EVALUATION GUIDE: FOLLOW UP OF BACHELOR AND MASTER DEGREES IN COMUNITAT VALENCIANA

June 2021

AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA

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CONTENT

GENERALITAT VALENCIANA

AVAP
AGÈNCIA VALENCIANA
D'AVALUACIÓ I PROSPECTIVA

AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA

1. OBJECTIVE OF THE GUIDE

The main objective of the evaluation for the monitoring of official university Bachelor's and Master's degrees is to check whether the management of this degree, the resources made available and the results are adequate and allow the continuity of its teaching to be guaranteed until the renewal of the accreditation.

This guide is designed to facilitate, on the one hand, the preparation of the evaluation report by the universities for the monitoring of their Bachelor's and Master's degrees, and, on the other hand, to optimise the work of the Evaluation Committee by providing guidance on the procedure to be followed and the aspects that must be assessed in order to comply with the guidelines and criteria established in the Protocol.

In May 2021, this guide was modified to take into account the changes and updates resulting from AVAP's quality assurance policy and its periodic review, and these changes were communicated to AVAP's Steering Committee on 29 June 2021.

2. EVALUATION STANDARDS

Following the guidelines and lines of action agreed for the evaluation of the monitoring of recognised university degrees, within the framework of the Spanish Network of University Quality Assurance Agencies (REACU) and bearing in mind the criteria and guidelines established in the document "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) published by ENQA", the evaluation criteria established for monitoring are divided into three dimensions:

- MANAGEMENT OF THE DEGREE The organisation and management of the syllabus are analysed, reinforcing student-centred learning (including access, teaching coordination mechanisms and credit transfer and recognition systems); the transparency and visibility of the degree in terms of the information it provides to the different agents of interest and the effectiveness of the Internal Quality Assurance System (SAIC) as an instrument for collecting information, analysing it, implementing improvement actions and carrying out the appropriate monitoring of these.
- RESOURCES: The adequacy of the academic and support staff, as well as the material resources, infrastructures and services available to guarantee the achievement of the competences defined by the degree are analysed.
- RESULTS: Aspects related to the results of the degree and satisfaction and the evolution that these have had during the development of the degree are evaluated. In this sense, the mechanisms established by the university to verify the adequate acquisition by students of the competences initially defined for the degree, i.e. the fulfilment of the learning outcomes that

define the graduate profile, are analysed. The evolution of the different indicators of academic, professional and personal results is also analysed.

The three dimensions of monitoring are further subdivided into 7 standards.

DIMENSIONS	CRITERIA
Management of the title	Standard 1. Organisation and development
	Standard 2. Information and transparency
	Standard 3. Internal Quality Assurance System (IQAS)
Resources	Standard 4. Academic Staff
	Standard 5. Support staff, material resources and services
Results	Standard 6. Learning outcomes
	Standard 7. Satisfaction and performance indicators

These evaluation criteria for monitoring are based on the criteria for internal quality assurance in the European Higher Education Area (ESG 2015)**1**.

The relationship between the two standards is as follows:

STANDARDS FOR FOLLOW UP OF STUDY PROGRAMMES	ESG 2015
Standard 1. Organisation and development	**1.2 Design and approval of programmes**
	1.3 Student-centred learning, teaching and assessment
	1.4 Student admission, progression, recognition and certification
Standard 2. Information and transparency	**1.8. Public information**
Standard 3. Internal Quality Assurance System (IQAS)	**1.1 Policy for quality assurance**
	1.7 Information management
	1.9 On-going monitoring and periodic review of programmes
	1.10 Cyclical external quality assurance
Standard 4. Academic Staff	**1.5 Teaching staff**

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1 Adopted by the Conference of Ministers of Education held in Yerevan on 14-15 May 2015. Link to full text: http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Standard 5. Support staff, material resources and services	1.6 Learning resources and student support
Standard 6. Learning outcomes	1.2 Design and approval of programmes
	1.3 Student-centred learning, teaching and assessment
Standard 7. Satisfaction and performance indicators	1.7 Information management
	1.9 On-going monitoring and periodic review of programmes
	1.10 Cyclical External Quality Assurance

2.1 Criteria, standards and guidelines to be assessed

For each of the criteria, the corresponding standard, the guidelines to be assessed and the aspects to be taken into account in assessing whether it is achieved are detailed below.

