



Acreditadora  
Nacional de  
Programas de  
Arquitectura y  
Disciplinas del  
Espacio  
Habitable A.C.

# Acreditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable A.C.

## General Framework for the Accreditation Processes of Architecture Programs of ANPADEH 2019 <sup>1</sup>

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<sup>1</sup> This document takes the approaches established in the General Reference Framework for the Processes of Accreditation of Superior Type Academic Programs, version 3.0





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### PRESENTATION

The processes of globalization in today's society have led to substantive changes in the economic, social and political spheres, among others. International agreements for the exchange of goods and services require regulatory frameworks that guarantee the quality of inputs, processes and products in such a way that patterns of comparison can be established between organizations and between countries that guarantee a convenient and effective exchange between the nations and the companies. In the field of education and professional services, this impact has been significant to the extent that it is necessary to establish new parameters that allow students, graduates and professionals to have national and international levels of competitiveness that meet the requirements for a globalized world. In Mexico, processes that support the maintenance of the quality of higher education as part of globalization have been established for the accreditation of educational programs. In the case of architecture and the disciplines of living space, the National Accreditor of Architecture Programs and Disciplines of the Habitable Space (ANPADEH) was integrated to carry out these processes.

Educational policies in Mexico and other countries in the last two decades are associated with the two major global geo-economic movements of the early 1990's. In first instance, the integration of the European Union (EU) and secondly, the North American Free Trade Agreement (NAFTA). The Treaty of the European Union goes beyond the economic sphere because political and social orientations may be observed towards the formation of a European society that shares its common historical and cultural values. NAFTA, which is definitely focused on economic ties between the three countries involved (Mexico, the United States and Canada), has its political and social effects, but these are considered to be natural derivatives of the process of economic interaction. In the beginning, NAFTA did not include the field of higher education as part of the negotiations; however, given the importance of the sector (perhaps taking the Maastricht Treaty as a reference), parallel meetings were held to design the agreement criteria and include them in the general treaty. The intention of cooperation in the education sector between the three countries is registered in the so-called Wingspread Agreement.

Educational policies in Mexico and other countries in the last two decades associated with ANPADEH as the body endorsed by the Council for the Accreditation of Higher Education (COPAES) to grant in Mexico the accreditations to educational programs that meet the quality parameters established in their referenced regulatory framework. The achievement of accreditation means recognition of quality, but also implies an institutional commitment to continue with the processes of continuous improvement in the interests of a better education for the formation of competitive professionals in the fields of Architecture and the disciplines of the habitable space.

It is relevant to point out that ANPADEH belongs to the Canberra Accord (CA) as a founding member since April of 2008, whose objective is to facilitate the mobility of professional architecture education credentials (documents proving completion of studies: certificate of studies, professional examination certificate, professional title) among the countries whose accreditation bodies signed the agreement. To this end, the CA makes a periodic review of its





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members to verify the maintenance of the quality of their corresponding educational systems, respecting the particular characteristics of each of them, and whose parameters are based on documents that have been developed by the *International Union of Architects (UIA)*. ) and the *International Network for Quality Assurance Agencies in Higher Education (INQAAHE)* as relevant organizations worldwide, the first in the discipline of architecture and the second in terms of quality assurance for agencies in higher education.

ANPADEH retakes its objectives from the *UNESCO / UIA Charter of Architecture Education (2017:4)*: "... in the first instance, for the creation of a global network of architectural education within which individual achievements can be shared by all and that it will enhance the understanding that architectural education constitutes some of the most significant environmental and professional challenges of the contemporary world." The second supporting document of the CA is the *UIA Accord on recommended International Standards of Professionalism in Architectural Practice (2014:2)*: "... the result of the cooperative endeavor of the international community of architects to objectively establish standards and practices that will best serve community interests. The Accord and Guideline documents are intended to define what is considered best practice for the architectural profession and the standards to which the profession aspires..."

ANPADEH's mission is to evaluate the quality of education in the fields of its concern with social and institutional relevance; likewise, its commitment is to look for ways that contribute to the best education of Architecture and Disciplines of the Habitable Space and its vision as an accrediting body is to monitor the quality of educational processes with efficiency, objectivity, equity and transparency. ANPADEH seeks to ensure that institutions meet quality objectives with international standards.

The quality of education in Architecture and Disciplines of the Habitable Space is related to the relevance and pertinence of the knowledge, skills, attitudes and values acquired by the students, and on the other, with the efficiency of the inputs and the effectiveness of the results and products derived from the educational program; that is why ANPADEH's evaluations cover both, the aspects related to the curriculum and those associated with the institutional normative-administrative structure that provides the necessary support for the operation of the educational program and the evaluation of results.

### INTRODUCTION

The accreditation of an academic program of a higher degree is the public recognition granted by an accrediting body external to the institution of higher education and formally recognized by COPAES, in the sense that the program meets previously established criteria, indicators and quality standards by the accrediting body, regarding its structure, operation, inputs, processes and results; also taking into consideration that it has a social relevance, that is to say that its students become factors of innovation in the development of the country, in the face of constant global change and for ANPADEH according to those indicated by the CA and the UNESCO / UIA Charter.

The objectives of the accreditation of academic programs are:

- Publicly recognize the quality of the academic programs of higher education institutions and promote their improvement.





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- Encourage higher education institutions, through their programs, a culture of continuous improvement (quality assurance).
- Encourage that the performance of academic programs achieve national and international quality parameters.
- Promote communication and interaction among sectors of society in search of a higher education in accordance with present and future social needs.
- Provide society with information about the quality of higher education programs.

### I. CHARACTERISTICS OF THE ACCREDITATION

Accreditation of academic programs has as its main objective to recognize the educational quality and promote its improvement.

By constituting a guarantee of quality, the accreditation of academic programs allows society to be informed about quality programs and the institutions that provide them, as well as to guide the decisions of the federal and state governments, authorities of the education sector, educational institutions, employers, parents and students, among others.

To the government and the educational authorities it allows them to identify institutions and programs that are the best to allocate economic support, taking into consideration their quality.

To the educational institutions, the accreditation brings them as benefits, the improvement of the academic programs when attending the recommendations of the accrediting bodies; public recognition as institutions of academic prestige; and access to institutional support programs that contribute to the integral improvement of its human capital, equipment and infrastructure, among others. However, the most important improvement is that the institution is organized to meet its strategic objectives with a focus on continuous quality assurance.

In regards to the employers, it allows them to participate and have information regarding the quality of the programs to maintain relationships that allows them to adequate linkage - continuing education and joint projects - and to receive competent professionals in their working spaces.

For parents, the fact that a program is accredited guarantees them that they meet the quality standards that will positively influence the professional development of their offspring.

To the students, it gives them the certainty that what is learned is pertinent and updated; it also gives them the opportunity to get scholarships, mobility to other national and foreign higher education institutions, as well as to continue with postgraduate studies. In the specific case of architecture, this process is facilitated with the provisions of the Canberra Agreement.

The accreditation of an academic program requires a process that should be characterized to be:





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Voluntary

Integral (inputs, processes, products and results of the program)

Objective and transparent

Ethical and responsible

Temporary (valid for five years)

Trustworthy

The accreditation process should always be carried out based on the recognition of existing institutional diversity

## II. EVALUATION PROCESS FOR ACCREDITATION PURPOSES

The ANPADEH process for the evaluation for accreditation purposes resumes the basic guidelines issued by COPAES to standardize the criteria among the accrediting agencies. The disciplinary fields of Architecture and the Disciplines of the Habitable Living Space subject to evaluation are: Architecture, Urbanism, Urban Planning, Environmental Design, Landscape Architecture, Interior Design and Restoration of Built Heritage.

The stages of the process are: application, evaluation of the relevance of the application, signing of the contract for the provision of the services, participation in the orientation workshop for the preparation of the self-study, delivery of the self-study, on-site evaluation visit, opinion, handover of recognitions and process feedback workshop, and finally, follow-up visits to review the continuous improvement plan and delivery of periodic reports.

