

SAMPLE OF HIGH EDUCATION INSTITUTION SELF-ASSESSMENT REPORT FOR FOLLOW UP OF BACHELOR AND MASTER DEGREES

TABLES AND EVIDENCES



June 2021

**AGÈNCIA VALENCIANA D'AVALUACIÓ I
PROSPECTIVA**

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





© Agència Valenciana d'Avaluació i Prospectiva

Plaça de l'Ajuntament nº6, 4th floor, pta. 6 i 5th floor, pta. 8
46002, València



The contents of this work are subject to a Creative Commons Attribution-NonCommercial-NoDerivatives 3.0 licence.

Reproduction, distribution and public communication is permitted provided that the author is credited and no commercial use is made.

The full licence can be consulted at: <http://creativecommons.org/licenses/by-ncnd/3.0/es/legalcode.es>

Document approved by the AVAP Steering Committee, 18 June 2021



CONTENT

SAMPLE OF HIGH EDUCATION INSTITUTION REPORT FOR FOLLOW UP OF AN OFFICIAL UNIVERSITY BACHELOR'S OR MASTER'S DEGREE PROGRAMME	3
1. TITLE DATA	3
2. PROCEDURE FOR DRAFTING AND APPROVAL	3
3. COMPLIANCE WITH THE ESTABLISHED PROJECT	3
<i>DIMENSION 1. MANAGEMENT OF THE DEGREE</i>	4
Standard 1. Organisation and development	4
Standard 2. Information and transparency	6
Standard 3. Internal Quality Assurance System (IQAS)	8
<i>DIMENSION 2. RESOURCES</i>	10
Standard 4. Academic Staff	10
Standard 5. Support staff, material resources and services	12
<i>DIMENSION 3. RESULTS</i>	14
Standard 6. Learning outcomes	14
Standard 7. Satisfaction and performance indicators	15
4. TABLES AND EVIDENCE	17
4.1 TABLES.....	17
Table 1. Structure of teaching staff by year (only for Bachelor's degrees).....	18
Table 2. Academic results in the subjects that make up the syllabus.....	20
Table 3. Evolution of the relationship between the categories or figures of teaching staff teaching on the degree and the number of ECTS taught.....	21
Table 4. Evolution of the main indicators and global data of the teaching staff teaching on the degree programme.....	23
Table 5. Evolution of the main indicators and data on supply and demand for the degree programme.....	24
4.2 EVIDENCES.....	25
Evidence to be provided by AVAP.....	25
Evidence to be provided with the monitoring report.....	25
Other optional evidence to be provided with the degree monitoring report.....	27

AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA

SAMPLE OF HIGH EDUCATION INSTITUTION REPORT FOR FOLLOW UP OF AN OFFICIAL UNIVERSITY BACHELOR'S OR MASTER'S DEGREE PROGRAMME

The purpose of this model is to guide universities in the preparation of the **follow up report of the official university Bachelor's or Master's degree**. It is a useful basis for the assessment of compliance with the criteria and guidelines included in the monitoring process guide. It is recommended that this report should not exceed 30 pages in length, excluding annexes.

CONTENTS

1. TITLE DATA

• Title of the title
• Mentions/specialities
• University administratively responsible
• In the case of inter-university degrees, participating universities
• Centre(s) where it is taught
• Branch of knowledge
• Number of credits
• Number of places
• Regulated profession
• Mode(s) of delivery
• Implementation course
• Date of verification or renewal of accreditation

2. PROCEDURE FOR DRAFTING AND APPROVAL

The process that has led to the preparation and approval of the **monitoring report of the official university Bachelor's or Master's degree** must be detailed, as well as the committees and interest groups that have participated in its drafting.

3. COMPLIANCE WITH THE ESTABLISHED PROJECT

This **monitoring report on the official university Bachelor's or Master's degree** to be awarded by the university must provide a reflection on compliance with the project established in the verification report and, where appropriate, the subsequent modifications approved.

