

EVALUATION PROTOCOL: RENEWAL OF ACCREDITATION OF OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES IN THE COMUNITAT VALENCIANA

January 2023



**AGÈNCIA VALENCIANA
D'AVALUACIÓ I
PROSPECTIVA**

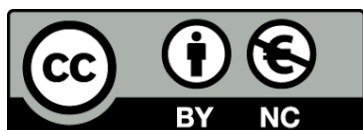


AGÈNCIA VALENCIANA
D'AVALUACIÓ I PROSPECTIVA



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AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA

1. INTRODUCTION AND APPLICABLE LAW

The Spanish university system undertook a reform of its educational offer and its organisation by adopting the principles that constituted the essence of the European Higher Education Area (EHEA).

The implementation of the European Higher Education Area led to greater university autonomy for the formulation of new university degree, Master's and doctoral programmes; and Organic Law 6/2001, of 21 December, on Universities (LOU), established the bases for adapting the university system to the new EHEA.

Thus, the adaptation of a cyclical structure made up of the Bachelor's, Master's and Doctorate degrees, which consecutively incorporated more specialised training in terms of employability or research, has been completed in all the universities that make up the Spanish university system.

Together with a new structuring of studies and the incorporation of a learning approach centred on students' competences, two other principles underpinning the great agreement that is the EHEA should be highlighted. The first is to assume the need to promote more active teaching, based on a teaching-learning methodology, in which the master class must share the limelight with other strategies and ways of teaching and learning, which seek to reinforce the students' capacity for autonomous work, and in which the use of new information and communication technologies is one of the main pillars. The second lies in promoting and facilitating the international mobility of our students towards their stay in other universities abroad, especially in other European countries. To achieve this objective, the common model for calculating academic time in credits of the European Credit Transfer and Accumulation System (ECTS) was adopted.

The accumulation of modifications in the organisation of official university education in Spain makes a new regulation necessary and proportional which, guaranteeing the principle of legal security in the functioning of the Spanish university system, advances in an organisation adapted to the demands of society and to the disruptive changes taking place in the economy and in technology, as well as more flexible in its components and structure, and which, at the same time, favours the necessary effective innovation in teaching.

Thus, Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance, was created with the aim of ensuring the quality of university studies as an educational service for the whole of Spanish society, official university degrees must undergo external assessment procedures in accordance with the European Standards and Guidelines for Quality Assurance of Higher Education (ESG), in accordance with the provisions of Title V of Organic Law 6/2001, of 21 December, and in accordance with the provisions of this Royal Decree.

In return for increased university autonomy, proposals for new degree programmes must undergo an ex ante evaluation process (known as verification) and, after six to eight years, an ex post evaluation

process (accreditation), in accordance with the procedure and deadlines established by the Valencian Regional Government, a process which, in any case, must include a visit by experts from outside the university. Between the two processes, the universities carry out annual monitoring of the development of the degree programmes implemented, in accordance with their internal quality assurance system (SAIC).

The criteria for accreditation are agreed jointly by the quality agencies registered in the Spanish Network of University Quality Assurance Agencies (REACU), and in accordance with international quality standards, especially the ESG, the standards of the European Quality Assurance Register (EQAR) and the rest of the legal regulations.

2. OBJECT

The purpose of this Protocol is to establish the criteria and procedure for the assessment prior to the renewal of the accreditation of official university Bachelor's and Master's degrees registered in the Register of Universities, Centres and Degrees (RUCT) to be carried out by the Valencian Agency for Assessment and Prospective Studies (AVAP), in accordance with the conditions set out in Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance. And in accordance with Royal Decree 640/2021, of 27 July, on the creation, recognition and authorisation of universities and university centres, and institutional accreditation of university centres.

The renewal of the accreditation of official university Bachelor's and Master's degrees must be carried out within the following deadlines:

- Official undergraduate degrees of 240 credits must renew their accreditation within a maximum period of six years.
- Official undergraduate degrees of 300 or 360 credits must renew their accreditation within a maximum period of eight years.
- Official university Master's degrees must renew their accreditation within a maximum period of six years.

The procedure for the renewal of the accreditation of an official university degree may not last longer than six months.

3. SCOPE OF APPLICATION

This Protocol is applicable to official Bachelor's and Master's degrees offered in the Valencian Region by public and private universities, including affiliated centres, which are obliged to undergo accreditation renewal.

