



SELF ASSESSMENT REPORT FOR ENQA REVIEW

OCTOBER 2021

AVAP

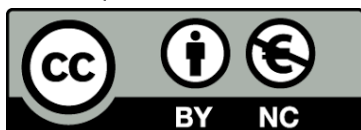
**AGÈNCIA VALENCIANA
D'AVALUACIÓ I PROSPECTIVA**



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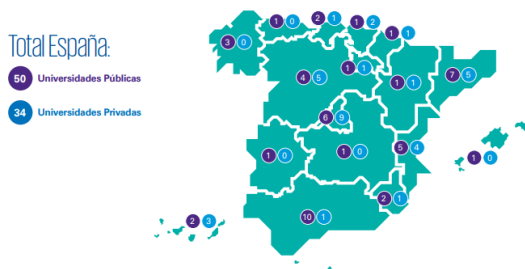
1. INTRODUCTION

The University is an essential item of social and economic development, and the guarantor of generating, preserving, transmitting and transferring knowledge in a context of deep changes and uncertainties.

For this reason, society places its trust in this institution as an essential driving force to face the challenges that the new times have in store for us¹.

The challenges posed by rapid scientific and technological advances must contribute to the construction of sustainable, responsible societies, attentive to the needs of their citizens and to the needs of the environment.

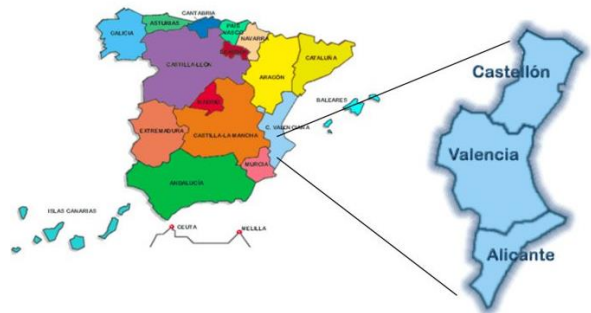
The Spanish University System has 84 universities distributed throughout its territory, 50 public universities and 34 private universities.



In relation to our territorial scope, “Comunitat Valenciana” is an Autonomous Community located in the east of the Iberian Peninsula and bathed by the Mediterranean Sea.

Comunitat Valenciana is made up of three provinces: Castellón, Valencia and Alicante.

The capital of the “Comunitat” is Valencia, which is the third largest city in Spain.



The autonomous management of the university system must be approached in a strategic way by considering it as interconnected networks that interact with each other and with the society.

¹ Spanish Universities: an autonomic perspective 2020. Valencian Community



The Valencian Community is moving towards the structuring and cohesion of the university system, establishing the necessary channels to strengthen the reciprocal relations and links between university and society.

The complex structure of higher education in Spain, the Valencian Community and the universities aims to place higher education institutions in a better position for internal cooperation and competition, as drivers of innovation, science, research and technology. It should seek the personal, professional and social success of graduates and also be a source of social justice and cultural freedom.

The university belongs to society as a whole and to fulfil these objectives for the common benefit of the Community we must respond with dynamism, capacity and leadership.

In order to guarantee the quality and excellence of the Valencian higher education system, Agencia Valenciana d'Avaluació i Prospectiva (AVAP) was created in 2006 as an autonomous and independent body with its own legal personality and assets and full capacity to act in order to fulfil its aims.

AVAP manages a wide range of activities on a day-to-day basis, as the university system at Comunitat Valenciana is extensive and complex. This is made up of 9 universities (5 public and 4 private), located according to the following structure:

CASTELLON	
Public	Private
Universitat Jaume I de Castellón (UJI)	
VALENCIA	
Public	Private
Universitat de València (UV)	Universidad Católica San Vicente Mártir (UCV)
Universitat Politècnica de València (UPV)	Universidad Cardenal Herrera CEU (UCH-CEU)
	Universidad Internacional de Valencia (VIU)
	Universidad Europea de Valencia (UEV)
ALICANTE	
Public	Private
Universidad de Alicante (UA)	
Universidad Miguel Hernández de Elche (UMH)	

A summary of the history and profile of each university may be found at Annex I.

