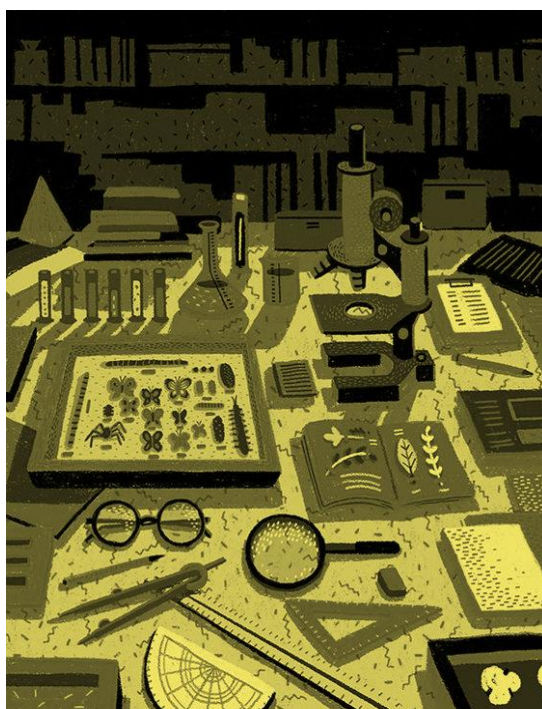


EVALUATION GUIDE: FOLLOW UP OF OFFICIAL PHD DEGREES IN COMUNITAT VALENCIANA



June 2021

AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA

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



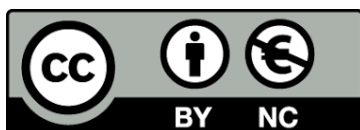
**GENERALITAT
VALENCIANA**





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Document approved by the AVAP Steering Committee, 29 June 2021



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AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA

1. OBJECTIVE OF THE GUIA

The main objective of the evaluation for the monitoring of official university doctoral programmes registered in the Register of Universities, Centres and Degrees (RUCT), like the evaluation for the renewal of degree accreditation, is to check whether the management, resources and results of a doctoral programme are adequate and guarantee its continuity until the renewal of accreditation.

The general evaluation procedure for monitoring is established in the Protocol for monitoring official university doctoral studies in the Valencian Community, approved by the AVAP Steering Committee at its meeting of 9 February 2017 and published on the AVAP website: www.avap.es

This guide is designed to facilitate, on the one hand, the preparation of the evaluation report by the universities for the monitoring of their doctoral programmes, and, on the other hand, to optimise the work of the Evaluation Committee by guiding it in the procedure to be followed and in the aspects that must be assessed in order to comply with the guidelines and criteria established in the Protocol.

This document develops the procedures and criteria for accreditation established by the Agència Valenciana d'Avaluació i Prospectiva according to the "European Standard Guidelines" (ESG, 2015), whose main objective is to guarantee the equivalence between the training received and the European qualification level.

It was submitted for consultation to the universities of the Valencian system and was agreed with them at a meeting held on 17 October 2017. At this meeting, it was also agreed that it would be applied to the assessment of official Bachelor's and Master's degrees that had to renew their accreditation as of 1 January 2018.

In May 2021, this guide has been amended to take into account changes and updates resulting from the current situation, and these changes were communicated to the AVAP Steering Committee on 29 June 2021.

2. EVALUATION STANDARD

Following the guidelines and lines of action agreed for the monitoring process of official university doctoral studies 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 assessment criteria established for the renewal of accreditation are divided into three dimensions:

- **TITLE MANAGEMENT** : The aspects of the implementation of the doctoral programme that demonstrate the level of compliance with the project that the institution intended to develop

are analysed: the validity of its interest for society, the academic management, the public information generated and the degree of implementation of its Internal Quality Assurance System.

- **RESOURCES** : The human, material and support resources available to the doctoral programme throughout its implementation are evaluated.
- **RESULTS** : Aspects related to the results of the doctoral programme and their evolution during its development are evaluated.

The three dimensions in which the evaluation criteria are articulated are further subdivided into 7 criteria.