This involves an analysis, based on evidence and indicators, of what has been achieved in relation to the assessment criteria and guidelines and, where appropriate, the reasons why they have not been fully achieved and the improvement actions taken or planned (improvement plan).

As this is a single report per degree, in the event that it is taught in several centres or is inter-university, the analysis must differentiate the reality of each centre or university when the results do not coincide and, consequently, address the achievements attained and the improvement actions adopted or planned in a singularised manner.

Tables and Evidences

DIMENSION 1. MANAGEMENT OF THE DEGREE

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 profile of competences and objectives of the degree programme set out in the verification report and/or its subsequent modifications, guaranteeing student-centred learning.*

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• The implementation of the syllabus corresponds to that established in the verified report and/or its subsequent modifications.
<ul style="list-style-type: none">• The sequencing of the subjects of the syllabus is adequate and allows the acquisition of the learning outcomes foreseen for the degree.
<ul style="list-style-type: none">• The organisation of the training activities used in the different subjects facilitates the acquisition of the expected learning outcomes by students.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Where 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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.*

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• Vertical and horizontal coordination within the curriculum and between different subjects is adequate and avoids gaps or duplication.
<ul style="list-style-type: none">• Coordination mechanisms in the case of subjects that include both theoretical and practical or laboratory activities.
<ul style="list-style-type: none">• Coordination mechanisms in the case of subjects that have different groups in the same activity.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• In the event that the degree is taught in several centres, coordination between them is adequate and allows students to achieve the same competences regardless of the centre where they take the degree.
<ul style="list-style-type: none">• 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.

Tables and Evidences

- 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Guideline 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.

Aspects to consider for compliance with this guideline:

- 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Guideline 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.

Aspects to consider for compliance with this guideline:

- The functioning of the commissions responsible for 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.

Tables and Evidences

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 up-to-date 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 for compliance with this guideline:

<ul style="list-style-type: none">• The verified degree report and/or its subsequent modifications are published on the website and are open access.
<ul style="list-style-type: none">• The final assessment report for verification and, where applicable, the different reports on 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.
<ul style="list-style-type: none">• AVAP's reports on the monitoring and renewal of the degree's accreditation, if applicable, are published on the website and are open access.
<ul style="list-style-type: none">• The degree's internal monitoring reports are published on the website, although access to them is restricted.
<ul style="list-style-type: none">• The direct link to the degree in the Register of Universities, Centres and Degrees is available on the website.
<ul style="list-style-type: none">• There is a correspondence between the title of the degree advertised and the title in the RUCT.
<ul style="list-style-type: none">• The description of the curriculum and its main features are published on the website and are open access.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• The publication on the website of other results of the degree (employability, teaching quality, supply and demand rates for new places, etc.).
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Where applicable, the degree of implementation of the recommendations for improvement included in the degree monitoring or renewal reports.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Tables and Evidences

Guideline 2.2. *The 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 for compliance with this guideline:

<ul style="list-style-type: none">• Ease of access to the description of the degree (including title, credits, centres where it is taught and places offered).
<ul style="list-style-type: none">• Ease of access to information on the general and specific competences to be acquired by students.
<ul style="list-style-type: none">• Ease of access to information on the requirements for access and admission to the degree and, where appropriate, to special entrance examinations.
<ul style="list-style-type: none">• Ease of access to information prior to enrolment (documents to be submitted, places, etc.).
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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".
<ul style="list-style-type: none">• In case the degree does not lead to a regulated profession, the ease of access to information concerning career prospects for graduates.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Where appropriate, the ease of access to information on further training and the groups that need to take it.
<ul style="list-style-type: none">• Ease of access to information about student support programmes or services and available learning resources.
<ul style="list-style-type: none">• Ease of access to the university regulations applicable to students on the degree (continuance, transfer and recognition of credits, grade claims, etc.).
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Where applicable, the degree of implementation of the recommendations for improvement included in the degree monitoring or renewal reports.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 for compliance with this guideline:

<ul style="list-style-type: none">• 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.