The university system at Comunitat Valenciana is the fourth largest in Spain in terms of total enrolments and graduates, teaching and research staff. Within the region, Universitat de València stands out quantitatively in first place in terms of enrolments, graduates and teaching staff, followed by Universitat Politècnica de València and Universidad de Alicante.

The system at Comunitat Valenciana is the fifth in Spain in terms of the highest proportion of international students, both in terms of ordinary enrolment and mobility students. In mobility, the participation of students from the European Union is the second highest in Spain.

In terms of ordinary enrolment, Universidad Europea de Valencia stands out, second in Spain, with more than 40% of international students, and Universidad Cardenal Herrera-CEU, sixth. In mobility, Universitat Politècnica de València is tenth, and Universitat de València is the twentieth with the highest proportion of international exchange students.

In terms of graduates, Valencia has the eighth highest percentage of female graduates (Cardenal Herrera-CEU University is the leading Spanish university, with two out of every three) and the seventh highest percentage of graduates of standard university age (Universitat Politècnica de València and Universitat de València are among the top 20 in Spain). Likewise, the Comunitat Valenciana ranks seventh in the Spanish context in the proportion of graduates who fall into the scientific fields corresponding to the STEM areas (science, technology, engineering and mathematics), mainly due to Universitat Politècnica de València, the fourth most specialized in engineering, while the proportion of women among these STEM graduates in the Comunitat Valenciana is the sixth highest in Spain. It should also be noted that the Valencia Region is the fourth region with the highest proportion of the total number of graduates who hold a Master's degree (University Miguel Hernández University of Elche, the European University of Valencia and Universidad Católica San Vicente Mártir are among the top 20 in Spain).

In terms of teaching staff, the Comunitat Valenciana is among the six regional university systems with the highest proportion of young, full-time teaching staff under 55 years of age, as well as among the six with the lowest ratio of full-time equivalent teaching staff to administrative and service staff.

2. DEVELOPMENT OF THE SELF-ASSESSMENT REPORT (SAR)

AVAP has been affiliated to ENQA since June 2016. In order to start a new phase, this Self-Assessment Report (SAR) has been prepared to become a full member of ENQA and to join the EQAR Register, following the guidelines and standards of both organizations.

This action also reflects an obligation of the agency, since article 17 of its regulations states: *"In order to guarantee the effectiveness and efficiency of AVAP's operation in accordance with the regulations, and to obtain external recognition at national and international level, a quality assurance system will be established, which will regulate both its internal management and the development of its functions. This quality assurance system will be periodically submitted to external certification"*.

In AVAP's 2020-22 Strategic Plan, the first line of action deals with institutional strengthening by improving the organization's efficiency and effectiveness to carry out the tasks entrusted in the best possible conditions. The first of the strategic objectives is to achieve international recognition for AVAP, and to this end, the fundamental actions to be developed include joining ENQA and EQAR register.

It should be noted that the main commitment made by the Director of AVAP when he enrolled the Agency in September 2019 was to take the necessary steps to incorporate AVAP into ENQA and EQAR. Since its creation, AVAP has operated in coordination with the rest of the agencies in Spain and has always followed similar guidelines and to the others in all actions for quality assurance in higher education in the Valencian Community, so that the activities carried out in AVAP have sought to meet the Standard since its beginnings.

In September 2020, among other improvements for the agency, AVAP's technical team was reinforced with a technician working as "Head of Internationalization" within the quality assurance area, as the person responsible for the internationalization of the agency and, therefore, in charge of leading this project.

We submitted the application to become a full member of ENQA in February 2021 and signed the contract with ENQA and the Tripartite Terms of Reference (ToR) between AVAP, ENQA and EQAR on 1 April 2021.

To achieve our objective, we set up an internal working team with the following members of the Agency: the Director (Javier Oliver), the Head of the Higher Education Quality and Innovation Service (Reyes Giner) and the Head of Internationalization and University Quality (Sol Rodrigo), who acts as the contact person for this project.