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 criteria is as follows:

STANDARD FOR FOLLOW UP PhD DEGREES	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
	1.1 Policy for quality assurance

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 3. Internal Quality Assurance System (IQAS)	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
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. Standards and guidelines to be assessed

Each of the criteria, the corresponding standard, the guidelines that will be taken into account to assess whether it is achieved, as well as the aspects to be taken into account to assess whether it is achieved, are detailed below.

Standard 1. ORGANISATION AND DEVELOPMENT

RELATIONSHIP OF THE CRITERION TO THE 2015 ESG:

1.2 Design and approval of programmes: 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.

AVAP standard: The doctoral 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 by the evaluators:

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| 1.1 The programme has mechanisms in place to ensure that the entry profile of doctoral students is appropriate and their number is consistent with the characteristics and distribution of the programme's lines of research and the number of places offered. |
| 1.2 The programme has adequate mechanisms in place for the supervision of doctoral students and, where appropriate, training activities |
| 1.3 The institution responds to the possible recommendations made in the Verification Report and, where appropriate, in the possible modification reports, as well as to those that may be contained in successive follow-up reports. |
| 1.4 Where applicable, changes introduced in the doctoral programme and which have not been subject to modification do not alter MECES level 4 and allow it to be updated in accordance with the requirements of the discipline. |

Considerations to be taken into account in each of the guidelines:

Guideline 1.1. Aspects to consider:

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| <ul style="list-style-type: none"> The admission criteria ensure that students have the entry profile to begin their studies in accordance with the characteristics and lines of research of the programme, as well as the number of places offered in the verified report and/or its successive modifications. |
| <ul style="list-style-type: none"> Complementary courses fulfil their function in terms of the acquisition of competences and knowledge by students in the different entry disciplines. |

Guideline 1.2. Aspects to consider:

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| <ul style="list-style-type: none"> The academic committee monitors the doctoral student's progress through the documents established by RD 99/2011 (research plan and record of activities carried out by each student). |
| <ul style="list-style-type: none"> The procedure used by the academic committee for assigning the academic staff who will tutor and supervise the doctoral thesis, as well as for their possible change, is adequate. |
| <ul style="list-style-type: none"> Mechanisms have been put in place to prevent fraud and to ensure the originality of the research. |
| <ul style="list-style-type: none"> In the event that the doctoral programme is taught in several centres and/or is inter-university, the coordination mechanisms between the centres and/or universities participating in the programme. |
| <ul style="list-style-type: none"> The university's regulations on the presentation and defence of doctoral theses are adapted to current state legislation. |

- In the case of inter-university doctoral programmes, the regulations applied for the presentation and defence of the doctoral thesis determine the same requirements in all participating universities.
- In the case of an international mention, the necessary coordination and supervision of the stay at the foreign higher education institution or prestigious research centre has been ensured.
- In the case of internationally co-supervised theses, the stays and activities have been reflected in the co-supervision agreements and are adequately fulfilled.
- In the case of the industrial mention, the necessary coordination and supervision has been ensured so that the activities carried out in the company enable the students to acquire the corresponding competences.

Guideline 1.3. Aspects to consider:

- Where applicable, the degree of implementation of the recommendations made in the Verification Report and/or in its successive modifications, in the authorisation report.

Guideline 1.4. Aspects to consider:

- Where appropriate, characteristics and results of changes introduced and not subject to a programme modification report.

Standard 2. INFORMATION AND TRANSPARENCY**RELATIONSHIP OF THE CRITERION TO THE 2015 GSR:**

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

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

Guidelines to be assessed by the evaluators:

- 2.1 The university publishes objective, complete and up-to-date information on the doctoral programme, its characteristics, its development and the results achieved.
- 2.2 The institution ensures easy access to relevant information about the doctoral programme for all stakeholders.
- 2.3 The institution publishes the SAIC in which the doctoral programme is framed.