Standard 1.- Organisation and development

ESG 2015:

1.2 Programme design and approval. Institutions should have processes for the design and approval of their study programmes. Programmes should be designed in such a way that they meet the stated objectives of the programme, including the expected learning outcomes. The qualification of a programme should be clearly specified and publicly available and should refer to the exact level of the national higher education qualifications framework and thus to the European Higher Education Area Qualifications Framework.

1.3 Student-centred teaching, learning and assessment. Institutions should ensure that programmes are delivered in a way that encourages students to actively participate in the creation of the learning process and that student assessment reflects this student-centred approach.

1.4 Admission, progression, recognition and certification of students. Institutions should consistently apply pre-established and public standards covering all phases of the student "life cycle", e.g. admission, progression, recognition and certification of students.

Standard: The training programme is student-centred, up-to-date and has been implemented in accordance with the conditions set out in the verified report and/or its subsequent modifications.

Guidelines to be assessed:

1.1 The implementation of the syllabus and the organisation of the training programme are coherent with the profile of competences and objectives of the degree programme set out in

	the verification report and/or its subsequent modifications, guaranteeing student-centred learning.
1.2	The degree has teaching coordination mechanisms (horizontal and vertical articulation between the different subjects) that allow both an adequate allocation of the student's workload and an adequate time planning, ensuring the acquisition of the learning outcomes[2].
1.3	The admission criteria ensure that students have the appropriate entry profile to start these studies and their application respects the number of places offered in the verified report and/or its subsequent modifications.
1.4	The application of the different academic regulations (permanence, recognition, etc.) is carried out in an appropriate manner and allows for an improvement in the values of the academic performance indicators.

Guideline 1.1. Aspects to consider:

- The implementation of the syllabus corresponds to that established in the verified report and/or its subsequent modifications.
- The sequencing of the subjects of the syllabus is adequate and allows the acquisition of the learning outcomes foreseen for the degree.
- The organisation of the training activities used in the different subjects facilitates the acquisition of the expected learning outcomes by students.
- The size of the groups is appropriate to the training activities developed within the different subjects and facilitates the achievement of the expected learning outcomes.
- If applicable, the adaptation course fulfils its function with regard to the acquisition of competences and knowledge by the students who take it and is in line with what is established in the degree's verification report and/or its subsequent modifications.

Guideline 1.2. Aspects to consider:

- Vertical and horizontal coordination within the curriculum and between different subjects is adequate and avoids gaps or duplication.
- Coordination mechanisms in the case of subjects that include both theoretical and practical or laboratory activities.
- Coordination mechanisms in the case of subjects that have different groups in the same activity.
- The allocation of the student's workload and time planning is adequate and ensures the acquisition of the learning outcomes defined for each subject/subject.

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[2] This section includes: the analysis of the appropriate sequencing of training activities, contents and assessment systems in each of the subjects and between the different subjects that make up the academic year and the syllabus, so as to avoid the existence of gaps and duplicities and to facilitate, with an appropriate workload for the student, the acquisition of competences by the student.

GENERALITAT VALENCIANA

AVAP
AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA

- In the event that the degree is taught in several centres, coordination between them allows students to achieve the same competences regardless of the centre where they take the degree.

- In the case of an inter-university degree, the coordination mechanisms between the different universities allow students to achieve the same competences regardless of the university where they take the degree.

- Where applicable, the coordination mechanisms between the university and the external/clinical placement tutors at the collaborating centres.

- The teaching coordination mechanisms between the different modalities in the event that the degree is taught in several modalities (face-to-face, virtual or hybrid) allow students to achieve the same competences regardless of the modality taken.

Guideline 1.3. Aspects to consider:

- The number of students enrolled in the degree and their entry profile is consistent with the number of places approved in the verification report and/or its successive modifications.

- The access profile and admission requirements are in accordance with current legislation.

- Where applicable, the body that carries out the admission process, as well as the criteria for assessing merits and the specific admission tests used in the selection system established in the programme, are consistent with the entry profile defined by the training programme.

- In the case of Bachelor's degrees that offer an adaptation course, the ratio between the number of students enrolled and the number of places approved in the verification report and/or its successive modifications.