Tables and Evidences

<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• In the list of teaching staff teaching the subjects/subjects, the teaching category is detailed.
<ul style="list-style-type: none">• Where applicable, information on external/clinical placements (credits, organisation, type of companies, profile of tutors, etc.) is clear and accessible.
<ul style="list-style-type: none">• Information on the development of the Bachelor/Master's thesis (organisation, type of tutor, criteria for presentation and defence of the thesis, etc.) is clear and accessible.
<ul style="list-style-type: none">• Information on student mobility programmes (organisation of mobility by degree, institution, exchange programmes, etc.) is clear and accessible.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Standard 3. Internal Quality Assurance System (IQAS)

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 for compliance with this guideline:

<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 analysis of employability results.
<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 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.
<ul style="list-style-type: none">• 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Tables and Evidences

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 for compliance with this guideline:

- 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 for compliance with this guideline:

- 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Tables and Evidences

DIMENSION 2. RESOURCES

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 for compliance with this guideline:

<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• The relationship between doctoral and non-doctoral teaching staff.
<ul style="list-style-type: none">• Changes in the structure of the academic staff in the period under consideration.
<ul style="list-style-type: none">• The profile of the academic staff assigned to the subjects, including external/clinical placements and the Final Degree/Master's Thesis.
<ul style="list-style-type: none">• Where relevant, the experience of academic staff in virtual or hybrid teaching.
<ul style="list-style-type: none">• In the case of High Performance Groups, the qualification of the teaching staff to teach in English.
<ul style="list-style-type: none">• Where applicable, the degree of implementation of the recommendations included in the degree's verification, authorisation and monitoring reports.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 for compliance with this guideline:

<ul style="list-style-type: none">• The relationship between permanent and non-permanent teaching staff.
<ul style="list-style-type: none">• The relationship between full-time and part-time teaching staff.
<ul style="list-style-type: none">• Changes in the structure of the academic staff in the period under consideration.
<ul style="list-style-type: none">• The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
<ul style="list-style-type: none">• Where applicable, the degree of implementation of the recommendations included in the degree's verification, authorisation and monitoring reports.
<ul style="list-style-type: none">• The degree of student satisfaction with tutorial attention and, where appropriate, the improvement actions established.
<ul style="list-style-type: none">• The degree of compliance with the commitments included in the verification report and/or subsequent modifications.

Tables and Evidences

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 for compliance with this guideline:

<ul style="list-style-type: none">• The involvement of teaching staff in research, development and innovation activities and their impact on the degree.
<ul style="list-style-type: none">• The training and updating of teaching staff in educational innovation, in the use of ICT in teaching-learning processes and/or in assessment systems.
<ul style="list-style-type: none">• Where appropriate, teacher training in educational technology platforms and virtual or hybrid teaching.
<ul style="list-style-type: none">• 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 for compliance with this guideline:

<ul style="list-style-type: none">• Changes in the structure of the academic staff in the period under consideration.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Tables and Evidences

Standard 5. Support staff, 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 for compliance with this guideline:

<ul style="list-style-type: none">• The characteristics of the support staff (number, qualifications and dedication) involved in the degree's training activities.
<ul style="list-style-type: none">• The participation of support staff in training and refresher programmes aimed at improving their work in the teaching-learning processes.
<ul style="list-style-type: none">• Where relevant, the experience of support staff in virtual or hybrid training activities.
<ul style="list-style-type: none">• Where appropriate, training of support staff in educational technology platforms and virtual or hybrid teaching.
<ul style="list-style-type: none">• The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
<ul style="list-style-type: none">• Where applicable, the level of implementation of the recommendations included in the degree's verification, authorisation and monitoring reports.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 for compliance with this guideline:

<ul style="list-style-type: none">• The characteristics of the classrooms and their equipment in relation to the number of students and the training activities programmed.
<ul style="list-style-type: none">• The characteristics, where applicable, of laboratories, workshops and experimental spaces in relation to the number of students and the training activities programmed.
<ul style="list-style-type: none">• The characteristics of work and study spaces (libraries, study rooms, meeting rooms, etc.).
<ul style="list-style-type: none">• The characteristics of the bibliographic and documentary resources in relation to the number of students and the training activities programmed.
<ul style="list-style-type: none">• The characteristics, if applicable, of the collaborating centres for external/clinical placements.
<ul style="list-style-type: none">• The application of universal accessibility and design for all, safety, health and environmental regulations.
<ul style="list-style-type: none">• Where appropriate, the capacity, security and operational stability of the technological infrastructures.
<ul style="list-style-type: none">• Where appropriate, the user-friendliness and accessibility of technological infrastructures.
<ul style="list-style-type: none">• Where appropriate, the adequacy of the design of the technological infrastructures to the number of students and to the training activities proposed.
<ul style="list-style-type: none">• Where appropriate, the existence of teaching materials that facilitate e-learning.

Tables and Evidences

- | |
|---|
| <ul style="list-style-type: none">• The degree of compliance with the commitments included in the verification report and/or subsequent modifications. |
| <ul style="list-style-type: none">• Where applicable, the level of implementation of the recommendations included in the degree's verification, authorisation and monitoring reports. |

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 for compliance with this guideline:

- | |
|---|
| <ul style="list-style-type: none">• The characteristics of the administrative secretariat services. |
| <ul style="list-style-type: none">• The characteristics of academic guidance services and/or programmes. |
| <ul style="list-style-type: none">• The characteristics of the services and/or professional/clinical internship programmes. |
| <ul style="list-style-type: none">• The characteristics of vocational guidance services and/or programmes. |
| <ul style="list-style-type: none">• The characteristics of student mobility services and/or programmes. |
| <ul style="list-style-type: none">• Where applicable, the characteristics of the technical service to the student in the case of virtual or hybrid mode. |
| <ul style="list-style-type: none">• The degree of compliance with the commitments included in the verification report and/or subsequent modifications. |
| <ul style="list-style-type: none">• Where applicable, the level of implementation of the recommendations included in the degree's verification, authorisation and monitoring reports. |

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Tables and Evidences

DIMENSION 3. RESULTS

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 intended learning outcomes.*

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• The training activities, teaching methodology and assessment systems used in each of the subjects enable the expected learning outcomes to be achieved.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Where appropriate, the effectiveness of the mechanisms in place to control the identity of students in virtual assessment processes.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Where appropriate, the existence of repeated formal complaints about grades in a given subject/subject, the results obtained and the measures taken.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 for compliance with this guideline:

<ul style="list-style-type: none">• 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.

Tables and Evidences

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

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 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.*

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• In the case of Master's degrees, the effectiveness of the training complements established in the verification report and/or subsequent modifications.
<ul style="list-style-type: none">• The reliability of the data and indicators provided by the university.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• The evolution of the rate of return, in accordance with its subject area and the environment in which the degree is inserted.
<ul style="list-style-type: none">• The evolution of the success rate, in accordance with its subject area and the environment in which the degree is inserted.
<ul style="list-style-type: none">• The relationship between the application of the rules of permanence and the values of the academic performance indicators.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Tables and Evidences

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

Aspects to consider for compliance with this guideline:

• 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.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Guideline 7.3: The employability indicators of degree graduates are appropriate to the socio-economic and professional context of the degree.

Aspects to consider for compliance with this guideline:

• The reliability of employability indicators.
• The evolution of employability indicators in relation to the socio-economic and professional context of the degree.
• The existence of institutional action plans of the university to facilitate and improve the employability of degree graduates.
• Satisfaction of graduates with the training received and employability possibilities.
• Employers' satisfaction with the training received in the degree by graduates and employability possibilities.

Strengths and achievements:

Weaknesses and improvement actions taken or to be taken (improvement plan):

Tables and Evidences

4. TABLES AND EVIDENCE

4.1 TABLES

The **report drawn up by the university for the renewal of accreditation** must be accompanied by the five tables listed below. The information contained in these tables is one of the elements that should help in the drafting of the assessment of the achievements obtained in each of the guidelines and criteria on which the assessment for the renewal of accreditation of official Bachelor's and Master's degrees is based.