Considerations to be taken into account in each of the guidelines:**Guideline 2.1. Aspects to consider:**

<ul style="list-style-type: none"> • The verified doctoral programme report and/or its subsequent modifications are published on the website and are open access.
<ul style="list-style-type: none"> • The final evaluation report for the verification and the different reports of modifications of the doctoral programme, as well as the resolution of verification by the Council of Universities are published on the website and are open access.
<ul style="list-style-type: none"> • AVAP's monitoring reports on the doctoral programme are published on the website and are open access.
<ul style="list-style-type: none"> • The internal monitoring reports of the doctoral programme are published on the website, although access to them is restricted.
<ul style="list-style-type: none"> • The direct link to the doctoral programme in the Register of Universities, Centres and Degrees is available on the website.
<ul style="list-style-type: none"> • The correspondence between the name of the doctoral programme advertised and the name that appears in the RUCT.
<ul style="list-style-type: none"> • The description of the main aspects related to access to the doctoral programme (objectives, entry profile, exit profile, number of places offered, enrolment period and procedure, admission requirements and criteria, body that carries out the admission process and its composition, procedure and assignment of tutor and thesis supervisor, training complements, and grants and other aid) are published on the website and are open access.
<ul style="list-style-type: none"> • The description of the main aspects related to the organisation of the doctoral programme (lines of research, training activities, and the procedure for the preparation and defence of the research plan) are published on the website and are open access.
<ul style="list-style-type: none"> • The description of the main aspects related to the operational planning of the PhD programme (composition of the academic committee, duration of studies and tenure, academic calendar and learning resources) are published on the website and are open access.
<ul style="list-style-type: none"> • The description of the academic and research staff involved in the doctoral programme is published on the website and is open access.
<ul style="list-style-type: none"> • Where applicable, the description of the main aspects related to the mobility programmes (objectives, regulations, and grants and scholarships) are published on the website and are open access.
<ul style="list-style-type: none"> • The academic regulations on the doctoral thesis (evaluation, deposit and defence, international mention, thesis under international co-supervision, and Industrial mention) are published on the website and are open access.
<ul style="list-style-type: none"> • The main results of the doctoral programme (doctoral theses defended and stakeholder satisfaction) are published on the website and are open access.
<ul style="list-style-type: none"> • In the event that information on the doctoral programme is available on several websites of the university (universities if it is an interuniversity programme) or of the centres offering the programme, the information is not contradictory.

- Where applicable, the degree of implementation of the recommendations for improvement included in the monitoring reports of the doctoral programme.

Guideline 2.2 Issues to consider:

- Ease of access to the description of the doctoral programme.
- Ease of access to information on the competences to be acquired by students.
- Ease of access to information on the requirements for access and admission to the doctoral programme and, where appropriate, the additional training that must be undertaken.
- Ease of access to information prior to enrolment (documents to be submitted, places, etc.).
- Ease of access to information on the organisation and operational planning of the doctoral programme.
- Where appropriate, easy access to information on the meaning and implications of the international mention, the international co-supervision thesis and the Industrial Mention.
- Ease of access to information about student support programmes or services and available learning resources.
- Ease of access to the regulations applicable to students on the doctoral programme.
- Where applicable, the degree of implementation of the recommendations for improvement included in the monitoring reports of the doctoral programme.

Guideline 2.3. Aspects to consider:

- The Internal Quality Assurance System (IQAS) in which the doctoral programme is framed, including those responsible for it, the procedures and, where appropriate, the improvement actions implemented, is published on the website and is open access.

Standard 3. INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

RELATIONSHIP OF THE CRITERION TO THE 2015 ESG:

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 lead to continuous programme improvement. As a consequence of the above, any measures planned or taken should be communicated to all stakeholders.

1.10 External Cyclical Quality Assurance. Institutions should undergo external quality assurance in accordance with the ESG on a cyclical basis.

AVAP standard: The institution has a formally established and implemented internal quality assurance system that effectively ensures the continuous improvement of the doctoral programme.