- Where applicable, the training complements have been applied in accordance with the provisions of the verification report and/or successive modifications and fulfil their function in terms of the leveling and acquisition of the necessary competences and knowledge by the students who take them.

Guideline 1.4. Aspects to consider:

- The proper functioning of the commissions in charge of the application of the different regulations.

- The coincidence of the assumptions applied with those established in the verified report and/or its subsequent modifications.

- Where appropriate, the adequacy of the recognition of credits awarded for previous training/experience in relation to the competences to be acquired by the student in the degree.

Standard 2. Information and transparency

> **ESG 2015:**
>
> **1.8 Public information.** Institutions should publish clear, accurate, objective, up-to-date and easily accessible information about their activities and programmes.

Standard: Institutions should publish clear, accurate, objective, up-to-date and easily accessible information about their activities and programmes.

Guidelines to be assessed:

2.1 Those responsible for the degree programme publish adequate and updated information on the characteristics of the training programme, its development and results, including information on the monitoring and accreditation processes, facilitating access to this information for people with functional diversity.
2.2 The information necessary for decision-making by students and other stakeholders in the national and international university system is easily accessible.
2.3 Students enrolled in the degree have timely access to relevant information about the curriculum and the intended learning outcomes.

Guideline 2.1. Aspects to consider:

• The verified degree report and/or its subsequent modifications are published on the website and are open access.
• The final assessment report for verification and the different reports of modifications to the syllabus, as well as the resolution of verification by the Council of Universities are published on the website and are open access.
• AVAP's reports on the monitoring and renewal of the degree's accreditation are published on the website and are open access.
• The degree's internal monitoring reports are published on the website, although access to them is restricted.
• The direct link to the degree in the Register of Universities, Centres and Degrees is available on the website.
• There is a correspondence between the title of the degree advertised and the title in the RUCT.
• The description of the curriculum and its main features are published on the website and are open access.
• The direct link to the Internal Quality Assurance System of the Degree, where those responsible for it, the procedures and the improvement actions implemented are listed, is accessible on the website and is open access.

- The main results of the degree (number of new students, enrolment rate, graduation rate, drop-out rate, efficiency rate, performance rate and the degree of satisfaction of the different interest groups) are published on the website and are open access.

- Other results of the degree are published on the website (employability, teaching quality, supply and demand rates for new places, etc.).

- In the event that the information on the degree is accessible on several websites of the university (or universities if it is an interuniversity degree) or of the centres that offer it, there are no contradictions.

Guideline 2.2. Aspects to consider:

- Ease of access to the description of the degree (including title, credits, centres where it is taught and places offered).

- Ease of access to information on the general and specific competences to be acquired by students.

- Ease of access to information on the requirements for access and admission to the degree and, where appropriate, to special entrance examinations.

- Ease of access to information prior to enrolment (documents to be submitted, places, etc.).

- Ease of access to information on the structure of the syllabus, the modules, subjects and subjects, the distribution of credits, the mode or modes of teaching, the teaching calendar and, where appropriate, the mentions in Bachelor's degrees or specialisations in Master's degrees and the description of the training itineraries.

- In case the diploma leads to a regulated profession or gives access to other studies leading to a regulated profession, the ease of access to the link to the Order regulating the studies, as well as to the information on what it means and implies that a diploma leads to the exercise of a "regulated profession".

- In case the degree does not lead to a regulated profession, the ease of access to information concerning career prospects for graduates.

- In the event that the degree has an adaptation course to the degree, the ease of access to information including all aspects related to it.

- Where appropriate, the ease of access to information on further training and the groups that need to take it.

- Ease of access to information about student support programmes or services and available learning resources.

- Ease of access to the university regulations applicable to students on the degree (continuance, transfer and recognition of credits, grade claims, etc.).

- In the event that the degree is taught in virtual or hybrid mode, but has face-to-face training activities or placements, the ease of access prior to enrolment to the physical location where these will take place.

Guideline 2.3. Aspects to consider:

- Prior to the start of the academic year, students have access to information on the timetables of the subjects taught, classrooms, exam timetables and any other information required for the correct monitoring of the deployment of the syllabus.

- The teaching guides for all degree subjects, including external/clinical internships and Bachelor's or Master's degree final projects, are available to students prior to enrolment.