We also set up an external working team, the “SAR Advisory Team” composed by different quality assurance experts, to review the different phases of this SAR and provide us with their comments and suggestions. This team was made up by the following members: 4 quality experts from Valencian Universities (José Miguel Carot (UPV), Lola Cejalvo (UCV), Amparo Chirivella (UV) and Inma Doménech (UCH-CEU)); 1 quality technician in other Spanish quality agencies (Sandra Marcos (previously in ACSUCYL; and currently the Director of Quality at the Pontifical University of Salamanca); the president of AVAP's Advisory Board (José Duato (Prof. at UPV)); 1 representative of the students involved in AVAP's external evaluation processes (Alicia Presencio (UCM)); and the 3 members of AVAP's internal working team.

The main mission of this committee is to assist, contribute and oversee the development of SAR.

In order to prepare the SAR, we have used primarily the following material:

- The protocols and guidelines of AVAP's different programs, with their corresponding revisions and updates.
- Information available from university statistics and reports made by the competent Regional Council of universities.
- AVAP's annual activities plans and results reports for the last 5 years.
- AVAP's strategic plan 2020-22.
- The SWOT analysis about the strengths, weaknesses, opportunities, and threats of the Agency.
- The evidence produced from the development of the different AVAP evaluation processes.
- The contributions of the different stakeholders (students, universities, employers, etc.) in the different working sessions in which they participate.
- ENQA review reports from other agencies accessible on the ENQA website.
- Other evidence specific to AVAP activities.

The work plan was presented to AVAP's Steering Committee and progress has been made by drawing up various preliminary drafts, involving the different agents related to quality management in higher education in the Valencian Community: AVAP staff, heads of Valencian universities, students at Valencian universities (public and private), heads of the administration of higher education in the Valencian Community, as well as experts who collaborate in the agency's evaluation processes.

This document is the result of a long process of reflection and analysis.

Below is the timeline with all activities towards full ENQA membership and EQAR registration.

Period	Action taken
Jan-2020	The application for ENQA membership is included in the Strategic Plan as an activity to be carried out during the period 2020-2021.
Sep-2020	The Agency's international activity is strengthened through the incorporation of the Head of the Internationalization Unit and contact person for ENQA membership application.
Oct-2020	Constitution of the internal working team for the preparation and drafting of the SAR.
Feb-2021	The letter of application for full membership is sent to ENQA.
Feb-2021	Signature by ENQA, EQAR and AVAP of the Terms of Reference.
Feb-2021	Establishment of the Advisory Board to review and advise on the SAR.
May-2021	Presentation to the Advisory Board of chapters 1 to 4 of the SAR.
Jun-2021	Presentation to the Advisory Board of chapters 1 to 5 of the SAR. Integration into the SAR of the proposals for improvement submitted by the Advisory Board.
Jun-2021	Presentation to the Advisory Board of chapters 1 to 6 of the SAR. Integration into the SAR of the proposals for improvement submitted by the Advisory Board.
Jun-2021	Presentation to the Advisory Board of chapters 1 to 9 of the SAR. Integration into the SAR of the proposals for improvement submitted by the Advisory Board.
Jul-2021	Final meeting with the Advisory Board to discuss the SAR.
Jul-2021	Stakeholder review of the SAR: Student Council, Advisory Board, Regional Council of Innovation, Universities, Science and Digital Society.
Sep-2021	Final drafting of the SAR incorporating comments and proposals from all stakeholders.
Oct- 2021	Presentation of the SAR to ENQA.

3. HIGHER EDUCATION AND QUALITY ASSURANCE OF HIGHER EDUCATION IN THE CONTEXT OF THE AGENCY

3.1 Higher education in Spain and the Comunitat Valenciana

In Spain, the legal framework for higher education is the Spanish Constitution of 1978, Article 27 of which advocates the right to education and university autonomy. In our country, competences on education are divided between the State and the Autonomous Communities (Article 149.1.30 of the Spanish Constitution), with the Spanish State laying the basis for higher education throughout the territory.

The Educational Body Conference (Conferencia Sectorial de Educación) is the cooperation body, set up in 1986, which institutionalizes the collaboration and coordination of the education policies of the different Administrations, in order to achieve maximum coherence and integration of the education system

The organization of the university system in Spain is established by the recently approved Royal Decree 822/2021, of 28 September 2021, which establishes the organization of official university education, in accordance with the general guidelines of the European Higher Education Area and Bologna Process (EHEA) and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). PhD studies are governed by the provisions of Royal Decree 99/2011, of 28 January.