In the case of degrees in which several universities participate, this protocol is applicable when the administrative head of the degree is a university belonging to the Valencian university system, i.e. when it is the university that requested and processed the application for verification and the one that receives all correspondence and notifications corresponding to the degree.

This university, which does not necessarily have to be the coordinating university of the degree, must notify the other universities participating in the degree of the information on this assessment procedure.

4. OBJECTIVES

The objectives of the evaluation for the renewal of the accreditation of official Bachelor's and Master's degrees are as follows:

- To ensure the quality of the training programme offered in accordance with the established qualification levels and the criteria developed by the quality agencies.
- To guarantee that the quality of the results obtained in the development of official university education corresponds to the commitments acquired and verified by the corresponding assessment body.
- To provide recommendations and/or suggestions for improvement for the degree that support the internal quality improvement processes of the training programme and its development, and which will have to be taken into account in future follow-ups and renewals of accreditation.
- Review the incorporation of the recommendations included in the reports on the verification, modification, renewal and monitoring of the accreditation of the degree into the operation of the degree.

5. RESULT

The result of the assessment process for the renewal of accreditation is a reasoned report in terms of "Favourable", "Favourable with requirements" or "Unfavourable" which will be sent, among others, to the Council of Universities so that it can issue the corresponding resolution on the renewal of the degree's accreditation.

6. DIMENSIONS OF EVALUATION

Following the guidelines and lines of action agreed for the process of renewal of accreditation of official university degrees, within the framework of the Spanish Network of University Quality Assurance Agencies (REACU) and bearing in mind the criteria and guidelines established in the document "Standards and Guidelines for Quality Assurance in the European Higher Education Area", the evaluation criteria established for the renewal of accreditation are divided into three dimensions:

a) MANAGEMENT OF THE DEGREE : The organisation and management of the syllabus are analysed, reinforcing student-centred learning (including access, teaching coordination mechanisms and credit transfer and recognition systems); the transparency and visibility of the degree in terms of the information it provides to the different agents of interest and the effectiveness of the Internal Quality Assurance System (SAIC) as an instrument for collecting information, analysing it, implementing improvement actions and carrying out the appropriate follow-up of the same.

b) RESOURCES : The adequacy of the academic and support staff, as well as the material resources, infrastructures and services available to guarantee the achievement of the competences defined by the degree are analysed.

c) RESULTS : Aspects related to the results of the degree and satisfaction are evaluated, and the evolution that these have had during the development of the degree. In this sense, the mechanisms established by the university to verify the adequate acquisition by students of the competences initially defined for the degree, i.e. the fulfilment of the learning outcomes that define the graduate profile, will be analysed. The evolution of the different indicators of academic, professional and personal results will also be analysed.

The relationship between the criteria established in this Protocol for the renewal of the accreditation of official bachelor's and master's degree courses in the Valencian Region and the criteria for internal quality assurance in the European Higher Education Area (ESG 2015)¹ is as follows:

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

CRITERIA FOR RE-ACCREDITATION	GSR CRITERIA 2015
Criterion 1. Organisation and development	1.2 Programme design and approval
	1.3 Student-centred learning, teaching and assessment
	1.4 Admission, progression, recognition and certification of students
Criterion 2. Information and transparency	1.8. Public information
Criterion 3. Internal Quality Assurance System (IQAS)	1.1 Quality assurance policy
	1.7 Information management
	1.9 Ongoing monitoring and periodic review of programmes
	1.10 External cyclical quality assurance
Criterion 4. Academic Staff	1.5 Faculty
Criterion 5. Support staff, material resources and services	1.6 Learning resources and support for students
Criterion 6. Learning outcomes	1.2 Programme design and approval
	1.3 Student-centred learning, teaching and assessment
Criterion 7. Satisfaction and Performance Indicators	1.7 Information management
	1.9 Ongoing monitoring and periodic review of programmes
	1.10 External Cyclical Quality Assurance

The criteria included in the three dimensions of the assessment are detailed below, indicating for each of them the corresponding standard and the guidelines taken into account to assess whether it is achieved.

DIMENSION 1. MANAGEMENT OF THE DEGREE

Criterion 1. Organisation and Development

ESG 2015:

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

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

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

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

Guidelines to be assessed:

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

1.2 The defined graduate profile (and its deployment in the curriculum) maintains its relevance and is updated according to the requirements of its academic, scientific or professional field.