Each of them is explained below.

### 2.1. Application for accreditation and relevance evaluation.

The Official Representative of the Higher Education Institution (IES) must request the accreditation of the academic program to the ANPADEH. As a reference to locate the name of the program, you may consult the Mexican Classification of Study Programs by Academic Formation fields 2011.

For a program to be subject to accreditation by an organization recognized by COPAES, it is required that:

- Have the Official Register of Validity of Studies (RVOE) in the case of private higher education institutions, or the Authorization Agreement, Incorporation or recognition of the validity of studies in the case of public universities.
- To be educational programs of higher technical level university, professional associate, professional license or degree.
- Have a generation of graduates with more than one calendar year.





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- d) The curriculum has been previously sent by the IES to ANPADEH.
- e) Indicate the subsystem or type of higher education institution in which the program is taught.
- f) Indicate the register of the program
- g) Specify the type of studies in which the academic program is taught
- h) In the case of a degree in architecture, education must be of a period equivalent to 5 years of full time study, and of 400 credits according to the ANPADEH system.
- i) The Educational Curriculum must correspond to the Indicative Curriculum established by the ANPADEH, and the UNESCO / UIA Charter for Architectural Education.
- j) Curricular map that establishes the credits required by the ANPADEH, and in its case, the calculation criterion for the conversion.

### 2.2. Signing of the contract for the provision of services.

Once the application has been accepted, the IES and the ANPADEH must sign a contract for the provision of services, specifying the terms and conditions (costs, times, evaluation process, activities to be developed, as well as the acceptance of the policies of the Notice Of Privacy).

### 2.3. Orientation workshop for the formulation of the Self-study Instrument.

Once the application is accepted, the Orientation Workshop will take place at the ANPADEH facilities.

### 2.4. Self-study

The self-study requires a high degree of participation of the academic community of the program. The ANPADEH must send the complete self-study instrument for its response and be sent by the IES within the period indicated in the announcement, which will be reviewed by the accrediting body to proceed to the on-site visit by the ANPADEH team; In case it is incomplete, it will be communicated to the IES, establishing new deadlines for its complete delivery.

### 2.5. On site evaluation visit.

The on-site visit will be carried out by an Evaluating Team (ET) conformed by a Coordinator member of the Technical Committee, two academic peers, a graduate of the IES and a professional representative, who according to the preliminary program, will agree the final agenda for the completion of the visit with the authorities of the IES and the link designated by them.

The purpose of the Site Visit is to verify whether the information provided in the self-study has the evidence required for the evaluation for accreditation purposes. In the case of missing information, additional information may be requested on site.





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The ET will require a space for its exclusive use (control of access by the team), adequate to develop the activities and actions in a comfortable, safe and easily accessible manner; must have updated computer equipment, basic stationery, internet access and printing. In this space, the documentary evidence of the self-study should be accessible. Should have refreshment service twice a day

The activities and actions that the ET will carry out consist of:

- Review of evidence that show the veracity of the information (physical and / or digital)
- Interview with institutional and specific authorities of the program.
- Tour, observation and evaluation of academic activities shown in the student work Exhibition as the fundamental axis of outcome evidence.
- Tour, observation and evaluation of academic activities in classrooms, workshops, laboratories.
- Tour, observation and assessment of the infrastructure that supports the program (classrooms, laboratories, computer areas, cubicles, library, workshops, sports facilities, among others)
- Interview with representatives that intervene in the various processes of the academic program to verify what is stated in the self-assessment study.

The conclusion of the visit according to the established agenda consists of filling out the Evaluation Instrument Report and On-site Observations in a collegiate manner, with a closing ceremony that includes the sealing and signing of envelope with documental information of the visit by the authorities and liaison of the IES and ANPADEH through the team, being the coordinator of the same, the person in charge of delivering the file to the central offices of ANPADEH.

In case that it is considered that there is an anomalous situation or some improper conduct on the part of the ET, of any member or members of the same, the IES must report it immediately to the ANPADEH in the following manner:

- Firstly, communicate by telephone to the offices of ANPADEH, either with the Executive Director or the President, to inform them of the situation considered inappropriate.
- In case such situation cannot be solved by telephone and at that moment, one or more of the following actions may be taken:
  - In case it's a member of the ET that is considered to have any improper conduct, ANPADEH may replace or withdraw that person from the on-site evaluation process.
  - In the event that there is an abnormal situation on the part of the ET, ANPADEH may suspend the on-site evaluation process, which must be carried out at another time in agreement with the IES.
  - In the event that there are no adequate conditions to carry out the process due to differences between the ET and the IES, ANPADEH may suspend the on-site evaluation process, which must be carried out at another time in agreement with the IES, establishing for this purpose the conditions that must be covered between both parties, IES and ANPADEH.
  - In any of the above cases, relevant evidence (report, minutes, argued with photographs and regulations) must be obtained and established to support the situation that has arisen, preferably with the approval of both parties that will serve as support for any subsequent action.





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- In the event that the IES considers that the appropriate course was not given to its disagreement, due to any anomalous situation or any improper conduct on the part of the ET or its member (s), the IES will have to elaborate and send an official letter to the ANPADEH, with the details of the preceding.
- Without any of the evidences indicated in these cases, the IES cannot argue any type of anomalous situation by the ET, or improper conduct by any of its member (s), as a basis for a review for nonconformity in case of not having obtained the status of "accredited".

### 2.6. Evaluation Decision

The Evaluation Decision is determined by: opening of files, review of the report and evaluation instrument for its systematized evaluation and thus issuing according to ANPADEH parameters the Evaluation Decision, with two possibilities, "accredited program" or "non-accredited program", which will be notified to the IES by the directives, after ratification by the General Assembly of Associates (AGA).

When a program has been accredited, it will be notified of the result and will receive proof of accreditation valid for five years, while addressing the recommendations through the development of the improvement plan of the IES, which will be surveyed with the annual reports and the schedule of follow-up visits.

In case the program has not been accredited, the result of the Evaluation Decision of the accreditation process, the reasons, as well as the recommendations to implement the Continuous Improvement Plan are communicated to the IES.

Once a document has been sent accepting the Evaluation Decision "not accredited" by the IES to ANPADEH, it is possible to assume the commitment of the IES to construct the Improvement Plan immediately to address the substantive part of the recommendations in the short term, requesting a later visit to verify said compliance and, if applicable, obtain the condition as "accredited".

- The visit is carried out by a team.
- Progress of the improvement plan is reviewed.
- A report is elaborated.
- It is submitted to an Evaluation Decision.
- The result is communicated to the IES.

In case of not agreeing with the Evaluation Decision of "not accredited", the IES has the right to dissent through a review resource whose request, process, characteristics and requirements are the following:

An IES may request such appeal to review the result of the Evaluation Decision<sup>2</sup> regarding an evaluation visit. The IES must prepare well-founded and motivated evidence that demonstrates the assumption:

- the decision is not supported by factual evidence cited in the file or,

<sup>2</sup> Reconsiderations cannot be requested due to the fact that the IES has not provided information to ANPADEH and / or the evaluation team in a timely manner.





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- The review team or (EE) did not substantially comply with the established norms and procedures, and any other type of irregularity that significantly affected the decision.

The reconsiderations are conducted by members of ANPADEH, and an observer from COPAES may be present. The submission of a reconsideration request automatically delays the application of the evaluation decision. All reconsiderations are conducted with respect to the on-site evaluation report and without a hearing.