Guidelines to be assessed by the evaluators:

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| 3.1 The implemented SAIC ensures the collection of relevant information and results for decision-making and efficient management of the doctoral programme, especially on learning outcomes and stakeholder satisfaction. |
| 3.2 The implemented SAIC has procedures that facilitate the evaluation and improvement of the doctoral programme. |
| 3.3 The implemented SAIC has adequate procedures for dealing with suggestions, complaints and compliments. |

Considerations to be taken into account in each of the guidelines:

Guideline 3.1. Aspects to consider:

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| <ul style="list-style-type: none"> The implemented SAIC ensures the continuous collection of information and analysis of learning outcomes. |
| <ul style="list-style-type: none"> The implemented SAIC ensures the continuous collection of information and the analysis of the degree of satisfaction of the different stakeholders. |
| <ul style="list-style-type: none"> The procedures for collecting information on an ongoing basis, analysing the results and using them for decision-making and improving the quality of the doctoral programme have been developed in accordance with the established procedures. |
| <ul style="list-style-type: none"> In the case of inter-university doctoral programmes, if 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:

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| <ul style="list-style-type: none"> The recommendations included in the assessment reports for the verification and, if necessary, modification of the doctoral programme have been analysed within the SAIC and the corresponding actions have been established by those responsible for the doctoral programme. |
| <ul style="list-style-type: none"> 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 doctoral programme. |
| <ul style="list-style-type: none"> Where appropriate, modifications have been made to the initially planned design of the doctoral programme 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 adequate procedures for dealing with suggestions, complaints and congratulations.

Standard 4. ACADEMIC STAFF**RELATIONSHIP OF THE CRITERION TO THE 2015 GSR:**

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.

AVAP standard: Institutions must ensure the competence of their faculty. They must also use fair and transparent processes for the recruitment and development of their staff.

Guidelines to be assessed:

- 4.1 The academic staff meet the levels of academic qualification required for participation in the doctoral programme and accredit their research experience.
- 4.2 The academic staff is sufficient and has the necessary dedication to carry out its functions adequately, considering the number of students in each line of research and the nature and characteristics of the doctoral programme.
- 4.3 The doctoral programme has mechanisms for the recognition of tutoring and thesis supervision.
- 4.4 The degree of participation of international experts in the monitoring committees and thesis tribunals is adequate according to the scientific field of the programme.

Considerations to be taken into account in each of the guidelines:**Guideline 4.1. Aspects to consider:**

- The teaching and research staff involved in the doctoral programme and the research experience they accredit.
- The involvement of teaching staff in research, development and innovation activities and their impact on the doctoral programme.
- Changes in the structure of the academic staff in the period under consideration.
- The degree of compliance with the commitments made in the verified report and/or subsequent modifications.
- Where applicable, the degree of implementation of the recommendations included in the authorisation and monitoring reports of the doctoral programme.

Guideline 4.2. Aspects to consider:

- The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
- Changes in the structure of the academic staff in the period under consideration.
- The degree of satisfaction of students with the tutoring received and the supervision of their theses and, where appropriate, the improvement actions established.
- Where applicable, the degree of implementation of the recommendations included in the verification and authorisation reports of the doctoral programme.

Guideline 4.3. Aspects to consider:

- The doctoral programme has mechanisms for the recognition of tutoring work and these are adequate.
- The doctoral programme has mechanisms for the recognition of thesis supervision and these are adequate.
- The degree of satisfaction of the academic staff with the mechanisms for recognition of the tutoring and supervision of doctoral theses.

Guideline 4.4. Aspects to consider:

- The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
- The degree of participation of international experts in the monitoring committees and thesis tribunals is adequate according to the scientific scope of the programme and the commitments made in the verification report or subsequent modifications.

Standard 5. MATERIAL RESOURCES AND SERVICES**RELATIONSHIP OF THE CRITERION TO THE 2015 ESG:**

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.

AVAP standard: Institutions must 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 material resources available are appropriate to the number of students in each line of research and the nature and characteristics of the doctoral programme.

5.2 Academic guidance services and support staff respond to the needs of the training and learning process of students as researchers.