In the Spanish university system there are 2 types of universities:

- The Public University, which is financed by the State, which sets the guidelines for its organization.
- Private universities, which are privately and, in some cases, publicly financed.

The university studies offered within the Spanish university system are as follows:

- Official degrees: whose general guidelines are established by the State and are valid throughout the national territory. These are designed by the university in accordance with the general and specific guidelines established by the State. They must undergo a process of verification and accreditation. Once an official degree has obtained a verification, a registration in the register of Universities, Centres and Titles (RUCT) has the effect of considering the degree as a certified official degree. This register is attached to the Ministry of Universities of Spain.
- Non-official degrees: designed by each university by virtue of its autonomy.

Official degrees include study programmes that are divided into subjects. These subjects are taught over a given period of time (generally during an academic semester) and their unit of assessment is the ECTS (European Credit Transfer System) credit. The ECTS refers to the total amount of work that the student must do to succeed the subject, including the hours of theoretical and practical classes, the time dedicated to the study and the preparation and time spent in the exams. One ECTS credit is equivalent to 25-30 hours of student work.

University studies are structured in three cycles.

- The first cycle – Bachelor’s Degree -, generally lasting four years -240 ECTS credits, 60 per year- and can reach up to 360 credits in certain Degrees, and includes basic and general training together with others oriented towards the exercise of professional activities.
- The second cycle – Master’s Degree, aims to provide students with an advanced training of a specialized or multidisciplinary nature, oriented towards academic or professional specialization, or to promote initiation in research tasks. The duration varies between 1 and 2 years (60 - 120 ECTS credits).
- The third cycle - PhD -, aims to provide the student with advanced training in scientific research techniques, culminating in the public defense of an original research work (the doctoral thesis) by the student.

Universities have campus and affiliated centres to carry out their academic work. The affiliated centres are public or private teaching centres established in the territorial area that after signing an affiliation agreement may offer studies leading to the award of official degrees, that are valid throughout the national territory.

The campus and affiliated centres of the 9 universities of the Comunitat Valenciana are the following:

PUBLIC UNIVERSITIES

UNIVERSITAT JAUME I (UJI)

Campus
Riu Sec (Castellón)
Affiliated centre
N/A

UNIVERSITAT DE VALÈNCIA (UV)

Campus
Blasco Ibáñez (Valencia)
Tarongers (Valencia)
Burjassot-Paterna (Burjassot)
Ontinyent

Affiliated centre

Florida Universitaria Centre (Catarroja). Private
EDEM Business School (Valencia). Private
La Fe University School of Nursing (Valencia). Public

UNIVERSITAT POLITÈCNICA DE VALÈNCIA (UPV)

Campus

Vera (Valencia)
Gandía
Alcoy

Affiliated centre

Florida Universitaria Centre (Catarroja). Private
EDEM Business School (Valencia). Private
BERKLEE Centre (Valencia). Private

UNIVERSIDAD DE ALICANTE (UA)

Campus

Alicante (San Vicente del Raspeig)
Alcoy

Affiliated centre

E.U. of Labour Relations (Elda). Public

UNIVERSIDAD MIGUEL HERNÁNDEZ DE ELCHE (UMH)

Campus

Elche
Altea
San Joan d'Alacant
Orihuela

Affiliated centre

Escuela Superior de Gestión Comercial y Marketing ESIC (Valencia). Private
Mediterranean Institute of Protocol Studies IMEP (Elche). Private

PRIVATE UNIVERSITIES

UNIVERSIDAD CATÓLICA SAN VICENTE MÁRTIR (UCV)

Campus

Valencia
Edetania (Burjasot - Godella)
La Ribera (Alzira)
La Costera (Xàtiva)
Torrent

UNIVERSIDAD CARDENAL HERRERA CEU (UCH-CEU)

Campus

Alfara del Patriarca
Castellón
Elche

Online Private University

UNIVERSIDAD INTERNACIONAL DE VALENCIA (VIU)

Virtual Campus
Valencian International University

UNIVERSIDAD EUROPEA DE VALENCIA (UEV)

Campus
European University of Valencia (Valencia)

The following tables show the evolution of the number of students enrolled in the universities at Comunitat Valenciana in Bachelor Degrees (Table 1), Master's Degree (Table 2) and PhD's (Table 3) studies.