### A. Initiating a reconsideration:

1. The reconsideration must be requested by the official representative of the IES within 30 days of receiving the opinion of the evaluation by ANPADEH
2. The request is sent to ANPADEH.
3. The request must identify the inaccurate or insufficient facts cited in the Evaluation Decision that support the decision and / or evidence that the ET did not comply with the established rules and procedures and that such failure significantly affected the decision of the evaluation. Applications without evidence will not be accepted.
4. The request must be sent by email to ANPADEH.
5. All days are referred to regular calendar days

### B. Reconsideration Process.

1. Upon receiving the request, ANPADEH appoints a member of the original ET and one or two members of the Technical Committee who did not participate in the evaluation team to carry out the reconsideration until its conclusion. ANPADEH may request an observer from COPAES.
2. 1. The Reconsideration Team (RT) sends the Reconsideration Review Request to the ET and requests a written response to the statements of incorrect or insufficient evidence and / or failures of the ET comply with the established procedures.
3. The RT, using the Evaluation Report, the self-evaluation of the IES, the Reconsideration Request of the IES and the response of the ET, will prepare a written analysis of the facts.
4. The written analysis is sent to the IES and the ET and then the Reconsideration Request is added to the agenda for the next scheduled meeting of the General Assembly of Associates or for a special meeting of the same.
  - I. The item on the agenda will include the following background material:
    1. The ET Report.
    2. The self-evaluation by the IES.
    3. The request for reconsideration by the IES.
    4. The ET Response.
    5. The analysis of the Reconsideration Team (RT).





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- II. If a member of the General Assembly of Associates is a representative of the IES, he is excused from the deliberations.
- III. The members of the General Assembly of Associates review the file and determine if the decision of the evaluation should be reconsidered. The majority of the members of the AGA must vote in favor of a motion to reconsider the decision.
- IV. Reconsideration of the evaluation decision.
  1. If the motion for reconsideration is approved, a new motion will be made on the type of evaluation action.
  2. Any new motion regarding the review decision should be based solely on the documents provided in the report.
  3. Any new motion regarding the decision to reconsider the evaluation must have a unanimous vote, minus one, in favor to pass.
- V. No less than seven calendar days after the meeting where the evaluation decision was reconsidered, ANPADEH must send the decision to the IES. This letter will include the reasons that support it as registered by the General Assembly of Associates.
- VI. The decision is final and cannot be reconsidered

### C. Costs

All costs must be covered by the IES that requested the reconsideration; these include transportation, lodging and food, among others (Travel expenses).

In the event that the IES that has submitted a complaint requests the intervention of COPAES, to continue in disagreement with the opinion issued by ANPADEH; COPAES, in accordance with the documentation and reports submitted, can request ANPADEH to carry out a new evaluation process for accreditation purposes, in which case COPAES may designate one or several observers for the different stages of the process. Once the final opinion has been issued, its result will be final and without an appeal. In this case, it should be noted that COPAES may issue recommendations to both ANPADEH and the IES.

At the end of the accreditation process, ANPADEH may send a survey regarding the accreditation process to the IES.

On the other hand, ANPADEH must send the following documents to COPAES monthly:

1. The report of accredited programs with data related to IES: institution; campus; school or faculty; state and municipality; regime of the institution (public or private); name of the program; modality; enrollment; if it is accreditation or re-accreditation; the period of validity of the accreditation; and the code granted by COPAES.
2. The records of accreditation of each program stated in the report, through electronic means, in PDF format
3. A report on the recommendations: lists by program, terms of compliance, progress and follow-up reports.





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4. A list of academic programs that are in the process of accreditation indicating the stage they are in (application, self-evaluation, external evaluation and Evaluation Decision).
5. Report of the non-accredited programs, attaching a copy of the Evaluation Decision, in PDF format.
6. Information of the programs accredited to foreign IES for informative purposes.

This documentation will allow COPAES to prepare the official monthly report of programs in the accreditation process, accredited and non-accredited, which will be published on the COPAES website; It is also the official report that is sent to the DGESEU for its corresponding publication.

The academic programs published on the website will have the following status classification:

1. In process: Academic programs that are in one of the various stages of the evaluation process (application, self-evaluation, external evaluation and evaluation decision).
2. Unsubscribed: It means that the academic program is in liquidation or extinct.
3. Expired: Academic programs that have their validity expired for more than 18 (eighteen) months.
4. Extension: Those academic programs that are within the period of 18 (eighteen) months after the expiration of the accreditation granted, so that they may complete the re-accreditation process.
5. Accredited: Academic programs that in the Evaluation Decision obtained the status of accredited.
6. Not accredited: Academic programs that were ruled as not accredited.

### 2.7. Recognition delivery and process feedback workshop

A formal ceremony will be held at the ANPADEH facilities to deliver the Accreditation Awards of the evaluated programs as well as the members of the Technical Committee as ET coordinators, to the evaluators who participated in the evaluation processes for accreditation purposes of the corresponding cycle.

Subsequently, a process feedback workshop will be held with the participation of IES, Technical Committee, evaluators, graduates, and representatives of civil society.

### 2.8. Monitoring for Continuous Improvement

The recommendations made by the ANPADEH are actions to be undertaken by the IES in order to improve the quality of the accredited academic program, so they must be integrated into an improvement plan that is prepared in conjunction with the ANPADEH establishing stages for the compliance with them.

The IES executes the improvement plan and notifies ANPADEH of the advances in attention to the recommendations; ANPADEH must verify compliance with them, gathering evidence and preparing periodic reports. For this purpose, visits to IES can be scheduled or verification





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can be done through electronic means; this, prior to the evaluation process for re-accreditation purposes.

## I. EVALUATION METHODOLOGY

To carry out the evaluation processes for accreditation purposes, it is necessary to know the nomenclature of the documents related to the process included in a structuring axis, which is integrated by categories of analysis, criteria, indicators, standards and evidence.

### a. Analysis Categories

Are those that allow grouping the elements with common characteristics that will be evaluated by ANPADEH. In case the grouping of elements with special characteristics is required, subcategories can be opened

#### Criteria

The criteria are classified as specific and transversal. The specific criteria are the referents defined a priori, based on which the value judgments will be issued. They describe the different elements that make up a category of analysis.

The transversal criteria are the points of view from which the evaluation will be made:

- Pertinence
- Sufficiency
- Suitability
- Effectiveness
- Efficiency
- Equity

This type of criteria can be assessed with one or more specific associated criteria.

#### Indicators

They are the statements that describe the quantitative and / or qualitative elements that are analyzed in the criteria by means of which we seek to find the quality of specific aspects of the academic program. In this sense, the indicators can be quantitative (numerically measurable) and qualitative. It is important to note that an indicator does not always have to be a numerical data, although it is preferable that it is.

#### Standards

They are the desirable quantitative reference elements for each indicator, previously established by the accrediting body and which will serve to be contrasted with those obtained when evaluating the academic program.

### b. Categories

The categories are the items to be assessed by accrediting bodies with a systemic approach that refer to the agents or actors, processes and results of an academic program, which allow





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the development of substantive activities: teaching, research and extension; and adjectives (support and administrative management) of the education sector. These categories integrate a set of criteria, indicators and standards subject to analysis to issue an accreditation opinion.

In this way, 10 categories and one sub category have been established:

1. Academic Staff;
2. Students;
3. Study Plan or Curriculum;
  - 3.1 Student Performance Criteria (Learning Outcomes)
4. Learning Evaluation;
5. Integral Formation;
6. Support services for learning;
7. Linkage – Extension;
8. Research;
9. Infrastructure and Equipment;
10. Administrative management and financing.

It is important to point out that the evaluation instruments for accreditation purposes must have two technical files related to the general information of the Institution, the Faculty, School, Division or Department and the Academic Program itself, information that will allow peer reviewers to know in an integral manner, the philosophy, strategic objectives, enrollment, results, the teaching staff and the structure of organization that the school has to achieve its purposes.

The teaching staff that is reported must be constituted by professors who teach at least one subject of the curriculum during the last school year.

The enrollment and results (by generational cohort) must correspond to the last three school cycles.

### c. Criteria

This section explains which aspects are evaluated with the 60 criteria that make up the 11 categories, which must be disaggregated into indicators that will be supported by evidence. The specific criteria are detailed below.