1.3 The degree has teaching coordination mechanisms (horizontal and vertical articulation between the different subjects) that allow both an adequate allocation of the student's workload and an adequate time planning, ensuring the acquisition of the learning outcomes.

1.4 The admission criteria ensure that students have the appropriate entry profile to start these studies and their application respects the number of places offered in the verified report and/or its subsequent modifications.

1.5 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:

Aspects to consider Guideline 1.1.

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| <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 and the methodologies used in the different subjects facilitates the acquisition of the expected learning outcomes by students, guaranteeing student-centred learning. |
| <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">• If applicable, the adaptation course fulfils its function with regard to the acquisition of competences and knowledge by the students who take it and is in line with what is established in the degree's verification report and/or its subsequent modifications. |

Aspects to consider Guideline 1.2.

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| <ul style="list-style-type: none">• There are procedures and mechanisms for consulting the agents linked to the degree to obtain information on the suitability of the learning outcomes obtained by students and the graduate profile and, where appropriate, they have been reviewed and updated. |
| <ul style="list-style-type: none">• In the case of degrees leading to a regulated profession, the graduate profile is kept up to date in accordance with the needs and requirements established in the regulations governing the profession. |

Aspects to consider Guideline 1.3.

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| <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 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. |
| <ul style="list-style-type: none">• 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.

Aspects to consider Guideline 1.4.

- 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.

Aspects to consider Guideline 1.5.

- The proper functioning of the commissions in charge of the application of the different regulations.
- The coincidence of the assumptions applied with those established in the verified report and/or its subsequent modifications.
- Where appropriate, the adequacy of the recognition of credits awarded for previous training/experience in relation to the competences to be acquired by the student in the degree.

Criterion 2. Information and Transparency

ESG 2015:

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

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

Guidelines to be assessed:

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

Aspects to consider:

Aspects to consider Guideline 2.1.

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| <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 the different reports of modifications to the syllabus, as well as the resolution of verification by the Council of Universities are published on the website and are open access. |
| <ul style="list-style-type: none">• AVAP's reports on the monitoring and renewal of the degree's accreditation 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 reports on the monitoring or renewal of accreditation of the degree. |

Aspects to consider Guideline 2.2.

<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 delivery, 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 on 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.

Aspects to consider Guideline 2.3.

<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.
<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.

- The teaching guides contain an adequate description of each subject (competences, bibliography, syllabus, etc.), its training activities and assessment systems, and, where appropriate, whether it requires the use of specific materials (e.g. computer programmes) or prior knowledge.
- In the list of teaching staff teaching the subjects/subjects, the teaching category is detailed.
- Where applicable, information on external/clinical placements (credits, organisation, type of companies, profile of tutors, etc.) is clear and accessible.
- Information on the development of the bachelor's/master's thesis (organisation, type of tutor, criteria for presentation and defence of the thesis, etc.) is clear and accessible.
- Information on student mobility programmes (organisation of mobility by degree, institution, exchange programmes, etc.) is clear and accessible.

Criterion 3. Internal Quality Assurance System (IQAS)

ESG 2015:

1.1 Quality assurance policy. Institutions should have a public quality assurance policy as part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, involving external stakeholders.

1.7 Information management. Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

1.9 Continuous monitoring and periodic evaluation of programmes. Institutions should regularly monitor and evaluate their programmes to ensure that they achieve their objectives and respond to the needs of students and society. Such evaluations should 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 institution has a formally established and implemented internal quality assurance system that effectively ensures the continuous improvement of the degree.

Guidelines to be assessed:

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

3.2 The implemented SAIC facilitates the process of monitoring, modification and accreditation of the degree, guaranteeing its continuous improvement based on the analysis of objective and verifiable data.

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

Aspects to consider:

Aspects to consider Guideline 3.1.

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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 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. |

Aspects to consider Guideline 3.2.

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| <ul style="list-style-type: none">• 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. |
| <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 degree. |
| <ul style="list-style-type: none">• 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. |

Aspects to consider Guideline 3.3.

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| <ul style="list-style-type: none">• The implemented SAIC has procedures that facilitate the analysis and improvement of planning, teaching development and learning assessment. |
| <ul style="list-style-type: none">• The implemented SAIC has procedures that facilitate the evaluation and improvement of the quality of teaching. |
| <ul style="list-style-type: none">• 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. |
| <ul style="list-style-type: none">• 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. |
| <ul style="list-style-type: none">• 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.