TABLE 1 - NUMBER OF STUDENTS ENROLLED IN BACHELOR DEGREES

Academic Year	Universidad de Alicante	Universidad Miguel Hernández de Elche	Universitat Jaume I	Universidad Politécnica de Valencia	Universitat de València	Universidad Cardenal Herrera-CEU	Universidad Católica de Valencia San Vicente Mártir	Universidad Europea de Valencia	Universidad Internacional Valenciana	Comunitat Valenciana	Spain	% Comunitat Valenciana/Spain
2015-16	21.220	9.459	11.796	19.867	38.509	6.419	9.226	913	927	118.336	1.275.688	9,3
2016-17	21.488	9.649	11.722	19.819	38.350	6.819	9.106	1.314	1.149	119.416	1.284.041	9,3
2017-18	21.695	9.993	11.605	19.668	38.218	7.187	9.010	1.557	1.471	120.404	1.285.774	9,4
2018-19	21.573	10.125	11.490	19.776	38.268	7.526	9.227	1.764	1.958	121.707	1.290.346	9,4
2019-20	21.624	10.257	11.253	19.869	38.126	7.861	9.290	1.995	2.542	122.817	1.296.328	9,5

Source: <https://pegv.gva.es/es/temas/sociedad/educacion/estadistica-de-estudiantes-universitarios>

TABLE 2 - NUMBER OF STUDENTS ENROLLED IN MASTER DEGREES

Academic Year	Universidad de Alicante	Universidad Miguel Hernández de Elche	Universitat Jaume I	Universidad Politécnica de Valencia	Universitat de València	Universidad Cardenal Herrera-CEU	Universidad Católica de Valencia San Vicente Mártir	Universidad Europea de Valencia	Universidad Internacional Valenciana	Comunitat Valenciana	Spain	% Comunitat Valenciana/Spain
2015-16	1.727	2.077	1.364	3.744	5.208	802	1.890	91	2.684	19.587	171.043	11,5
2016-17	1.748	2.226	1.440	4.198	5.703	1.130	1.819	215	3.941	22.420	190.143	11,8
2017-18	1.728	2.349	1.567	4.895	5.918	999	1.741	219	5.019	24.435	209.754	11,6
2018-19	1.891	2.316	1.601	4.988	6.091	1.080	1.900	325	6.282	26.474	217.840	12,2
2019-20	1.900	2.464	1.548	5.015	6.184	1.140	1.839	470	8.477	29.037	237.174	12,2

Source: <https://pegv.gva.es/es/temas/sociedad/educacion/estadistica-de-estudiantes-universitarios>

TABLE 3 - NUMBER OF STUDENTS ENROLLED IN PHD

Academic Year	Universidad de Alicante	Universidad Miguel Hernández de Elche	Universitat Jaume I	Universidad Politécnica de Valencia	Universitat de València	Universidad Cardenal Herrera-CEU	Universidad Católica de Valencia San Vicente Mártir	Universidad Europea de Valencia	Universidad Internacional Valenciana	Comunitat Valenciana	Spain	% Comunitat Valenciana/Spain
2015-16	1.067	282	413	1.384	2.492	0	140	-	-	5.778	55.628	10,4
2016-17	1.305	420	589	1.814	3.211	100	236	-	-	7.675	71.548	10,7
2017-18	1.513	530	689	2.139	4.165	107	237	-	-	9.380	85.480	11,0
2018-19	1.603	616	734	2.259	4.523	125	272	-	-	10.132	90.755	11,2
2019-20	1.620	657	764	2.424	4.665	117	283	-	-	10.530	92.657	11,4

Source: <https://pegv.gva.es/es/temas/sociedad/educacion/estadistica-de-estudiantes-universitarios>

On the other hand, the following tables show the evolution of the degrees offered in Comunitat Valenciana with respect to Bachelor Degrees, Master Degrees and PhD's studies.