## CATEGORY 1. ACADEMIC STAFF

### 1.1 Recruitment

In this criterion, it is assessed whether the institution has an open recruitment process, through public announcements or equivalent instruments so that it is transparent and allows attracting a greater number of candidates; and if for the selection of professors the teaching and work experience is taken into consideration according to the subject to be taught.





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## 1.2 Selection

This section is evaluated if there are opposition examinations, model classes or equivalents for the selection of the teaching staff.

## 1.3 Hiring teachers

This criterion makes it possible to assess whether the collegiate bodies participate in making decisions for the hiring of teachers.

## 1.4 Development

In this section, the indicators should allow to evaluate the different mechanisms for the formation and updating of the teaching staff in the didactic-pedagogical field, in the disciplinary field and for the use of computational tools in educational processes.

The ideal situation is that the courses and other mechanisms are framed in permanent programs that have as background the detection of needs for the continuous improvement of the teaching and research tasks, as well as for the relevance of the academic program with respect to social demands and the scientific and technological advance.

Finally, a very important aspect is related to the existence of mechanisms and instruments to know the impact of training and updating in the improvement of teaching practice and student learning.

## 1.5 Categorization and level of studies

In this heading is to assess, if there is a balance between the number of full-time teachers and subject teachers according to the requirements of the curriculum; and if their academic and / or work preparation is oriented to the discipline they teach.

It requires the preparation of a table showing the number of full-time, three-quarters and half-time teachers, as well as subject teachers; and the information relative to the degree of studies that the teaching staff has and its percentage participation in total number of professors.

To establish the table, the institutional regulations are necessary in which the different categories existing in the institution can be appreciated, as well as their rights and obligations.

## 1.6 Distribution of the academic workload of full-time teachers

In this criterion, the time of dedication of the teaching staff to the different substantive activities is evaluated: teaching, research and link-extension. In this sense, it is necessary to consider the total number of hours of the teachers' staff, subtract those devoted to teaching, and from the resulting figure, quantify the hours dedicated by the professors to the work of research and link-extension; and then calculate the percentage participation of the same, with respect to the total number of hours mentioned in the first term.

## 1.7 Evaluation

The indicators related to this criterion allow to evaluate if there are regulations, programs and procedures to grant incentives and recognitions to the performance of professors in a transparent manner.

For this purpose, take into account the existence of:

- Regulations and procedures for granting incentives; and





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- Instruments and mechanisms that allow the participation of students and collegiate bodies to evaluate the quality of teachers' performance in the classroom.

Likewise, it is important to know if the following aspects are established in the regulations, procedures and instruments for granting the incentives:

- Mechanisms to evaluate the diverse activities that teachers and academics develop: preparation of didactic material, anthologies, articles and books; teaching and advisory: participation in research projects and thesis management; in the revision and updating of the subject programs and the study plan; in extension activities (teaching of courses, conferences, in congresses and seminars); and in activities of connection with the public and private sectors (courses, advisory and consultancies), among other aspects, those required for the fulfillment of the profile established by the Program for Professional Development for Higher Education (PRODEP).
- The work experience of teachers; and
- Teacher support strategies to improve their performance.

Therefore, the evidence will be constituted by the sections of the regulations and procedures where it is indicated that the aspects mentioned in the previous paragraphs are taken into consideration, as well as by the instruments of evaluation of the teaching performance where the weight that it is granted to every aspect may be appreciated.

Finally, this criterion also assesses whether the regulations and announcements for performance evaluation are disseminated in a timely manner between the teaching and academic community.

### 1.8 Promotion

The indicators that integrate this criterion refer to the existence of regulations and institutional mechanisms for the promotion (movement of the scale) of the teaching staff in which the collegiate bodies have a clear participation; that take into consideration the development of substantive activities (teaching, research and link-extension); of support (tutorials and consultancies, external service and publications, among others); work experience; and that they be widely disseminated among the teaching community.

## CATEGORY 2. STUDENTS

### 2.1 Selection

In this criterion, the indicators should make it possible to assess whether there are transparent rules and processes for the selection of students, as well as guidelines to guide applicants regarding admission procedures and the presentation of the admission exam. It is considered desirable to have as reference the standardized exams of CENEVAL, or similar.

### 2.2 Admittance (newly admitted students).

It is important to note that this criterion refers to new students, that is, those who achieved their enrollment in the faculty or school. Through the indicators, the following actions are evaluated:

- a) Characterization of new students in order to prevent the problems of failure and school dropout;





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- b) An induction program to the faculty or school, in which the directors, teachers, and academics participate, as well as the administrative and support personnel where 100% of the newly admitted students attend.

### 2.3 School trajectory

In this criterion, it is valued if there is an information system of the students' school trajectory; and if educational research is conducted with this information, in order to implement remedial actions to reduce the rates of failure and desertion.

### 2.4 Size of the groups

In this section, it is evaluated if the size of the groups allows the learning of the students to be developed in favorable conditions, according to the academic model of the institution.

### 2.5 Degree

Regarding the degree, it is evaluated if the academic program has an efficient qualification system according to the institutional educational proposal.

### 2.6 School performance indices by generational cohort

It is valued if the various efficiency indices are known in a systematic and timely manner:

- Lagging (stay behind)
- Desertion
- Terminal efficiency
- Results of the EGEL-CENEVAL exam (if such the case)
- Degree

For this purpose, it is necessary to elaborate tables in which the following data is shown by generation (generational cohort): the students who entered, the amount that is subtracted from those who left the classrooms (desertion), information that is known to be accurate; this number is subtracted from the number of graduates (which is also known exactly) and by difference the number of students left behind is estimated (for having failed one or more subjects). In this way, dropout rates can be obtained (number of students who dropped out / new students); and the lag rates (lagged students / new students).

Likewise, the terminal efficiency can be obtained (number of graduates / number of new students); the degree index (number of graduates with degree / graduates without degree) and the net degree index (number of graduates with degree / number of new students).

The information must correspond to the last three school cycles.

In case there is information, it is very important to present the results of the EGEL-CENEVAL exam.

On the other hand, it is valued if programs have been implemented to reduce lag and dropout rates; as well as for the improvement of the EGEL-CENEVAL exam results, which have the impact of increasing the terminal efficiency.

Finally, this criterion evaluates whether there are programs to reduce the number of non-graduates.

## CATEGORY 3. STUDY PLAN (CURRICULUM)





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## 3.1 Foundation

In this criterion, the following is evaluated:

- If there is an educational model that supports the curriculum;
- Whether there is consistency between the mission, vision and general objectives of the curriculum with the mission and vision of the institution, as well as those of the faculty, school, division or department;
- If there are studies that allow to appreciate the pertinence of the curriculum in function of the demands of society and the labor market; as well as the scientific-technological advances.

## 3.2 Entry and graduation profiles

It is valued in this criterion, on the one hand, if the entry profile adequately considers the knowledge and skills that applicants must meet for the educational program.

On the other hand, it is necessary to evaluate if there is relevance and consistency of the values, attitudes, knowledge and skills indicated by the graduation profile, with the objectives of the study plan.

## 3.3 Regulations for permanence, graduation and revalidation

In this criterion, it is evaluated whether there is a regulation that clearly indicates the requirements of permanence, graduation, equivalence and revalidation of the academic program; and if it is properly disseminated among the student community.

## 3.4 Subject Programs (Learning Units).

In this section, it is evaluated if:

- The horizontal and vertical articulation of the learning units is adequate;
- There is consistency between the objectives of the learning units and the graduation profile;
- The following points are clear in the learning units: the rationale, the general and specific objectives, the skills that the student must demonstrate, thematic content, methodology (strategies, techniques, teaching resources, use of ICT, among others), forms of evaluation, bibliography and teacher profile;
- The subjects that constitute the common core and the optional subjects are duly defined;
- There are mechanisms in charge of collegiate bodies for the revision and permanent updating of the learning units.