DIMENSION 2. RESOURCES

Criterion 4. Academic staff

ESG 2015:

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

AVAP standard: Institutions should ensure the competence of their teaching staff in accordance with the characteristics of the degree and the number of students. They should also use fair and transparent processes for the recruitment and development of their staff.

Guidelines to be assessed:

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

Aspects to consider:

Aspects to consider Guideline 4.1.

- The professional, teaching and research experience of the academic staff in relation to the academic level, nature and competences defined for the degree, as well as the forecasts included in the verified report and/or subsequent modifications.
- The relationship between doctoral and non-doctoral teaching staff.
- Changes in the structure of the academic staff in the period under consideration.
- The profile of the academic staff assigned to the subjects, including external/clinical placements and the Final Degree/Master's Thesis.
- Where relevant, the experience of academic staff in virtual or hybrid teaching.

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| <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. |

Aspects to consider Guideline 4.2.

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| <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. |

Aspects to consider Guideline 4.3.

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| <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. |

Aspects to consider Guideline 4.4.

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| <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. |

Criterion 5. Support staff, material resources and services

ESG 2015:

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

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 number of support staff involved in training activities is adequate according to the nature and modality of the degree, the number of students enrolled and the competences to be acquired by them.

5.2 The institution has material resources made available for the development of the degree, which are adequate according to the nature and modality of the degree, the number of students enrolled and the competences to be acquired by them.

5.3 The institution has support services available for the development of the degree, which are appropriate according to the nature and modality of the degree, the number and characteristics of the students enrolled and the competences to be acquired by them.

Aspects to consider:

Aspects to consider Guideline 5.1:

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

Aspects to consider Guideline 5.2:

<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.
<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.

Aspects to consider Guideline 5.3.

<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.

DIMENSION 3. RESULTS

Criterion 6. Learning Outcomes

ESG 2015:

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

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

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

Guidelines to be assessed :

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

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

Aspects to consider:

Aspects to consider Guideline 6.1:

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

- The opinion of the agents involved in the degree on the suitability of the training activities, their teaching methodologies and the assessment systems used in each of the subjects/subjects that make up the syllabus.

Aspects to consider Guideline 6.2:

- 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.
- The actual graduate profile in relation to that defined in the verification report and/or subsequent modifications.
- The opinion of the agents involved in the degree on the adequate acquisition of the competences and learning outcomes of the degree.

Criterion 7. Satisfaction and Performance Indicators

ESG 2015:

1.7 Information management. Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

1.9 Continuous monitoring and periodic evaluation of programmes. Institutions should regularly monitor and evaluate their programmes to ensure that they achieve their objectives and respond to the needs of students and society. Such evaluations should lead to continuous programme improvement. As a consequence of the above, any measures planned or taken should be communicated to all stakeholders.

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

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

Guidelines to be assessed:

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

Aspects to consider:

Aspects to consider Guideline 7.1.

<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.

Aspects to consider Guideline 7.2.

<ul style="list-style-type: none">• The reliability of the results of surveys or other methods used to assess stakeholder satisfaction.
<ul style="list-style-type: none">• Stakeholder satisfaction with the knowledge acquired and competences developed by students.
<ul style="list-style-type: none">• 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.).
<ul style="list-style-type: none">• Stakeholder satisfaction with the communication channels used by the degree and the content of the information provided.
<ul style="list-style-type: none">• Stakeholder satisfaction with the facilities and infrastructures used for the training process: classrooms, laboratories, library, work spaces, collaborating and care centres, etc.

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| <ul style="list-style-type: none">• Stakeholder satisfaction with the attention received by students (welcome programmes, guidance, learning support, etc.). |
| <ul style="list-style-type: none">• Stakeholder satisfaction with graduation rates, drop-out rates and employability of the degree. |

Aspects to consider Guideline 7.3.

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| <ul style="list-style-type: none">• The reliability of employability indicators. |
| <ul style="list-style-type: none">• The evolution of employability indicators in relation to the socio-economic and professional context of the degree. |
| <ul style="list-style-type: none">• The existence of institutional action plans of the university to facilitate and improve the employability of degree graduates. |
| <ul style="list-style-type: none">• Satisfaction of graduates with the training received and employability opportunities |
| <ul style="list-style-type: none">• Employers' satisfaction with the training received in the degree by graduates and employability possibilities. |

7. PROCEDURE FOR THE RENEWAL OF ACCREDITATION

In order to guarantee transparency in the development of the assessment procedure for official Bachelor's and Master's degrees, this section describes the sequence of activities to be carried out by the different agents involved in the accreditation renewal process.