TABLE 4 - NUMBER OF EXISTING BACHELOR DEGREES

Academic Year	Universidad de Alicante	Universidad Miguel Hernández de Elche	Universitat Jaume I	Universidad Politécnica de Valencia	Universitat de València	Universidad Cardenal Herrera-CEU	Universidad Católica de Valencia San Vicente Mártir	Universidad Europea de Valencia	Universidad Internacional Valenciana	Comunitat Valenciana	Spain	% Comunitat Valenciana / Spain
2016-2017	41	28	31	32	54	22	27	14	7	255	2.782	9,2
2017-2018	41	28	31	33	54	24	26	15	8	260	2.864	9,1
2018-2019	44	29	31	35	55	24	25	13	12	268	2.958	9,1
2019-2020	44	30	31	36	56	21	26	16	13	273	3.019	9
2020-2021	44	30	31	36	56	21	26	16	13	273	3.062	8,9
Per field of knowledge												
Social and Legal Sciences	17	13	13	4	21	10	12	8	9	107	1.093	9,8
Engineering and Architecture	10	7	10	26	7	3	0	3	1	67	830	8,1
Arts and Humanities	8	1	4	3	9	0	1	1	2	29	460	6,3
Health Sciences	3	7	3	0	11	8	11	4	1	48	421	11,4
Sciences	6	2	1	3	8	0	2	0	0	22	258	8,5
Per ETC's												
Less than 300	42	28	30	34	53	15	23	14	13	252	2.883	8,7
300 - 359	2	1	0	2	2	5	2	2	0	16	107	15,0
>360	0	1	1	0	1	1	1	0	0	5	44	11,4

Source: <https://pegv.gva.es/es/temas/sociedad/educacion/estadistica-universidades-centros-y-titulaciones>

TABLE 5 - NUMBER OF EXISTING MASTER DEGREES

Academic Year	Universidad de Alicante	Universidad Miguel Hernández de Elche	Universitat Jaume I	Universidad Politécnica de Valencia	Universitat de València	Universidad Cardenal Herrera-CEU	Universidad Católica de Valencia San Vicente Mártir	Universidad Europea de Valencia	Universidad Internacional Valenciana	Comunitat Valenciana	Spain	% Comunitat Valenciana / Spain
2016-2017	58	49	49	81	114	24	48	6	13	418	3.800	11,0
2017-2018	54	49	46	80	118	23	40	7	17	412	3.567	11,6
2018-2019	57	51	46	81	117	20	38	9	24	419	3.589	11,7
2019-2020	55	50	46	82	110	20	39	10	29	419	3.653	11,5
2020-2021	55	50	46	84	108	18	35	12	33	419	3.613	11,6
Per field of knowledge												
Social and Legal Sciences	16	16	16	11	51	6	15	7	23	154	1.520	10,1
Engineering and Architecture	12	13	8	47	7	5	1	1	1	93	806	11,5
Arts and Humanities	11	3	10	9	14	1	2	0	1	44	423	10,4
Health Sciences	5	15	5	2	20	6	16	4	7	80	521	15,4
Sciences	11	3	7	15	16	0	1	0	1	48	343	14,0
Per ETC's												
Less than 300	45	41	35	52	79	15	31	8	31	322	2.810	11,5
300 - 359	7	7	7	19	19	2	2	3	2	63	521	12,1
>360	3	2	4	13	10	1	2	1	0	35	285	12,3

Source: <https://pegv.gva.es/es/temas/sociedad/educacion/estadistica-universidades-centros-y-titulaciones>

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TABLE 6 - NUMBER OF EXISTING PhD

Academic Year	Universidad de Alicante	Universidad Miguel Hernández de Elche	Universitat Jaume I	Universidad Politécnica de Valencia	Universitat de València	Universidad Cardenal Herrera-CEU	Universidad Católica de Valencia San Vicente Mártir	Universidad Europea de Valencia	Universidad Internacional Valenciana	Comunitat Valenciana	Spain	% Comunitat Valenciana / Spain
2016-2017	28	13	19	30	58	6	3	-	-	140	1.110	12,6
2017-2018	30	13	20	30	62	6	3	-	-	144	1.124	12,8
2018-2019	30	13	20	30	62	6	3	-	-	144	1.143	12,6
2019-2020	30	13	21	30	62	6	3	-	-	145	1.159	12,5
2020-2021	31	13	21	30	62	6	3	-	-	146	1.173	12,4
Per field of knowledge												
Social and Legal Sciences	12	4	8	2	22	2	1	-	-	43	304	14,1
Engineering and Architecture	3	3	2	17	5	1	0	-	-	30	273	11
Arts and Humanities	3	0	5	4	8	1	0	-	-	18	164	11
Health Sciences	1	3	3	0	17	2	1	-	-	27	196	13,8
Sciences	12	3	3	7	10	0	1	-	-	28	236	11,9