With respect to the contents of the Study Plan, these are assessed in six academic areas and their respective sub-areas, for which the institutions of architecture education that request to carry out the accreditation process are asked to synthesize the contents of their program according to the Indicative Curriculum of the ANPADAEH as an annex to the application.

The indicators of this criteria should allow the evaluation of the different contents of the study plan: firstly, it is necessary to evaluate the specific basic contents of architecture that allow the graduates to obtain the professional competences related to the objectives indicated in the *UNESCO-UIA Charter for Architectural Education* and considered in the areas and sub-areas of the indicative curriculum of the ANPADEH. Likewise, those of a complementary





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nature are considered in relation to the Academic Program that allows it to establish the characteristics of the institution, as well as those that permit the flexibility options in favor of the students who take the program. Therefore, the contents are established in the following academic areas:

### 3.5 Theoretical-Humanistic Academic Area

In this area, the existence of learning units (LU) that allow students to have knowledge and understanding of theories, history, fine arts and humanities related to architecture and urbanism is evaluated. Due to its characteristics, research methodologies and application skills are included in this area, which allow the student to develop the necessary studies for decision making in the architectural and urban project, and its influence on the quality of the architectural conception.

### 3.6 Urban – Environmental Academic Area

In this area, the learning units that allow the adequate knowledge of urbanism and the environment, that consider the basic principles of urbanism, urban planning, planning of land uses, urban design, landscape the natural and cultural heritage and sustainability, among others should be contemplated, that are applicable to the architectural and urbanistic project. Due to the current importance of knowledge, understanding and application of this type of disciplines related to architecture, this area includes the social responsibility of the architect, which allows students to understand the importance of their professional activity.

### 3.7 Architectural Design Academic Area

This area should consider the LU necessary for the student, through workshops, to carry out architectural projects of different complexities, from the most elementary level of the first cycles, to those that require more research, knowledge, sustainability criteria and creative skills, which are obtained throughout the academic courses. These knowledge and skills, from the most elementary to the most complex, should be considered at different levels of workshops, until they are able to achieve executive projects, which allow the students to demonstrate the skills required for the development of their professional career as architects.

For this purpose, the LUs included in the study plan must be demonstrated, which allow the students to adequately express their projects in graphic, oral, written and three-dimensional manners, either through models or digitally.

### 3.8 Technology Academic Area

In the academic area related to technology, the inclusion of LU in the curriculum for the architectural education program that allow students to have the knowledge, skills and levels of evaluation of structural systems, construction and facilities, based on geometry and other technological aspects, so that their architectural and urban projects can be achievable, built and constructed. In this area, LU are contemplated in the following sub-areas

- Geometry as a discipline that allows students to adequately represent and project architectural and urban spaces on planes with the support of other disciplines such as mathematics.





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- The demonstration of the inclusion of learning units of structures for architecture and urbanism, as an important part of the curriculum, that support students to understand the problems of structural design and achieve the selection and evaluation of structural systems that allow them to adequately develop the projects in the workshops and in their professional careers.
- The knowledge and evaluation of facilities for architectural and urban projects, both essential such as potable water, drainage and electrification, as well as other type of installations, which require specific learning units to guide the student in the selection of the most appropriate considering the geographic, economic, sustainable and cultural conditions of the society in a determined place, to make the projects comfortable and to protect them from climatic factors.
- The inclusion of learning units of construction systems in the study plan that allows students to link them to the building projects they carry out in the workshop, while at the same time allowing them to develop their creative capacity in constructive techniques, the ability to use building materials, the possibility of the use of constructive eco-technologies, cost factors and regulations for construction, among other aspects according to the characteristics of the program and educational institution.

### 3.9 Management Academic Area

The learning units of the curriculum of the academic management area must train students in the knowledge and basic management skills in public and private institutions, as well as in meeting the needs and demands of users regarding project management, cost control, delivery methods and executive project integration. For this purpose, it is considered in the following two sub-areas:

- The administration, in LU to carry out the management of resources, the coordination of interdisciplinary work, and the decision making for the realization of the execution of the architectural and urban project, considering the financial and regulatory constraints.
- The normative and regulatory sub-area, for the adequate knowledge and management of the laws, norms and regulations related to and applicable to the architectural and urban project, in force in the area where it will be carried out, considering and emphasizing the responsibilities in the face of society, the environment and cultural heritage

### 3.10 Complementary Academic Area

This academic area includes the learning units of each architectural education program offered by the institutions and which allows students to select the LU that best suits them according to their personal academic and professional interests, or those that they give a characteristic stamp of the institution.

- In this case, the LUs that the institution offer to its students is included in the elective or selective sub-area so that in certain cycles or moments of its teaching-learning process they may choose the LUs that interest them, and that can be for specializing with respect to the previous academic areas, or that are complementary to their





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professional education, either by the characteristics of their region, economic, cultural or environmental conditions.

- And the Institutional LUs, which are those that give a particular stamp to the academic program or the educational institution that offers them, and that do not necessarily have to do with any of the previous academic areas, but that for this reason are considered complementary to their professional education.

### 3.11 Generic Competencies

Those that are common to different areas of knowledge, which must be located transversally in the curriculum, mentioning among others the following generic competences:

- Promotion of values that allow the fulfillment of the ethical and human commitment;
- Promotion of social responsibility and civic commitment;
- Creative and innovative capacity;
- Research capacity;
- Ability to learn and update permanently (strategies to learn to learn and thinking skills);
- Capacity for abstraction, analysis, criticism and synthesis;
- Skills in the use of ICT;
- Oral and written communication skills;
- Ability to communicate in a second language;
- Ability to work in multi, trans and inter disciplinary teams;
- Commitment to the preservation, restoration and protection of the environment and life;
- Ability to identify, raise and solve problems, in the broadest sense;
- Commitment and identity with its socio-economic and cultural environment;
- Ability to apply knowledge in professional practice

This kind of content may be presented in learning units that in their entirety refer to them, or they can be included in any of the topics of the LUs; Another option is that in the didactic instrumentation of the various LUs it is established that it is necessary to develop this type of skills called generic competences, and that as mentioned at the beginning they must be transversal through the program.

### 3.12 Curricular Flexibility

This criterion tries to evaluate if there are mechanisms declared in the academic model that encourage dual training that allows partial accreditation of studies in companies, making changes to the regulations if necessary.

Another form of flexibility evaluated is that related to having optional LUs and / or lateral outputs. It is important to take into account the relationship between the LUs and the graduation profile.





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Finally, in terms of foresight, this section evaluates if the options of promoting the establishment of flexible curricular frameworks that allow each student to build their academic career has been considered.

### 3.13 Evaluation and update

It is about assessing if the following exist:

- A methodology for updating or modifying the curriculum at least every five years;
- Mechanisms that allow the participation of teachers in a collegial manner;
- Diagnostics and prospective studies in the local and global scope of: the demands of society, scientific-technological advances and the labor market, which support the updating of the curriculum or the creation of new careers;
- Efforts towards the development of new modalities and spaces of educational attention relevant to social needs, making intensive use of information technologies, which, among other aspects, should be oriented towards the promotion of open and online education. For this purpose, it is necessary to take into consideration the following aspects:
  - a) Include normative aspects and establish criteria of general application so that open and distance education may provide service and support to students and teachers, both for complete programs, as well as to facilitate the development of learning units or online subjects;
  - b) Incorporate new technological resources into teaching;
  - c) Prepare multimedia teaching materials;
  - d) Investments in technological platforms required for distance education;
  - e) Use technology for the formation of managerial, teaching and support personnel who participate in school, non-school and mixed modalities;
  - f) Design and operate a strategy for monitoring and evaluating the results of academic programs in non-schooled and mixed modalities;
  - g) Design new educational models.

### 3.14 Dissemination

It should be evaluated in this criterion, the various mechanisms of dissemination of the curriculum: campaigns in higher-level institutions (conferences, participation in expo-professional-graphics and triptychs, among others); in mass media (press, radio and television); and guidance to people who come to the institution in search of information.