- The teaching guides contain an adequate description of each subject (competences, bibliography, syllabus, etc.), its training activities and assessment systems, and, where appropriate, whether it requires the use of specific materials (e.g. computer programmes) or prior knowledge.

- In the list of teaching staff teaching the subjects/subjects, the teaching category is detailed.

- Where applicable, information on external/clinical placements (credits, organisation, type of companies, profile of tutors, etc.) is clear and accessible.

- Information on the development of the bachelor's/master's thesis (organisation, type of tutor, criteria for presentation and defence of the thesis, etc.) is clear and accessible.

- Information on student mobility programmes (organisation of mobility by degree, institution, exchange programmes, etc.) is clear and accessible.

Standard 3. Internal Quality Assurance System (IQAS)

ESG 2015:
1.1 Quality assurance policy. Institutions should have a public quality assurance policy as part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, involving external stakeholders.
1.7 Information management. Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
1.9 Continuous monitoring and periodic evaluation of programmes. Institutions should regularly monitor and evaluate their programmes to ensure that they achieve their objectives and respond to the needs of students and society. Such evaluations should result into a continuous improvement of the programme. As a consequence of the above, any measures planned or taken must be communicated to all stakeholders.
1.10 Cyclical external quality assurance. Institutions should undergo external quality assurance in accordance with the ESG on a cyclical basis.

Standard: The institution has a formally established and implemented internal quality assurance system that effectively ensures the continuous improvement of the degree.

Guidelines to be assessed:

3.1 The implemented SAIC ensures the continuous collection and analysis of information and results relevant to the effective management of the degree programmes, in particular learning outcomes and stakeholder satisfaction.
3.2 The implemented SAIC facilitates the process of monitoring, modification and accreditation of the degree and guarantees its continuous improvement based on the analysis of objective and verifiable data.
3.3 The implemented SAIC has procedures that facilitate the evaluation and improvement of the quality of the teaching-learning process.

Guideline 3.1. Aspects to consider:

• The implemented SAIC ensures the continuous collection of information and analysis of learning outcomes.
• The implemented SAIC ensures the continuous collection of information and analysis of employability results.
• The implemented SAIC ensures the continuous collection of information and the analysis of the degree of satisfaction of the different stakeholders.
• The procedures that enable the continuous collection of information, the analysis of the results and their use for decision-making and the improvement of the quality of the degree have been developed in accordance with the established procedures.
• In the case of inter-university degrees and/or degrees taught in several university centres, the actions carried out as a result of the implementation of the SAIC are coordinated in all the universities or centres participating in the training programme.

Guideline 3.2. Aspects to consider:

• The recommendations included in the assessment reports for the verification, modification and monitoring of the degree have been analysed within the SAIC and the corresponding actions have been established by those responsible for the degree.
• The SAIC, based on the analysis of objective and reliable data, provides information for the development of the processes of monitoring, modification and accreditation of the degree and has generated useful information for the groups involved in the degree.
• Where appropriate, modifications have been made to the initially planned design of the degree as a result of feedback from the SAIC, and the monitoring of these modifications confirms that they have been effective and have achieved the objectives set.

Guideline 3.3. Aspects to consider:

• The implemented SAIC has procedures that facilitate the analysis and improvement of planning, teaching development and learning assessment.

- The implemented SAIC has procedures that facilitate the evaluation and improvement of the quality of teaching.

- Where applicable, the implemented IQAS has procedures in place to facilitate the evaluation and improvement of the quality of external/clinical placements and mobility programmes.

- The implemented SAIC has procedures that facilitate the evaluation and improvement of the degree of satisfaction of the different interest groups (students, teaching staff, graduates, employers, etc.) involved in the degree.

- The implemented SAIC has procedures that facilitate the assessment and improvement of employability.

- The implemented SAIC has procedures that facilitate the evaluation and improvement of the attention given to suggestions, complaints and congratulations.

Standard 4. Academic staff

> **ESG 2015:**
>
> **1.5 Teaching staff.** Institutions should ensure the competence of their teaching staff. They should also use fair and transparent processes for the recruitment and development of their staff.

Standard: Institutions should ensure the competence of their teaching staff. They should also use fair and transparent processes for the recruitment and development of their staff.