7. 1. Publication of the call

The Ministry of Universities publishes one or more calls for applications each year in the Official Journal of the Generalitat Valenciana (DOGV), establishing the deadlines, the documentation to be provided and the procedure to be followed by universities applying for the renewal of the accreditation of an official Bachelor's or Master's degree.

7.2. Application for renewal of accreditation

In accordance with article 34 of Royal Decree 822/2021, university centres that are not institutionally accredited must renew the accreditation of their official university degrees in accordance with the established procedure, which will be resolved by the Council of Universities on the basis of a mandatory and binding report from AVAP.

In order to initiate this procedure, the university shall apply to the Council of Universities through the corresponding application of the Ministry of Universities.

The application for renewal of the accreditation received shall be sent to AVAP within a maximum period of 5 working days to check that the curriculum is being carried out in accordance with its initial project, by means of an evaluation that must include, in any case, a visit by experts from outside the university, with the participation of at least one student, and which will conclude with the drawing up of an evaluation report that is mandatory for the University Council.

Once the applications have been received, AVAP plans the complete development of the procedure to be followed, contacting the university to request the submission of documentary evidence, including a self-report prepared by the university following the template provided by AVAP, as well as the timetable for the visit by the External Assessment Committee, always ensuring that the university has a minimum of thirty calendar days to prepare for the external assessment visit.

7.3. Establishment of the External Evaluation Committees

These committees will be responsible for visiting the university and reviewing one or more degrees, which may be grouped according to subject matter. AVAP will select and publish on its website the members of the External Assessment Committees and will inform the university of their composition, together with a brief curriculum vitae of each member. The university will have a period of five days to exercise, where appropriate, the right to challenge the members selected by AVAP.

After this period, AVAP will proceed to the appointment and definitive constitution of the corresponding External Evaluation Committee, which will be made up of:

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| a) A chairperson with an academic profile and experience in degree verification, authorisation, monitoring or accreditation processes. |
| b) A variable number of academic and/or professional members to be determined according to the number of degrees to be assessed and the heterogeneity of their academic field, preferably with experience in processes of verification, authorisation, monitoring or accreditation of degrees as a member of assessment committees. |
| c) One or one student member, preferably from the academic field or branch of the degrees to be evaluated, preferably with training in evaluation processes. |
| d) One member with a technical profile, with experience in the implementation and operation of quality assurance systems, university management or the European Higher Education Area, who acts as secretary. |

The members of the External Review Committee are appointed by AVAP's Directorate General and subscribe to AVAP's code of ethics, pledging to comply with its principles of independence, confidentiality, objectivity, excellence and transparency.

In general, AVAP takes into account the following criteria for the selection of the members of the External Evaluation Committee:

- Conflict of interest: Evaluators must not have any direct relationship with the university to be evaluated or with its territorial scope.
- Previous experience: It will be taken into account as a positive aspect that the evaluators have previously participated in evaluation processes.
- Level of satisfaction: AVAP should not have received any justified formal complaints about its performance as evaluator.
- Territorial representation: Evaluators must come from university systems other than that of the Comunitat Valenciana.
- Parity: AVAP will strive for a gender-balanced composition of the Committee.

7.4. Analysis of the University's self-reporting and evidence on the degree programme

Once the deadline for submitting the self-report and the evidence established by this Protocol has passed, and AVAP has checked that the documents are correctly incorporated into the assessment platform, it provides the External Assessment Committee with access to the documentary evidence of the degree for carrying out the visit, as well as to the support tools that facilitate its work, such as report models and templates and permanent access to the IT tool managed by AVAP.

For the assessment of the criteria and guidelines described above, the following set of prior documentary evidence must be provided:

- The latest version of the verified report, which includes those modifications requested by the degree that have been reported favourably.
- The degree verification report and, where appropriate, the modification reports.
- The evaluation report for the authorisation of the degree drawn up by AVAP.
- The annual internal monitoring reports of the degree.
- External monitoring reports carried out by AVAP, if any.
- The latest external evaluation report drawn up by the External Evaluation Committee according to the model set out in the annexes, if available.
- The latest accreditation renewal report, if available.
- Evidence obtained from the Internal Quality Assurance System (IQAS).
- IAS implementation certification reports, if available.
- The certification reports on the implementation of the models for the evaluation of the teaching activity of university teaching staff, such as those derived from the DOCENTIA programme.
- Indicators from the Integrated University Information System (SIIU).
- Indicators developed by AVAP based on information provided by the university.
- The degree self-report prepared by the university for the renewal of accreditation, by means of which the university justifies that the results obtained comply with the objectives for which the degree was designed. The structure and content of this report must be adapted to the model set out in the annexes.