## SUB CATEGORY 3.1. STUDENT PERFORMANCE CRITERIA (LEARNING OUTCOMES)

The objective of this category is to examine that the student performance generated in the academic program are coherent with the competences specified in the learning units of the Architecture Career Curriculum, according to the areas that make up the Indicative Curriculum of the ANPADEH and that meet the quality parameters expressed in documents that have been developed by the International Union of Architects (UIA) and the *International Network for Quality Assurance Agencies in Higher Education (INQAAHE)*, in addition to the national criteria established by COPAES.



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The criteria described below will be verified in outcomes resulting from the different stages of the learning process and in the professional practice of the graduate:

### 3.1.1. Conceptualization of the design object in the different stages of formation.

In this criterion, it should be evidenced in student performance:

- The adequate use of qualitative, quantitative and mixed research methods on the variables and components of the architectural system to be solved and their social, environmental, cultural, economic and technical contextualization. The foregoing should be evidenced in various learning outcomes in both written and graphic-visual documents.
- Case study and formulation of design problems from a careful review of similar architectural and urban objects, either from physical visits and / or documentary consultation.
- Simulations, situational and emerging experiences that foster creativity and knowledge of space, duly evidenced in volumetric products, written reports and graphics, reports of study visits, trips, multidisciplinary conference reports, participation in contests and meetings, among others.
- Analysis, abstraction and critical judgments to formulate action strategies that should generate conceptual maps, schemes, diagrams, among other learning outcomes.
- Prefiguration on possible design solutions duly evidenced in diagrams, drawings, physical models, virtual models, among other products.
- Argumentation of the principles of composition and the decision making of design that should be evidenced in argumentative texts, drawings, schemes, diagrams, among others.
- The process of conceptualization of the design object should be specified in the work log, portfolio, physical and virtual exploration models, among other products.

### 3.1.2. Graphic, Oral and Written Communication

The indicators of this criterion should make it possible to corroborate:

- The proper use of graphic representation techniques that express ideas, processes and relationships between the parts that make up the object and the architectural system.
- Ability and skill in oral communication evidenced in concise, orderly and comprehensive verbal presentations with body language and eye contact.
- Ability and skill in written communication using the appropriate terminology based on the architectural object designed or built, including the built cultural heritage, the context in different stages of the history of architecture and the natural, socioeconomic, cultural and urban environment in which it is immersed.

### 3.1.3. Technical Knowledge

In this criterion, the indicators should allow to evaluate through student performance, the learning outcomes the processes and results of the technical knowledge developed in the different learning units and stages of the architect's training, as well as in the professional practice of the graduate.



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- Contextual, legal viabilities and technical and economic feasibility for the development and materialization of an architectural project.
- Descriptions of the characteristics of the site, including the urban context, historical fabric, soil and topography, ecology, climate, infrastructures and regulations for the development of an architectural design.
- Criteria and strategies for the selection of structural systems, elements and construction procedures.
- Appropriate selection of materials, components, systems and assemblies based on sustainability.
- Criteria and strategies for the design of environmental systems according to the geographical context.
- Evaluations and simulations of environmental systems according to the geographical context.
- Evaluations and simulations of the proposed structural systems.
- Adequate selection of systems of facilities for the sustainable architectural project.
- Technical documentation of the architectural project and its approved specifications, in accordance with applicable standards and documentation standards.
- Construction costs, project financing, work scheduling, life cycle costs.
- Strategies for putting into operation, management and maintenance considering life cycles, standards and energy saving strategies in buildings.
- Strategies for reuse, conservation or revitalization of the built heritage.

### 3.1.4. Knowledge of the theories, histories and disciplines of social sciences and humanities linked to architecture.

This criterion contemplates indicators that allow to observe student performance through the learning outcomes the application of interdisciplinary methodologies in the knowledge and generation of the habitable space:

- Methodologies and practices of theoretical and applied research used during the design process.
- Historical, socioeconomic research, of global and local culture, art and aesthetics.
- Methodologies and theories about the production and criticism of the artistic, architectural and urban object.
- Studies on cultural diversity and social equity applicable to architectural and urban design (accessibility, equity, security).
- Social and multidisciplinary studies on the context and built space applicable to the design process.
- Integrated architectural solutions based on interdisciplinary research and collaborative design and construction.

### 3.1.5. Management and production of the architectural object





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The criterion includes indicators that allow the evaluation of student performance through learning outcomes the effective link with the professional practice of the architect:

- Commercial and business strategies for the practice of architecture, including management, promotion, as well as legal aspects and public works bidding.
- Project management for planning, execution, supervision and control of work as well as the processes of closure, delivery and putting into operation of buildings.
- Financing and real estate investment, legal aspects related to real estate products.
- Social responsibility, environmental, ethical and human principles of the profession.

All of these criteria and indicators are based on criteria noted in international agreements, mainly the UNESCO / UIA Charter and the Canberra Accord.

### CATEGORY 4. LEARNING EVALUATION

#### 4.1 Methodology for Continuing Evaluation

In this criterion, the assessment is carried out if the following are demonstrated:

- Teachers apply formative assessment strategies to verify compliance with learning objectives in a continuing manner;
- The evaluation, formative and summative strategies are established in the LUs and have consistency with the Study Plan;
- They are known by the academic and student community.

For this purpose it is necessary to review:

- The didactic instrumentation of the subject programs;
- The logs or records of the teachers, in order to appreciate that generic and specific competences are evaluated continuously, or their equivalents in case the academic model is different to that based on competences;
- Methods for the preparation and qualification of exams;
- Portfolios of evidences integrated by selected works of the students, individual and by team, where it can be appreciated that the learning objectives have been fulfilled, that is to say that the students carry out the tasks entrusted as a result of the understanding of the knowledge and the development of the skills raised in the objectives of the LUs. With this same purpose, in case of not having the evidence portfolios, various works developed during the semester can be presented, individually or by team.

#### 4.2 Stimulus to academic performance

The indicators of this criterion should allow evaluation if:

- Have established institutional scholarship programs for students with high academic performance and / or limited resources for the retention of young people at risk of dropping out of school;
- Disseminate scholarship systems granted by private institutions and the public sector;





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- Operate incentive and recognition programs such as diplomas and award events;
- Broadly disseminate the procedures for granting scholarships, recognitions and incentives.

### CATEGORY 5. INTEGRAL FORMATION

#### 5.1 Development of Entrepreneurs

This criterion makes it possible to assess whether an entrepreneurial culture is fostered in students through the operation of Entrepreneurship Development Programs, Business Incubators or equivalents.

For this purpose, it is required to know:

- How many students and teachers participate in the program;
- The number of companies promoted;
- Intramural events organized; and
- Events celebrated by other educational institutions or the business sector that have been attended to, and if they have received recognitions in them.

#### 5.2 Artistic and Cultural Activities

The Sectorial Education Program raises the need to strengthen the access of the student population to cultural heritage and diversity manifestations, through traditional mechanisms and the use of digital technologies.

Under this premise, this criterion evaluates the degree of student participation in artistic and cultural activities within the campus; also assessing if there are mechanisms and instruments for the registration of students who attend extramural events.

It is necessary to know:

- If there is a Program of Artistic and Cultural Activities;
- The number of workshops (dance, theater, music, among others) and the number of participating students;
- The events organized within the campus (staging, competitions and exhibitions, among others) and the number of students that participate;
- Extramural events in which representative groups participate and the number of students that integrate them;
- Students who continually attend extramural events; and
- Enable access to art and culture through the use of information and communication technologies.

#### 5.3 Physical and Sports Activities

The systematic and regular practice of physical activity and sport is a fundamental component for a comprehensive formation. The understanding of its benefits has been recognized internationally. In addition to the benefits for health, physical and sports activities favor coexistence, cooperation, discipline and other values that are part of the non-academic curriculum that is offered to students for comprehensive formation.



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The practice of sports can also take place after school hours.