Considerations to be taken into account in each of the guidelines:

Guideline 5.1 Issues to consider:

- The characteristics, if any, of the laboratories, workshops and experimental spaces in relation to the number of students and the training activities programmed.
- The characteristics of the bibliographic and documentary resources in relation to the number of students and the training activities programmed.
- In the event that there are collaborating entities that participate by agreement in the development of research activities, the characteristics of the material resources and other means that they place at the service of the doctoral programme.
- The existence of financial support from the doctoral programme itself, or from the university, for doctoral students to attend conferences and stays abroad.
- 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 verification and authorisation reports of the doctoral programme.

Guideline 5.2. Aspects to consider:

- The characteristics of academic and, where appropriate, vocational guidance services and/or programmes.
- 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 verification and authorisation reports of the doctoral programme.

Standard 6. LEARNING OUTCOMES

RELATIONSHIP OF THE CRITERION TO THE 2015 ESG:

1.2 Design and approval of programmes. 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.

AVAP standard: The learning outcomes achieved by doctoral students correspond to level 4 of the MECES (Spanish Qualifications Framework for Higher Education).

Guidelines to be assessed:

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| 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 academic indicators of the doctoral programme and its evolution correspond to level 4 of the MECES. |

Considerations to be taken into account in each of the guidelines:

Guideline 6.1. Aspects to consider:

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| <ul style="list-style-type: none"> The training activities and their assessment are coherent with the competences defined for the doctoral programme. |
| <ul style="list-style-type: none"> The number of doctoral theses defended and their evolution are adequate for the characteristics of the doctoral programme. |
| <ul style="list-style-type: none"> The level of requirements for the awarding of <i>cum laude</i> marks to doctoral theses. |

Guideline 6.2. Aspects to consider:

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| <ul style="list-style-type: none"> The doctoral theses defended and the scientific contributions derived from them, both prior to their defence and subsequently, demonstrate the acquisition of the basic competences established by the MECES for doctoral programmes, as well as the competences and capacities specific to the programme. |
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Standard 7. SATISFACTION AND PERFORMANCE INDICATORS

RELATIONSHIP OF THE CRITERION TO THE 2015 ESG:

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.

AVAP standard: The results of the doctoral programme indicators are appropriate to its characteristics and the socio-economic and research context, and meet the demands of its environment through periodic evaluation.

Guidelines to be assessed:

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| 7.1 The satisfaction of students, teaching staff, graduates and other stakeholders is adequate. |
| 7.2 The indicators are appropriate to the profile of the students, in accordance with the scientific field of the programme. |
| 7.3 The evolution of the indicators is coherent with the forecasts established in the verified report. |

Considerations to be taken into account in each of the guidelines:**Guideline 7.1. Aspects to consider:**

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| • The reliability of the results of surveys or other methods used to assess stakeholder satisfaction. |
| • Stakeholder satisfaction with the competences developed by students. |
| • Stakeholder satisfaction with the organisation and planning of the doctoral programme. |
| • Stakeholder satisfaction with the communication channels used by the doctoral programme and the content of the information it provides. |
| • Stakeholder satisfaction with the material resources available. |
| • Stakeholder satisfaction with academic and, where appropriate, career guidance services and/or programmes. |
| • Stakeholder satisfaction with the academic indicators of the doctoral programme. |

Guideline 7.2. Aspects to consider:

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| • 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. |
| • If applicable, the results of the application of the admission criteria in relation to the admission profile defined in the verification report and/or subsequent modifications. |
| • The evolution of the average duration of the programme and the drop-out rate, in accordance with its subject area and the environment in which the doctoral programme is inserted. |

Guideline 7.3. Aspects to consider:

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| • The evolution of the indicators of the doctoral programme in accordance with the forecasts made in the verified report and/or subsequent modifications. |
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3. ASSESSMENT OF THE EVALUATION STANDARDS

3.1. Levels of assessment

Each of the seven evaluation criteria will be assessed by the External 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 to help improve the quality of teaching or 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 accreditation report shall be considered as grounds for an unfavourable accreditation 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 report for accreditation 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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