- The tables and indicators are detailed in the annexes.

The members of the External Assessment Committee analyse all the degree documentation and check that they have all the necessary documentation to draw up the assessment report. If they detect that any evidence is missing, they must inform the AVAP technicians responsible for this process as soon as possible.

7.5. Visit

a) Proposed agenda for the visit

In accordance with the timetable for the visit planned between AVAP and the university, the External Assessment Committee proposes to the university, at least ten days in advance, an agenda for the visit specifying the day and time of the hearings to be held with the groups involved in the degree (management team, degree coordinators, teaching staff, students, administration and services staff, graduates, employers, etc.) and the facilities to be visited. The university must return the duly completed agenda within 5 days of receipt.

Once the agenda proposed by the External Review Committee has been accepted, the university prepares:

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| a) The appropriate infrastructure and IT equipment to carry out the relevant tasks. |
| b) The evidence to be provided for the visit included in Annex I, as well as any additional evidence requested. This evidence must be available at the beginning of the visit. |
| c) A nominal list of representatives of the different groups involved in the evaluation in accordance with the indications of the External Evaluation Committee. |

b) Sharing of the individual analysis carried out

One week before the visit, the External Assessment Committee will hold a telematic session to pool the aspects that each member of the Committee has detected individually, through the prior analysis carried out on the basis of the evidence. To this end, the Committee will have to determine the aspects to be addressed during the visit, as well as:

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| 1. Identify those aspects that are confusing, contradictory or not supported by evidence. |
| 2. Identify the main issues that need to be evidenced or clarified during the visit and, therefore, that need to be contrasted during the different hearings. |
| 3. Establish, where appropriate, additional evidence on aspects of the operation of the degree that require further information. |

7.6. The visit

When setting up the External Review Committee, AVAP determines whether the visit will be conducted in person or online, if circumstances so require.

In accordance with the agenda, the External Assessment Committee carries out the visit (in person or online) to the institution(s) to which the degree programme to be assessed is attached. The maximum duration of the visit is three days and may include the external assessment of several degrees.

The External Assessment Committee, in addition to consulting the planned evidence and visiting the facilities, carries out the scheduled hearings with the groups involved in the degree (management team, degree coordinators, teaching staff, students, administration and services staff, graduates, employers, etc.).

The university shall make it possible to hold a public hearing open to the entire university community. To this end, it shall publicly announce this possibility at least 15 days in advance. In general, no person may attend more than one hearing.

7.7 External Evaluation Report

At the end of the visit, the members of the External Evaluation Committee share the preliminary conclusions for the issuing of the External Evaluation Report. AVAP will provide the evaluators with a document with the aspects to be considered, which serves as a guide to help them know which aspects must be assessed in each criterion and guideline.

Each member of the External Assessment Committee will draw up an individual report. This report must contain a detailed and reasoned analysis of the degree of compliance with each and every one of the criteria and guidelines for the renewal of accreditation, in accordance with the model provided by AVAP. This report is drawn up on the basis of an assessment of:

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| a) The university's self-report on the degree programme. |
| b) The body of evidence provided by the university. |
| c) The visit to the facilities where each training programme takes place, which includes interviews with the agents related to the degree. |

On the basis of the individual reports, evidence and impressions gathered, the academic member of the degree's External Assessment Committee will coordinate the drafting of a report that is reviewed by each member of the committee for suggestions and proposals. The academic member incorporates the suggestions and proposals made by all members of the committee and finalises the draft. The President of the Committee reviews the report and signs it, sending it to AVAP within a maximum of seven days of the visit.

After verification by AVAP technicians that the report meets all the requirements and includes a consistent assessment of all the criteria, it will be sent to the university, which will have a period of 5

working days to communicate any factual errors in the drafting of the report that may have led to an erroneous conclusion.