Taking into account what is stated in the previous paragraph, this section assesses the participation of students in different sports disciplines, either in a mass form or as part of the selections. Likewise, the number of students who develop physical activities in the gymnasiums established on the campus is evaluated through agreements that allow the use of extramural facilities.

It is required to know:

- If there is a program of physical and sports activities;
- The number of sports disciplines and the number of students who practice them;
- The development of actions that motivate students to regularly practice physical and sports activities;
- Organized intramural events (competitions and tournaments, among others) and the number of students that participate;
- The extra-mural tournaments in which the selections participate and the number of students that integrate them;
- Students who continuously go to the gymnasiums, when they have them inside the campus or in external locations; and
- If there are strategies for practicing sports outside school hours in extramural facilities.

### 5.4 Professional Orientation

This criterion evaluates if there are programs in the institution:

- That allow scientific-technological education to be promoted and support the academic program with curricular events such as lectures (in person and at a distance), seminars and congresses, among others, in which national and international experts participate;
- Professional orientation for students of the last semesters, with clearly defined functions for insertion into fields of employment (workshops for the preparation of curriculum vitae and to attend job interviews, job fairs, visits by companies to recruit candidates; as lectures given by national and international experts about the skills required in the professional market, among others).

In this category, events organized by intramural and extramural student associations can also be taken into consideration.

### 5.5 Psychological Orientation

This criterion allows the evaluation of the operation of an Institutional Psychological Counseling Program to support students when they request psychological counseling; and for the prevention of risk attitudes due to individual factors (addictions, violence, as well as sexual and reproductive orientation, among other aspects) that may result in the elimination of the educational trajectory.

### 5.6 Medical Services

This criterion is about evaluating medical services in two aspects: on the one hand, preventive activities (campaigns, conferences, courses, printed material) to inculcate healthy lifestyles in students and the community in general, such as for example have a tobacco-free



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school and combat obesity problems; and on the other hand the medical attention provided to the community when requested.

### 5.7 School – Family Links

For the integral formation of students it is convenient to have communication with parents and family, reason why in this criterion the existence of this link is assessed:

- Induction courses for parents to know the philosophy, facilities, and organization of the institution;
- Periodical publications that inform about the academic life of the school;
- Parent orientation courses on the native generation of communication and information technologies;
- Invitation to institutional ceremonies, artistic and cultural events, among other examples.

## CATEGORY 6. SUPPORT SERVICES FOR LEARNING

### 6.1 Tutorship

This criterion will allow to assess if the Institutional Tutoring Program is established and how it operates.

For this purpose, it is necessary to have information about the following:

- If there is training for the formation of tutors;
- If all of the full-time professors collaborate adequately in the program, contributing to the formation of the tutored students in all its dimensions (individual, social, affective, cognitive and physical); and
- Finally, if there are mechanisms and instruments for the tutoring program to be evaluated by the students and for their impact on the efficiency indexes (decrease in dropout and failure, and increase in terminal efficiency and degree).

### 6.2 Academic Counseling

This section assesses whether there are mechanisms and instruments to support students with academic advice aimed at solving learning problems and doubts about the subjects of the LUs. Although the granting of these consultancies can be provided by all the teaching staff, it is recommended that the full-time teachers be the most committed.

In this area, it is also necessary to evaluate the impact of counseling for the reduction of failure rates.

### 6.3 Library - access to information

This criterion allows evaluation of the quality of library services and access to information, so it is necessary to know if:

- The capacity of space and furniture, is adequate to the needs of the users;
- The collection has the titles and volumes to meet the needs established in the LUs and if it is updated and organized to facilitate the search and consultation;





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- There is a program of book and magazine acquisitions that is timely, consistent and responds to the needs of the educational community, and if collegiate bodies participate in its design;
- There is a sufficient number of subscriptions to specialized journals in the disciplinary field, in print and in electronic media;
- It has digital library services, video library, newspaper library, internet and external and inter-library loans, among others;
- There are adaptations for persons with a disability; and
- There are mechanisms and instruments that allow knowing the opinions of users regarding the quality of the services offered by the library.

### CATEGORY 7. LINKAGE – EXTENSION

#### 7.1 Relationship with the public, private and social sectors

In accordance with international and national education policies, it is important to strengthen education-business cooperation to favor the updating of plans and study programs, the employability of young people and innovation.

Therefore, this criterion allows to assess if:

- The institution has agreements with organizations of the productive and social sector so that students, teachers and researchers may carry out technical visits, school practices and professional stays; as well as the number of them and of the students and teachers who carry them out; and finally the relevance of the products obtained;
- Regulations have been established to carry out internships and professional stays in work places;
- There are student training programs through scholarships granted by companies to carry out technical activities in specific projects or to be trained in emerging disciplinary issues specific to the discipline of the program and / or have access to specialized equipment with state-of-the-art technology that facilitate their insertion in the labor market;
- A Bonding Council or equivalent operates where teachers, researchers and company personnel participate in order to intervene in the review and update of the curriculum, teach courses and conferences;
- Mechanisms and instruments exist to measure the scope of linkage of the IES with the productive sector.

#### 7.2 Graduate Monitoring

The monitoring of graduates is an activity of paramount importance in national and international education policies, so in this criterion it evaluates whether:

- There are updated databases of graduates of the academic program;
- Periodic surveys are carried out with employers oriented to know the professional performance of graduates;





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- Periodic surveys are carried out to the graduates to know their employment status and the degree of satisfaction with respect to the relevance of the program;
- There is a document that shows the analysis of the results of the surveys, as well as mechanisms to incorporate these results to review and update the curriculum.

On the other hand, it is also important to assess whether there are mechanisms to ensure that graduates contribute to improving the academic program, by imparting lectures or courses.

### 7.3 Academic Exchange

In this criterion it is required to evaluate the academic cooperation schemes for the internationalization of higher education, for which reason the following aspects are considered:

- Student mobility programs that contribute to their comprehensive education and the number of students participating in them;
- The number of professors and researchers who participate individually or in institutional, national and international knowledge networks with peers of IESs in the country and abroad;
- The products obtained and their relevance for the improvement of the academic program.

### 7.4 Social Service

In this criterion, it is evaluated:

- If the social service is adequately regulated and if there are procedures for controlling the activities carried out by students to cover the social service hours marked by the academic program, from the beginning, the progress reports, up to the document that releases this service;
- If the students who are doing paperwork for their degree have provided social service; and
- If there are instruments and mechanisms to evaluate the impact of social service activities for the benefit of society, with special reference to the goal of achieving greater productivity in MIPYMESs and companies in the social sector.

### 7.5 Employment Exchange

This criterion evaluates the operation of an area that facilitates the insertion into the labor market of students and graduates, so to back it up it is required to attach its location within the organization chart, a list of people who operate it, the list of students and graduates served and finally a list of the companies with which relations are maintained for employability purposes, which should be one of the main objectives of the relationship.

### 7.6 Extension

The extension refers to the set of activities of the institution of higher education through which disseminates and publicizes knowledge and culture in the community or population. In this sense, it is necessary to evaluate the different mechanisms and instruments with which the faculty, school, division or department performs this substantive function, among which are the following:





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- One or several specialized areas to promote the quality and updating of professionals through the offer of continuing education courses and diplomas aimed at the community and the general public in different modalities (face-to-face, blended and non-presential), and must have formats for its evaluation by the people who receive the training;
- A Foreign Language Center, requiring knowledge of the capacity, number of foreign languages offered, lists of participants by level and the evaluation of the courses by the people who attend them;
- External service that consists of providing technical advice to individuals or companies in order to increase their competitiveness, applying the knowledge and edge technological advances, a service that allows obtaining additional financial resources to the school; and
- A program of community services that includes events of cultural diffusion, technical advice and training free of charge; adult education; campaigns for the preservation of the environment; the editorial work that allows to spread science and culture; and help in case of disasters, among others.