➤ Table 1: Structure of teaching staff by year (only for Bachelor's degrees).
➤ Table 2: Academic results in the subjects that make up the curriculum in the last full academic year prior to the drafting of the report.
➤ Table 3: Evolution of the relationship between the categories or figures of teaching staff teaching on the degree and the number of ECTS taught by each of them for each academic year since the implementation or renewal of accreditation up to the last full academic year before the report was written.
➤ Table 4: Evolution of the main indicators and global data of the teaching staff teaching on the degree for each academic year since the implementation or renewal of accreditation up to the last full academic year before the report was written.
➤ Table 5: Evolution of the main indicators and data on supply and demand for the degree for each academic year since the implementation or renewal of accreditation up to the last full academic year before the report was written.

The five tables ¹should be drawn up according to the format detailed below.

¹ In case the degree is taught in more than one institution and/or is inter-university, a table for each institution and/or university must be included.

Tables and Evidences

Table 1. Structure of teaching staff by year (only for Bachelor's degrees)

TITLE:

Centre:

Academic year:

Tables and Evidences

The completion of the grey columns is not mandatory.

TEACHING STAFF		Year 1	Year 2	Year 3	Year 4	No. of tutored TFGs	Link to further information
University professors	Total number of staff						
	No. of credits taught						
	Percentage of the title						
University Professors and Lecturers	Total number of staff						
	No. of credits taught						
	Percentage of the title						
Tenured University Lecturers	Total number of staff						
	No. of credits taught						
	Percentage of the title						
Tenured Lecturers at University Schools	Total number of staff						
	No. of credits taught						
	Percentage of the title						
Contract teaching staff Doctorate	Total number of staff						
	No. of credits taught						
	Percentage of the title						
Assistant lecturers Doctor	Total number of staff						
	No. of credits taught						
	Percentage of the title						
Teaching Assistants	Total number of staff						
	No. of credits taught						
	Percentage of the title						
Associate Professors	Total number of staff						
	No. of credits taught						
	Percentage of the title						
Other teaching staff	Total number of staff						
	No. of credits taught						
	Percentage of the title						
Total number of teaching staff who have taken part in the teaching of the degree programme							
Total credits taught							

Tables and Evidences

In the case of private or church universities and affiliated centres, this table must be drawn up in accordance with their own contractual and/or statutory teaching figures, accompanied by a description of these figures at the foot of the table.

Table 2. Academic results in the subjects that make up the syllabus ²

TITLE:

Centre:

Academic year:

Subject	Total students enrolled	Percentage of students in first enrolment	Subject Performance Rate	Percentage of failures	Percentage of no-shows	Subject success rate	Percentage of successful first-time enrolments as a percentage of total first-time enrolments

² The information referring to performance indicators (columns from performance rate onwards) excludes students whose credits in this subject have been recognised, adapted or validated.
 The performance rate of the subject indicates the percentage of students who pass the subject out of the total number of students enrolled (irrespective of whether they sit the assessment of the subject).
 The success rate of the subject indicates the percentage of students who pass the subject out of the total number of students who sit the assessment of the subject.

Tables and Evidences

Table 3. Evolution of the relationship between the categories or figures of teaching staff teaching on the degree and the number of ECTS taught.

TITLE:

Centre:

TEACHING STAFF		Course 20xx- 20xx	Course 20xx- 20xx	Course 20xx- 20xx	Course 20xx- 20xx	Course 20xx- 20xx	Course 20xx- 20xx	Link to further information
University professors	Total number of staff							
	No. of credits taught							
	Percentage. on title							
University Professors and Lecturers	Total number of staff							
	No. of credits taught							
	Percentage. on title							
Tenured University Lecturers	Total number of staff							
	No. of credits taught							
	Percentage. on title							
Tenured Lecturers at University Schools	Total number of staff							
	No. of credits taught							
	Percentage. on title							
Contract teaching staff Doctorate	Total number of staff							
	No. of credits taught							
	Percentage. on title							
Assistant lecturers Doctor	Total number of staff							
	No. of credits taught							
	Percentage. on title							
Teaching Assistants	Total number of staff							
	No. of credits taught							
	Percentage. on title							

Tables and Evidences

TEACHING STAFF		Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Link to further information
Associate Professors	Total number of staff							
	No. of credits taught							
	Percentage. on title							
Other teaching staff	Total number of staff							
	No. of credits taught							
	Percentage. on title							
Total number of teaching staff who have taken part in the teaching of the degree programme								
Total credits taught								

The grey column is not mandatory.