Reportable factual errors must have the following characteristics:

1. simple elementary mistakes of names, dates, arithmetical operations, or transcriptions of documents;
2. the error is to be assessed solely on the basis of the information contained in the file;
- (3) the error is obvious and clear, without the need to rely on interpretations of applicable legal rules;
- (4) there is no fundamental alteration in the meaning of the act (since there is no material error where its assessment involves a value judgment or requires an operation of legal qualification);

If the university wishes to report factual errors, it must use the form provided for this purpose by AVAP. Factual errors will be reviewed by the External Evaluation Committee that drafted the Visit Report, which will have to modify it, if appropriate, or indicate in writing that it is not appropriate to modify the report, stating the reasons.

After reviewing the factual errors, if any, or after the period of 5 working days to report them if there are none, the Visit Report will be published on the AVAP website.

7.8 Evaluation of the degree by the Degree Evaluation Commission (CET)

In order to make the accreditation renewal process more objective and rigorous, after the visit of the External Assessment Committee and the issuing of the External Assessment Report, the degree will be assessed by the Degree Assessment Committee, which will act as a collegiate body by speciality.

Once the AVAP Degree Evaluation Commission has reviewed all the documentation in the file of each official university degree, and in accordance with the External Evaluation Report drawn up by the External Evaluation Committee, in accordance with article 34.5 of Royal Decree 822/2021, the aforementioned Commission draws up a justified proposal for a report on the renewal of accreditation.

Each of the seven criteria will be assessed by the Degree Evaluation Commission on four levels:

Outperforms excellently	The standard corresponding to the criterion is fully achieved. Furthermore, it is an example that exceeds the basic requirements and good practice can be identified.
It is reached	The standard corresponding to the criterion is fully achieved.
Partially achieved	The standard is achieved, but specific areas for improvement are identified.
Not reached	The criterion does not achieve the minimum level required to reach the relevant standard.

The report must also be assessed at an overall level and be reasoned, and may be:

a) Favourable to the renewal of accreditation.
b) Favourable to re-accreditation, with requirements.
c) Unfavourable to the renewal of accreditation.

A report "**Favourable**" to the renewal of accreditation may contain in relation to each of the criteria suggested actions that contribute to achieving better quality in teaching or in the resources allocated to it which, where appropriate, should be included in the box marked for this purpose as "Recommendations", which may be taken into account in future accreditations.

A "**favourable with requirements**" report is foreseen for those university degrees that contain aspects that necessarily need to be revised or improved. In this case, the report will contain a list of prescriptions. As established in Article 28 of Royal Decree 822/2021, monitoring must be carried out three years after the actual implementation or renewal of accreditation, and special emphasis will be placed on degrees that have been awarded this status.

In the case of an "**unfavourable**" report, and depending on the nature of the deficiencies observed, it may be indicated which aspects must necessarily be modified by the university in order to obtain a favourable report. In addition, when a degree is taught in several centres (own and/or affiliated) of the same university, the proposal to eliminate the participation of the centre or centres in which serious non-compliances occur that condition the issuing of a favourable report may be included.

For the purposes of this procedure, an unfavourable accreditation report is considered a reason for an unfavourable report:

Deficiencies which, although they need to be rectified, have not been corrected after having been pointed out in the verification, modification, monitoring and/or renewal of accreditation report.

Failure to comply with 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.

According to article 34.5 of Royal Decree 822/2021, the university may submit appeals within 20 working days to the proposed report. The university may provide clarifications on the deficiencies

detected, as well as provide an improvement plan that aims to rectify them. This improvement plan must be specific, showing objectives, persons responsible and monitoring indicators, including a timetable for the implementation of the modifications to be made within a period of no more than three years.

With the exception of the improvement plan, claims incorporating aspects or information not contained in the set of prior documentary evidence on which the interim report was based shall not be accepted.

In the event that a degree is taught in several centres (own and/or affiliated) of the same university and the interim report proposes the elimination of the participation of the centre or centres where there are serious breaches, the final report may be favourable if in the appeals the university undertakes that, once the renewal of accreditation has been obtained, if applicable, it will proceed to the specific modification of the degree programme report to exclude this centre from teaching the degree and request its removal from the degree programme before the Regional Ministry with responsibility for universities.

Once the appeals, if any, have been assessed, AVAP will propose a final report that may be favourable or unfavourable to the renewal of accreditation, and will send it to the applicant university, the Council of Universities, the Generalitat Valenciana and the Ministry of Universities.

7.9 Final resolution of the procedure

The Council of Universities, upon receipt of the AVAP report, will issue the **final decision**.

If the report is favourable (or favourable with prescriptions), a favourable resolution will be issued. If the report is unfavourable, a decision will be taken to reject the renewal of accreditation.