### CATEGORY 8. RESEARCH

#### 8.1 Lines and Research Projects

This criterion allows to evaluate if there are guidelines:

- For the coordination of institutional research activities (issuance of announcements, definition of the profiles of the participants, and requirements for the presentation of protocols, among other aspects);
- That they provide clarity regarding the definition of lines of research for the generation and application of knowledge in priority areas of the country, lines that must therefore be linked to institutional, regional, state and national development programs; with the productive and social sector; and with the curriculum of the academic program, including aspects of educational and technological innovation;
- That they make reference to the form of evaluation so that the programs and projects derived from the research lines are approved and financed;
- To promote knowledge networks in which higher education institutions participate nationally and internationally.

Likewise, it evaluates if they operate programs oriented to the formation of investigators directed to professors with a degree and students, led by expert investigators to foment the participation of professors and students in activities of investigation and promote the connection of investigators and teachers of the academic program to collaborate in curricular development activities, external service, continuing education, dissemination of science and technology, and participate in knowledge networks, among other activities.

Another aspect to evaluate in this criterion is the one related to the realization of research projects jointly with the productive sector; and if research is encouraged to meet the requirements of the social sector.

On the other hand, the promotion of collegiate and multidisciplinary research on the use and development of technologies applied to education is evaluated, in order to incorporate





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technological resources into the teaching - learning strategies; as well as designing new educational models.

Finally, in this criterion it is necessary to evaluate the number of programs and / or research projects registered and approved by a Collegiate Body with verifiable results, as well as the number of researchers and students participating in its development. It is important to request, the protocols, the copy of the progress reports and / or the final reports; as well as the ratio of the products obtained.

### 8.2 Resources for Investigation

In this criterion, the following aspects are evaluated:

- The mechanisms for the creation, development and consolidation of research groups that encourage the participation of teachers, students and researchers; and
- Financing for the development of the research, it is necessary to attach a copy of the financial resources assigned to the projects.

### 8.3 Dissemination of Research

In this criterion, the number of research works that have been published in recognized national and foreign scientific journals is valued; and exhibited in national and international congresses, being published in their memories.

### 8.4 Impact of Research

The transfer of research results for technological progress (generation of patents) is evaluated in this criterion; as well as to create collaborative networks with other public and private institutions interested in using knowledge as an element of economic competitiveness, job creation, innovation and social cohesion.

On the other hand, this criterion also allows to evaluate if the results of the research have an impact for the improvement of the academic program and for the generation of educational innovations.

In this sense, the link between research and teaching is evaluated, considering:

- Mechanisms for the incorporation into the teaching practice of the results of the research, which represent innovation in educational matters.

## CATEGORY 9. INFRASTRUCTURE AND EQUIPMENT

### 9.1 Infrastructure

With this criterion, the sufficiency and the rational and efficient use of the infrastructure are evaluated:

- Classrooms, laboratories and workshops, in accordance with school enrollment, the area of knowledge, the teaching method and the type of subjects;
- Cubicles for work and coexistence for teachers;
- Spaces for the development of artistic and cultural events and activities, as well as physical-sports events; and
- Adaptations to infrastructure for persons with a disability.

Other important aspects to evaluate in terms of infrastructure are:





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- Preventive maintenance programs;
  - The effectiveness and efficiency with which the requirements of professors and students are met for corrective maintenance of educational and research spaces; and
- Safety, hygiene and civil protection programs to eliminate risk factors in institutional activities.

### 9.2 Equipment

The purpose of this criterion is to evaluate if:

- The educational program has adequate computer equipment for students to develop the skills to use Information and Communication Technologies (ICT), in support of their academic training; for teachers or facilitators, as well as for researchers to carry out their work satisfactorily; and for administrative and support staff to facilitate their academic-administrative activities;
- Printing service is available in those physical spaces that the institution has arranged to support the students;
- The school community has sufficient and adequate audiovisual equipment for the development of teaching and academic activities (televisions, CD and DVD players, USB or Blu-Ray, as well as projectors, among others);
- There are adequate communication systems and equipment for the development of academic and administrative activities (internet);
- The academic program has network service in physical spaces designed to support students; and
- There is software appropriate to the needs of the educational program and with current licenses or free software.

The evaluation of the team must be done according to the requirements of the curriculum, the number of students and their functionality (updated).

Finally, an element of great importance to evaluate in terms of equipment is related to preventive and corrective maintenance programs so that the greatest number of equipment is found in permanent operating conditions.

## CATEGORY 10. ADMINISTRATIVE MANAGEMENT AND FINANCING

### 10.1 Planning, evaluation and organization

In this criterion, a series of indicators is evaluated if the faculty, school, division or department has planning, evaluation and organization instruments that allow an effective and efficient administrative management.

With regard to planning, the indicators allow to assess whether the mission, vision, policies and strategic lines of the institution are explicit and articulated in a long-term Institutional Development Program (PID) that serves as a guide for the academic-administrative organization.

Ideally, the PID should have a time horizon of 10 years or more. In case this horizon is not allowed in the regulations, it must be at least five years. Likewise, it must have as a basis, diagnoses and prospective studies; and have mechanisms for its dissemination among the school community.





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The indicators should also refer to the need for formal investment programs to adapt physical infrastructure and equipment to the development of academic activities for at least the next five years; and a comprehensive and permanent educational quality assurance program, with the possibility of considering the efforts in terms of accreditation and the application of ISO 9000, among others.

In the area of evaluation, the indicators allow to appreciate the degree of compliance with the strategic objectives established in the Institutional Development Program or its equivalent; for this purpose it is necessary to review the integral evaluations related to the goals set - in the medium-term and short-term operational programs - and the results achieved. It is necessary to have documents where the results of an evaluation aimed at knowing the advances or areas of opportunity are settled (analysis of strengths, opportunities and threats in the long term).

Another aspect is aimed at assessing whether periodic evaluations of the environment and social impact are carried out in the academic program, so it is necessary to establish a methodology. On the other hand, for its foundation the documents are required where the results of the evaluations are found.

And finally, it is about assessing whether there are mechanisms and instruments to make the results of the evaluations reach those responsible for school management for decision making and the design of improvement programs. It is required to attach the communiqués of the reference results and the improvement programs elaborated.

On the other hand, also as aspects of organization, it is necessary to evaluate if there are explicit and updated documents (manuals) where the functions of those responsible for educational administration are clearly defined, including the collegiate bodies, the operation procedures of the educational service and if collegiate bodies operate where teachers and students participate.

### 10.2 Administrative human resources, support and services

This criterion allows the evaluation of the number of administrative, service and support personnel (considering separately the personnel that provide subrogated services) with which the faculty, school, division or department has; if a program for the training and development of this type of personnel is in operation; and finally, if there is a Stimulus and Recognition Program.

### 10.3 Financial Resources

The indicators of this criterion should make it possible to assess:

- The financing structure, that is, the percentage participation of the resources allocated directly by the institution; of self-generated resources that refer to those obtained by the provision of services: continuing education, external service (consultancies, advisories and special projects whose characteristic is that they are commissioned by an institution for a specific time), language centers, seminars for titling, registration, post-graduate courses); donations and others;
- The institutional procedures for the allocation and exercise of resources;
- The budget programs that allow observing the articulation of the goals with the resources for the adequate functioning of the educational service in the academic and administrative areas;
- Accounting systems for the recording and control of financial resources;





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- Transparency and accountability mechanisms, among which may be mentioned the budget monitoring and internal and external audits, among others.

### IV. FOLLOW-UP OF RECOMMENDATIONS

In order to verify the improvements in the academic program based on the evaluation for accreditation purposes, ANPADEH makes recommendations derived from the evaluation of the evaluated program. Those that when received by the IESs, they commit themselves to attend, in the terms agreed between them and ANPADEH in the continuous improvement plan.

With this, ANPADEH acquires attributions to request, if necessary, the necessary information to verify progress in the fulfillment of the commitments, and to give the corresponding follow-up, in order to ensure the smooth running in the execution of the actions to resolve the recommendations issued.