In the case of private or church universities and affiliated centres, this table must be drawn up in accordance with their own contractual and/or statutory teaching figures, accompanied by a description of these figures at the foot of the table.

Tables and Evidences

Table 4. Evolution of the main indicators and global data of the teaching staff teaching on the degree programme

TITLE:

Centre:

TEACHING STAFF	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Link to further information
Total no. of Doctors							
Doctoral teaching and research staff rate							
Full-time teaching and research staff rate							
Total number of Sexenios of the teaching staff as a whole							
Total number of five-year periods for the entire teaching staff							

In the case of private or Church universities that do not have a signed agreement with the CNEAI or AVAP, the way in which the university determines the research experience of its teaching staff should be indicated at the foot of the table.

Tables and Evidences

Table 5. Evolution of the main indicators and data on supply and demand for the degree programme

TITLE:

Centre:

	Data memory Verified	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Course 20xx-20xx	Link to further information
Number of new students per academic year								
(in the case of the Degree Adaptation Courses) No. of places per course								
Graduation rate (according to IISU definition)								
Drop-out rate (as defined by SIIU)								
Efficiency rate (as defined by SIIU)								
Rate of return (as defined by SIIU)								
Degree of overall student satisfaction with the degree								
Degree of student satisfaction with teaching staff								
Degree of student satisfaction with resources								
Degree of satisfaction of teaching staff with the degree								
Degree of satisfaction of the graduates with the degree								
Level of satisfaction of employers with the degree								
Enrolment rate								
Supply/demand rate of new entry places								

In the fields for which the forecast made in the verified report is requested and the latter only gives values at degree level and not at centre level, the global data for the degree must be included.

Tables and Evidences

4.2 EVIDENCES

The following evidence must be provided together with the **degree report drawn up by the university for follow up purposes**. The information contained in this evidence is essential for assessing the achievements obtained in each of the guidelines and criteria on which the assessment for the monitoring of official bachelor's and master's degrees is based.

Evidence to be provided by AVAP

Code	Criteria	Evidence
EA1	All	Verification, authorisation and modification reports.

Evidence to be provided with the monitoring report ³

Code	Criteria	Evidence	Period
E0	All	Current degree report verified by ANECA	In the academic year preceding the year in which the report is written.
E1	1 2 3 4 6 7	Link to the website of the title.	In the current academic year
E2	1	Reports or documents containing the mechanisms, agreements and conclusions of coordination between subjects, subjects or equivalents, both in global aspects and between theory and practice.	From the implementation of the degree until the academic year prior to the one in which the report was written.
E3	1	Admission criteria applicable to the degree and results of their application.	From the implementation of the degree until the academic year prior to the one in which the report was written.
E4	3	Information and documentation on the Internal Quality Assurance System in relation to the following aspects of the degree: design, review and improvement of its objectives and competences; management and processing of student complaints; student support and guidance mechanisms; and mechanisms for collecting and analysing results and indicators.	From the implementation of the degree until the academic year prior to the one in which the report was written.
E5	3	(If applicable) Certificate of the implementation of the Internal Quality Assurance System of the Centre (AUDIT)	Academic year of attainment.
E6	3 4	(If applicable) Certificate of DOCENTIA implementation or evaluation process of academic staff through programmes similar to DOCENTIA and its results.	From the implementation of the degree until the academic year prior to the one in which the report was written.
Code	Criteria	Evidence	Period
E7	5	(for non face-to-face teaching) Brief description of the technological platform supporting teaching, as well as the teaching materials used in the teaching process.	From the implementation of the degree until the academic year prior to the one in which the report was written.
E8	5	(In the case of degrees in which the placements require support staff) Brief description of the support staff, their training and refresher courses mainly related to the implementation of practical activities, with the exception of those corresponding to central university services.	Last two academic years prior to the year in which the report was written.