The resolution shall state the grounds for the decision and shall specify the appeals that may be lodged against it, the administrative or judicial body before which they are to be lodged and the time limit for lodging them. Once the deadlines have elapsed without the corresponding resolution having been issued, the sense of the administrative silence shall be affirmative.

The Council of Universities will notify the resolution of renewal or non-renewal of accreditation within 3 working days of its approval to the university applying for the degree, notifying the Generalitat Valenciana, AVAP and the Ministry of Universities.

In the event that a degree does not renew its accreditation, the degree will be declared "extinct", and an entry to this effect will be made in the RUCT. As a consequence, the Generalitat Valenciana shall determine the progressive extinction of its syllabus, on an annual basis, from the academic year

following that in which the aforementioned resolution was issued, and shall declare its definitive extinction when this occurs for the purposes of its registration in the RUCT.

In any case, both the Generalitat Valenciana and the university, within the scope of their respective competences, shall adopt the appropriate measures to guarantee the academic rights of students who are studying these courses.

8. COMPLAINTS AND APPEALS PROCEDURE

The complaints and appeals procedure allows an institution that has undergone a review process by AVAP to express its dissatisfaction with the conduct of the process or those conducting it (complaints procedure) or to challenge the formal outcome, i.e. the renewal decision (appeals procedure).

The **complaint procedure** can be found in detail on the AVAP website <https://avap.es/es/avap-informa/sugerencias-quejas-y-felicitaciones/>.

The response to complaints, suggestions and/or acknowledgements will be the responsibility of the person in charge of the Directorate General of AVAP, as the body responsible. The processing of complaints, suggestions and/or acknowledgements will be the responsibility of the person in charge of the Higher Education Quality and Innovation service, or the Prospective Management and Public Services service, with regard to those that affect units and services within its remit.

Once the complaint, suggestion and/or thanks have been submitted, the body in charge of processing it shall open an informative file, carrying out the enquiries and diligences it considers pertinent. Among the actions to be carried out, it shall obtain the appropriate information from the unit or service directly affected.

In relation to the **appeals procedure**, the university can challenge the formal outcome of the process, i.e. the final resolution on the renewal of accreditation issued by the Universities Council.

In accordance with Article 34.9 of Royal Decree 822/2021, the university may submit a complaint to the Presidency of the Council of Universities within 15 days of receipt of the resolution of the Council of Universities, which shall be dealt with in accordance with the procedure established in Article 26.10 of this Royal Decree.

If the complaint is accepted for processing, it must be assessed by the University Council's Commission for Curriculum Verification and Accreditation Complaints. The Commission will be made up of academic and professional experts who have not participated in the evaluation procedure to date.

The Commission may refer the dossier to AVAP, in the light of the aspects detected that merit a new assessment. Once AVAP's report has been received, the Commission will draw up a proposal for

resolution which it will send to the Permanent Commission of the Council of Universities for its definitive resolution.

In AVAP, the collegiate body responsible for issuing the report mentioned in the previous paragraph is the Protocols and Appeals Commission.

The members of the Protocols and Appeals Commission are appointed by AVAP's Directorate General and subscribe to AVAP's code of ethics, undertaking to comply with its principles of independence, confidentiality, objectivity, excellence and transparency.

The Protocols and Appeals Committee is composed of:

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| a) A chairperson with a legal background and experience in degree verification, authorisation, monitoring or accreditation processes. |
| b) A variable number of academic and/or professional members with experience in university quality assurance processes, preferably from the field of legal sciences. |
| c) A student member, trained in evaluation processes. |
| d) A secretary with a technical profile attached to AVAP, with the right to speak but not to vote. |

Once the procedure has been completed, the Council of Universities shall communicate the resolution of the accreditation renewal procedure to the RUCT in order to include the favourable renewal or non-renewal of the accreditation in the degree's file. The corresponding resolution will put an end to the administrative procedure in accordance with the provisions of article 114.1.b) of Law 39/2015, of 1 October. Once the deadlines have elapsed without the corresponding resolution of the complaint having been issued, it may be understood to have been rejected.

The university whose official university degree has not applied for renewal of the accreditation of an official university degree within the corresponding period or which, having done so, has not obtained the same, may not submit a syllabus report to a new verification process within the following two years, starting from the date on which the accreditation of the degree expired, if the syllabus is similar in name and basic content to the syllabus of the degree that has not renewed its accreditation.





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