Approved by the AVAP Steering Committee at its meeting of 18 June 2021.

ASPECTS TO BE CONSIDERED BY EVALUATORS OF FOLLOW UP PROGRAMME FOR BACHELOR AND MASTER DEGREES

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ASPECTS TO BE CONSIDERED BY EVALUATORS OF THE AVAP MONITORING PROGRAMME

STANDARD 1.- ORGANISATION AND DEVELOPMENT

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.

Guideline 1.1: The implementation of the syllabus and the organisation of the training programme are coherent with the competence profile and objectives of the degree programme set out in the verification report and/or its subsequent modifications, guaranteeing student-centred learning.

Aspects to consider:	SA	SAP	NSA
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

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Guideline 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[1].

Aspects to consider:	SA	SAP	NSA
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.			
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

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[1] 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.

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Guideline 1.3: The admission criteria allow students to 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.

Aspects to consider:	SA	SAP	NSA
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 1.4: The application of the different academic regulations (permanence, recognition, etc.) is carried out in an appropriate manner and allows for the improvement of the values of the academic performance indicators.

Aspects to consider:	SA	SAP	NSA
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.			

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SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

STANDARD 2. INFORMATION AND TRANSPARENCY
Standard: **Institutions should publish clear, accurate, objective, up-to-date and easily accessible information about their activities and programmes.**

Guideline 2.1 Those responsible for the degree programme publish adequate and updated information on the characteristics of the programme, its development and results, including information on the monitoring and accreditation processes, facilitating access to this information for people with functional diversity.

Aspects to consider:	SA	SAP	NSA
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.			

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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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 2.2 Information necessary for decision-making by students and other stakeholders in the university system at national and international level is easily accessible.

Aspects to consider:	SA	SAP	NSA
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.			

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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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 2.3 Students enrolled in the degree have timely access to relevant information about the curriculum and the intended learning outcomes.

Aspects to consider:	SA	SAP	NSA
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.			

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

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

STANDARD 3.- INTERNAL QUALITY ASSURANCE SYSTEM (IQSA)
Standard: **The institution has a formally established and implemented internal quality assurance system that effectively ensures the continuous improvement of the degree.**

Guideline 3.1. The implemented SAIC ensures the continuous collection and analysis of information and outcomes relevant to the effective management of the degree programmes, in particular learning outcomes and stakeholder satisfaction.

Aspects to consider:	SA	SAP	NSA
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

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Guideline 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.

Aspects to consider:	SA	SAP	NSA
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 3.3. The implemented SAIC has procedures that facilitate the evaluation and improvement of the quality of the teaching-learning process.

Aspects to consider:	SA	SAP	NSA
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

STANDARD 4.- ACADEMIC 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.

Guideline 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.

Aspects to consider:	SA	SAP	NSA
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.			

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Where applicable, the degree of implementation of the recommendations included in the degree's verification, authorisation and monitoring reports.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 4.2. The academic staff is sufficient, adequately dedicated to the development of its functions and encourages innovation in teaching methods.

Aspects to consider:	SA	SAP	NSA
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, authorisation and monitoring reports.			
The degree of student satisfaction with tutorial attention and, where appropriate, the improvement actions established.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 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.

Aspects to consider:	SA	SAP	NSA
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.			

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	SA	SAP	NSA
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 4.4. The university has implemented the commitments included in the verification report and the recommendations defined in the verification reports, authorisation, where applicable, and monitoring of the degree in relation to the recruitment and enhancement of the teaching and research qualifications of the teaching staff.

Aspects to consider:	SA	SAP	NSA
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, authorisation and monitoring reports concerning the recruitment and enhancement of the teaching and research qualifications of academic staff.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

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STANDARD 5.- SUPPORT PERSONNEL, MATERIAL RESOURCES AND SERVICES

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.

Guideline 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.

Aspects to consider:	SA	SAP	NSA
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, authorisation and monitoring reports.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 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.

Aspects to consider:	SA	SAP	NSA
The characteristics of the classrooms and their equipment in relation to the number of students and the training activities programmed.			

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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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

> **Guideline 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.**

Aspects to consider:	SA	SAP	NSA
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.			

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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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

STANDARD 6.- LEARNING OUTCOMES

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.

Guideline 6.1 The training activities, their teaching methodologies, and the assessment systems used are appropriate and are in line with the objective of acquiring the expected learning outcomes.

Aspects to consider:	SA	SAP	NSA
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 virtual assessment processes.			
The degree of compliance of the assessment system used in each of the subjects in relation to the assessment system specified in the corresponding teaching guide.			

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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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 6.2 The learning outcomes achieved satisfy the objectives of the training programme and are in line with their level in the MECES.

Aspects to consider:	SA	SAP	NSA
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

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STANDARD 7.- SATISFACTION AND PERFORMANCE INDICATORS
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.**

Guideline 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 appropriate, 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.

Aspects to consider:	SA	SAP	NSA
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.			

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	SA	SAP	NSA
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

Guideline 7.2 Satisfaction of students, teaching staff, graduates and other stakeholders is adequate.

Aspects to consider:	SA	SAP	NSA
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.			

SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved)

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