Guidelines to be assessed:

4.1 The academic staff of the degree meets the level of academic qualification required for the degree and has the appropriate professional, teaching and research experience.
4.2 The academic staff is sufficient, adequately dedicated to the performance of their duties and encourages innovation in teaching methods.
4.3 The university provides the teaching staff with the mechanisms that enable them to be updated and continuously trained, taking into account the characteristics of the degree and the teaching-learning process in an appropriate manner.
4.4 The university has implemented the commitments included in the verification report and the recommendations defined in the verification and authorisation reports, where applicable, relating to the recruitment and improvement of the teaching and research qualifications of the teaching staff.

Guideline 4.1. Aspects to consider:

- The professional, teaching and research experience of the academic staff in relation to the academic level, nature and competences defined for the degree, as well as the forecasts included in the verified report and/or subsequent modifications.

- The relationship between doctoral and non-doctoral teaching staff.
- Changes in the structure of the academic staff in the period under consideration.

- The profile of the academic staff assigned to the subjects, including external/clinical placements and the Final Degree/Master's Thesis.
- Where relevant, the experience of academic staff in virtual or hybrid teaching.
- In the case of High Performance Groups, the qualification of the teaching staff to teach in English.
- Where applicable, the degree of implementation of the recommendations included in the degree's verification, authorisation and monitoring reports.

Guideline 4.2. Aspects to consider:

- The relationship between permanent and non-permanent teaching staff.
- The relationship between full-time and part-time teaching staff.
- Changes in the structure of the academic staff in the period under consideration.
- The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
- Where applicable, the degree of implementation of the recommendations included in the degree's verification and authorisation reports.
- The degree of student satisfaction with tutorial attention and, where appropriate, the improvement actions established.

Guideline 4.3. Aspects to consider:

- The involvement of teaching staff in research, development and innovation activities and their impact on the degree.
- The training and updating of teaching staff in educational innovation, in the use of ICT in teaching-learning processes and/or in assessment systems.
- Where appropriate, teacher training in educational technology platforms and virtual or hybrid teaching.
- The existence of procedures for detecting, correcting and assisting teaching staff, which make it possible to address the solution of teaching problems related to the teaching-learning process.

Guideline 4.4. Aspects to consider:

- Changes in the structure of the academic staff in the period under consideration.
- Where applicable, the degree of compliance with the commitments included in the verified report and/or subsequent modifications relating to the recruitment and enhancement of the teaching and research qualifications of academic staff.
- Where applicable, the level of implementation of the recommendations defined in the degree's verification and authorisation reports concerning the recruitment and enhancement of the teaching and research qualifications of academic staff.

Standard 5. Support staff, material resources and services

ESG 2015:
1.6 Learning resources and student support. Institutions should be adequately funded to develop teaching and learning activities and ensure that students are provided with sufficient and easily accessible learning support and resources.

Standard: Institutions should have sufficient funding to develop teaching and learning activities and ensure that students are offered sufficient and easily accessible learning support and resources.

Guidelines to be assessed:

5.1 The support staff involved in training activities is adequate according to the nature and modality of the degree, the number of students enrolled and the competences to be acquired by them.
5.2 The material resources made available for the development of the degree are adequate according to the nature and modality of the degree, the number of students enrolled and the competences to be acquired by them.
5.3 The services made available for the development of the degree are adequate according to the nature and modality of the degree, the number of students enrolled and the competences to be acquired by them.

Guideline 5.1: Issues to consider:

• The characteristics of the support staff (number, qualifications and dedication) involved in the degree's training activities.
• The participation of support staff in training and refresher programmes aimed at improving their work in the teaching-learning processes.
• Where relevant, the experience of support staff in virtual or hybrid training activities.
• Where appropriate, training of support staff in educational technology platforms and virtual or hybrid teaching.
• The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
• Where applicable, the level of implementation of the recommendations included in the degree's verification and authorisation reports.

Guideline 5.2: Issues to consider:

• The characteristics of the classrooms and their equipment in relation to the number of students and the training activities programmed.