³ In the event that the degree is taught in more than one centre and/or is inter-university, evidence must be included for each centre and/or university. When it is stated in the period "since the implementation of the degree", it should be understood as "since the implementation or renewal of the accreditation of the degree".

Tables and Evidences

E9	5	Brief description of the infrastructures (classrooms, laboratories, libraries, computer rooms, etc.) available for the teaching of the degree.	Last academic year preceding the year in which the report is written.
E10	5	Brief description of the services, programmes or actions for academic, professional and student mobility support and guidance.	From the implementation of the degree until the academic year prior to the one in which the report was written.
E11	5 6	(In the case of curricular external/clinical placements) List of the final reports of the placements carried out by the students, including the collaborating centre/entity.	From the implementation of the degree until the academic year prior to the one in which the report was written.
E12	5	(In the case of degrees leading to a regulated profession in the field of Health Sciences) Copy of all the agreements in force with the collaborating centres for carrying out the curricular external/clinical internships.	Last academic year preceding the year in which the report is written.
E13	6	(In case there is a graduating class) List of qualified TFG / TFM with indication of the tutor, examining board and grade obtained.	From the academic year of graduation of the first graduating class to the academic year prior to the one in which the report is written.
E14	6	List of students who have obtained the recognition of credits for other university degrees, work experience, own degrees or non-university higher education, indicating the number of credits recognised, the reason and the body that has decided.	From the implementation of the degree until the academic year prior to the one in which the report was written.
E15	4 5 6 7	Reports on stakeholder satisfaction surveys	From the implementation of the degree until the academic year prior to the one in which the report was written.
E16	7	Documentation or reports containing studies on labour market insertion or employability data on graduates of the Degree.	From the academic year following the first graduating class until the academic year prior to the one in which the report is written.

These evidences can be uploaded to the platform as independent files in pdf format, the name of which will always include a reference to the corresponding evidence, or with a direct internet link to the documentation of the evidence, guaranteeing access to its content to the External Assessment Committee and the Accreditation Commission.

Tables and Evidences

Other optional evidence to be provided with the degree monitoring report ⁴

Code	Criteria	Evidence	Period
E17	1	List of students taking part in mobility programmes	From the implementation of the degree until the academic year prior to the one in which the report was written.
E18	1 7	If available, studies carried out on the application of the university's regulations on continuance and/or progression and their impact on the different graduation, drop-out, performance, success rates, etc.	From the implementation of the degree until the academic year prior to the one in which the report was written.
E19	2	Intranet, virtual campus or other similar learning resources made available to the student	From the implementation of the degree until the academic year prior to the one in which the report was written.
E20	3	Documents reflecting the periodic review or audit of the implemented IQAS and its results	From the implementation of the degree until the academic year prior to the one in which the report was written.
E21	4	Plan for the incorporation of academic staff.	From the implementation of the degree until the academic year prior to the one in which the report was written.
E22	4	Plan for the incorporation of support staff	From the implementation of the degree until the academic year prior to the one in which the report was written.
E23	4	Resourcing plans	From the implementation of the degree until the academic year prior to the one in which the report was written.

These evidences can be uploaded to the platform as independent files in pdf format, the name of which will always include a reference to the corresponding evidence, or with a direct internet link to the documentation of the evidence, guaranteeing access to its content to the External Assessment Committee and the Accreditation Commission.

⁴ In the event that the degree is taught in more than one centre and/or is inter-university, evidence must be included for each centre and/or university. When it is stated in the period "since the implementation of the degree", it should be understood as "since the implementation or renewal of the accreditation of the degree".



© Agència Valenciana d'Avaluació i Prospectiva

Plaça de l'Ajuntament n°6, planta 4ª, pta. 6 i
planta 5ª, pta. 8. 46002, València

962939390 - avap@gva.es