas en el año
Investigación de excelencia	2	2.8B	Nº de ayudas obtenidas del Consejo Europeo de Investigación (ERC o futuras ayudas equivalentes) obtenidas en el año por cada 1.000 PDI (EJC)

Formación	3	3.1A	Tasa de abandono en grado
Formación	3	3.1B	Tasa de abandono en máster
Formación	3	3.2A	Tasa de idoneidad en la graduación en grado
Formación	3	3.2B	Tasa de idoneidad en la graduación en máster
Formación	3	3.3A	Nº de PDI que imparte docencia acreditado en Docencia o equivalente
Formación	3	3.3B	% de PDI que imparte docencia acreditado en Docencia o equivalente

Internacionalización	4	4.1A	Nº de alumnado que participa en programas de movilidad en el extranjero (grado)
Internacionalización	4	4.1B	% de alumnado que participa en programas de movilidad en el extranjero (grado)
Internacionalización	4	4.1C	Nº de alumnado que participa en programas de movilidad en el extranjero (máster)
Internacionalización	4	4.1D	% de alumnado que participa en programas de movilidad en el extranjero (máster)
Internacionalización	4	4.2A	Nº de alumnado internacional matriculado en grado
Internacionalización	4	4.2B	% de alumnado internacional matriculado en grado

Internacionalización	4	4.2C	Nº de alumnado internacional matriculado en máster
Internacionalización	4	4.2D	% de alumnado internacional matriculado en máster
Internacionalización	4	4.2E	Nº de alumnado internacional matriculado en doctorado
Internacionalización	4	4.2F	% de alumnado internacional matriculado en doctorado
Internacionalización	4	4.3A	Nº de PDI acreditado en idiomas no oficiales (Nivel C1)
Internacionalización	4	4.3B	% de PDI acreditado en idiomas no oficiales (Nivel C1)

Comunidad Universitaria	5	5.1	% de población de 25-64 años con educación terciaria
Comunidad Universitaria	5	5.2A	Nº de mujeres PDI
Comunidad Universitaria	5	5.2B	% de mujeres sobre el total del PDI
Comunidad Universitaria	5	5.3A	Nº de mujeres (grado, máster y doctorado)
Comunidad Universitaria	5	5.3B	% de mujeres sobre el total del alumnado (grado, máster y doctorado)
Comunidad Universitaria	5	5.4A	Nº de mujeres matriculadas en titulaciones STEM (grado y máster)

Comunidad Universitaria	5	5.4B	% de mujeres sobre el total del alumnado matriculado en titulaciones STEM
Comunidad Universitaria	5	5.5A	Nº de PDI bilingüe
Comunidad Universitaria	5	5.5B	% de PDI bilingüe sobre total PDI
Comunidad Universitaria	5	5.6A	Nº de alumnado que realiza formación en Euskera (grado)
Comunidad Universitaria	5	5.6B	% de alumnado que realiza formación en Euskera (grado)
Comunidad Universitaria	5	5.6C	Nº de alumnado que realiza formación en Euskera (máster)

Comunidad Universitaria	5	5.6D	% de alumnado que realiza formación en Euskera (máster)
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