- The characteristics, where applicable, of laboratories, workshops and experimental spaces in relation to the number of students and the training activities programmed.
- The characteristics of work and study spaces (libraries, study rooms, meeting rooms, etc.).
- The characteristics of the bibliographic and documentary resources in relation to the number of students and the training activities programmed.
- The characteristics, if applicable, of the collaborating centres for external/clinical placements.
- The application of universal accessibility and design for all, safety, health and environmental regulations.
- Where appropriate, the capacity, security and operational stability of the technological infrastructures.
- Where appropriate, the user-friendliness and accessibility of technological infrastructures.
- Where appropriate, the adequacy of the design of the technological infrastructures to the number of students and to the training activities proposed.
- Where appropriate, the existence of teaching materials that facilitate e-learning.
- The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
- Where applicable, the level of implementation of the recommendations included in the degree's verification, authorisation and monitoring reports.

Guideline 5.3: Issues to consider:

- The characteristics of the administrative secretariat services.
- The characteristics of academic guidance services and/or programmes.
- The characteristics of the services and/or professional/clinical internship programmes.
- The characteristics of vocational guidance services and/or programmes.
- The characteristics of student mobility services and/or programmes.
- Where applicable, the characteristics of the technical service to the student in the case of virtual or hybrid mode.
- The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
- Where applicable, the level of implementation of the recommendations included in the degree's verification and authorisation reports.

Standard 6. Learning outcomes

ESG 2015:

1.2 Programme design and approval. Institutions should have processes for the design and approval of their study programmes. Programmes should be designed in such a way that they meet the stated objectives of the programme, including the expected learning outcomes. The qualification of a programme should be clearly specified and publicly available and should refer to the exact

level of the national higher education qualifications framework and thus to the European Higher Education Area Qualifications Framework.

1.3 Student-centred teaching, learning and assessment. Institutions should ensure that programmes are delivered in a way that encourages students to actively participate in the creation of the learning process and that student assessment reflects this student-centred approach.

Standard: The learning outcomes achieved by graduates are coherent with the graduate profile and correspond to the MECES (Spanish Qualifications Framework for Higher Education) level of the degree.

Guidelines to be assessed:

6.1 The training activities, their teaching methodologies and the assessment systems used are adequate and are in line with the objective of acquiring the expected learning outcomes.
6.2 The learning outcomes achieved satisfy the objectives of the training programme and are in line with their level in the MECES.

Guideline 6.1: Issues to consider:

• The training activities, teaching methodology and assessment systems used in each of the subjects enable the expected learning outcomes to be achieved.
• If applicable, the planning and assessment system of the external/clinical placements in relation to the competences to be acquired and the expected learning outcomes.
• The planning and assessment system of the Bachelor's and Master's Degree Final Projects in relation to the competences to be acquired and the expected learning outcomes.
• Where appropriate, the effectiveness of the mechanisms in place to control the identity of students in the virtual assessment processes.
• The degree of compliance with the assessment system used in each of the subjects in relation to the assessment system specified in the corresponding teaching guide.
• Where appropriate, the existence of repeated formal complaints about grades in a given subject/subject, the results obtained and the measures taken.
• In the case of multi-centre or inter-university degree programmes, the assessment systems allow students to demonstrate that they have achieved the expected learning outcomes regardless of the centre or university where they take the degree programme.
• The opinion of the agents involved in the degree on the suitability of the training activities, their teaching methodologies and the assessment systems used in each of the subjects/subjects that make up the syllabus.

Guideline 6.2: Issues to consider:

• The academic progress of the students and the degree of adequacy of the level of demand for the acquisition of the competences and learning outcomes of the degree.

Standard 7. Satisfaction and performance indicators

ESG 2015:
1.7 Information management. Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
1.9 Continuous monitoring and periodic evaluation of programmes. Institutions should regularly monitor and evaluate their programmes to ensure that they achieve their objectives and respond to the needs of students and society. Such evaluations should lead to continuous programme improvement. As a consequence of the above, any measures planned or taken should be communicated to all stakeholders.
1.10 Cyclical external quality assurance. Institutions should undergo external quality assurance in accordance with the ESG on a cyclical basis.

Standard: The results of the indicators of the training programme are congruent with the design, management and resources made available to the degree and meet the social demands of its environment through periodic evaluation.

Guidelines to be assessed:

7.1 The evolution of the main data and indicators of the degree (number of new students per academic year, enrolment rate, graduation rate, drop-out rate, efficiency rate, performance rate and success rate) is adequate, in accordance with the subject area and the environment in which the degree is inserted, and is coherent with the characteristics of the new students and with the forecasts established in the verified report.
7.2 The satisfaction of students, teaching staff, graduates and other stakeholders is adequate.

Guideline 7.1: Issues to consider:

• The evolution of the number of new students per academic year in relation to the forecasts made in the verified report and/or subsequent modifications.
• In the case of Master's degrees, the results of the application of the admission criteria in relation to the admission profile defined in the verification report and/or subsequent modifications.
• In the case of Master's degrees, the effectiveness of the training complements established in the verification report and/or subsequent modifications.
• The reliability of the data and indicators provided by the university.
• The evolution of the graduation rate, in accordance with its subject area and the environment in which the degree is inserted, and with the forecasts made in the verified report and/or subsequent modifications.
• The evolution of the drop-out rate, in accordance with its subject area and the environment in which the degree is inserted, and with the forecasts made in the verified report and/or subsequent modifications.

- The evolution of the efficiency rate, in accordance with its subject area and the environment in which the degree is inserted, and with the forecasts made in the verified report and/or subsequent modifications.

- The evolution of the rate of return, in accordance with its subject area and the environment in which the degree is inserted.

- The evolution of the success rate, in accordance with its subject area and the environment in which the degree is inserted.

- The relationship between the application of the rules of permanence and the values of the academic performance indicators.

Guideline 7.2: Issues to consider:

- The reliability of the results of surveys or other methods used to assess stakeholder satisfaction.

- Stakeholder satisfaction with the knowledge acquired and competences developed by students.

- Stakeholder satisfaction with the organisation of teaching (distribution, times, load, internships, etc.) and with the teaching-learning process (methodologies, training activities, tutorials, mobility and internationalisation, external internships, etc.).

- Stakeholder satisfaction with the communication channels used by the degree and the content of the information provided.

- Stakeholder satisfaction with the facilities and infrastructures used for the training process: classrooms, laboratories, library, work spaces, collaborating and care centres, etc.

- Stakeholder satisfaction with the attention received by students (welcome programmes, guidance, learning support, etc.).

- Stakeholder satisfaction with graduation rates, drop-out rates and employability of the degree.

3. ASSESSMENT OF THE EVALUATION STANDARDS

3.1. Levels of valuation

Each of the seven evaluation criteria is assessed by the External Evaluation Committee and subsequently by the Accreditation Commission on four levels:

Outstanding	The standard corresponding to the criterion is fully achieved and, moreover, is an example that exceeds the basic requirements.
Achieved	The standard corresponding to the criterion is fully achieved.
Partially achieved	The standard is achieved, but specific areas for improvement are identified.

Not achieved	The standard does not achieve the minimum level required to reach the relevant standard.

3.2. Standard requirements

Taking into consideration the rating assigned to each criterion, the **overall assessment of** the report is in terms of **"Favourable"**, **"Favourable with requirements"** or **"Unfavourable"** to accreditation.

If a report is rated **"favourable"** but the review panel still considers that there is room for improvement, suggested actions that contribute to achieving better quality in teaching or in the resources allocated to it can be included in the report and, where appropriate, should be included in the box marked "Recommendations", which can be analysed in future evaluation processes.

The overall assessment of a report may be **"Favourable with prescriptions" for** cases in which a favourable report contains aspects related to the degree that must necessarily be revised or improved through the drafting of an Improvement Plan, which must be submitted to AVAP. In this case, the report contains a list of prescriptions. A follow-up will be carried out within two years for the official university degrees that obtain this assessment, with the aim of verifying that these prescriptions have been implemented.

For the purposes of this procedure, an unfavourable follow-up report shall be considered as a reason for an unfavourable report:

-Deficiencies which, although they need to be rectified, have not been corrected after having been pointed out in the verification, modification, monitoring and/or renewal of accreditation report.
- The non-fulfilment of clear commitments and objectives assumed in the verified report or in its subsequent modifications in terms of academic staff, support staff, material resources and services.

In no case can a favourable monitoring report be obtained if a rating of "Not achieved" is obtained for any of the following criteria:

Criterion 4. Academic staff
Criterion 5. Support staff, material resources and services
Criterion 6. Learning outcomes

The above does not exclude that, depending on the nature of the degree and its teaching-learning modality, the identification of serious deficiencies in other criteria may lead to the issuing of a **"Unfavourable"** report.

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