Source: <https://peqv.qva.es/es/temas/sociedad/educacion/estadistica-universidades-centros-y-titulaciones>

More information on the evolution of academic and research staff at the universities of the Comunitat Valenciana can be found in Annex III. Information on the evolution of administration and services staff is in Annex IV and evolution of research staff in the universities is in Annex V.

3.2 Quality assurance in higher education in the Agency context

The framework of the European Higher Education Area and the changes introduced in Spanish regulations implied that universities needed to establish and publicly available Internal Quality Assurance Systems (IQAS). Through this system, the university periodically compiles and analyses all relevant information and promotes improvement actions, thus assuming the leading role it should play in these processes.

The universities at Comunitat Valenciana have implemented Internal Quality Assurance Systems aligned with the guidelines set by the “European Higher Education Area and Bologna Process”, the recommendations and programmes agreed with the quality agencies in Spain, and the 2015 Standard and Guidelines for Quality Assurance in the European Higher Education Area (ESG). They also take into consideration ANECA's AUDIT programme², AVAP's recommendations received in external evaluation processes and other international quality assurance models.

Quality services have been set up in all universities to coordinate and manage quality assessment and improvement processes.

Quality management has two aspects: internal and external. Internally, the universities have an IQAS aimed at the global, systematic and periodic assurance of the quality of the academic part

² <http://www.aneca.es/Programas-de-evaluacion/Evaluacion-institucional/AUDIT>

of the university. The quality assurance processes cover at least the official degrees, the centres, the services and the academic activity of the teaching staff. For each of these elements there are processes and procedures that give rise to monitoring, evaluation and improvement mechanisms. All of them generate, on one hand, quantitative information in the form of indicators and, on the other hand, qualitative information in the form of documentary evidence.

One of the important tools for quality assurance are the satisfaction surveys. These surveys assess mainly the functionality of the degree and its teaching staff, the teaching support services and the employability of graduates. They are also carried out for specific services or departments to measure the satisfaction with a new working tool, since they provide highly relevant information for decision-making.

On the other hand, a periodic review of the data and indicators of different areas is carried out, as well as of the tools used for their management, to ensure correct decision-making and to guarantee that correct, complete and reliable results are provided to the different official bodies or public and private institutions, such as the Integrated University Information System (SIU), the Regional Council for Innovation, Universities, Science and Digital Society, the different quality commissions, as well as the different national and international rankings in which it participates.

On the external side, the universities are subject to the evaluation processes regulated by legislation elaborated by both State and Autonomous Community. Regarding official degrees, all of them must undergo an ex-ante assessment (Verification process) and must have a positive report for implementation (Authorization), processes that are regulated and protocolized by the quality agencies. Valencian universities have implemented processes that regulate and organize internally the design of new degrees and their external assessment through verification and authorization.

After the start-up of a degree programme and in parallel to the annual internal monitoring of its operation, external monitoring is carried out by AVAP, the results of which provide feedback for the universities' internal improvement processes.

Finally, and after a period that varies depending on the level of studies, the official degrees must renew their accreditation (ex post evaluation), which means participating in evaluation processes carried out by AVAP, which allows the development of the degree to continue. Again, and as in the monitoring process, the results of the evaluation associated with this process generate improvement plans for the degrees and for the university.

In parallel to this external evaluation, the universities voluntarily participate in external evaluation processes at international level through different international quality labels. In this case, neither the periodicity nor the evaluation models are the same, which undoubtedly entails an additional effort in the coordination of quality management activities. The accreditation processes for this type of labels have a similar dynamic to that of national labels (indicators, evidence, self-reporting, visit) but with the specific characteristics of the label in question.

In addition, the universities participate, but at very different rates of implementation, in the DOCENTIA programme³ for the evaluation of the teaching activity of teaching staff, aimed at the recognition and improvement of the teaching activity, and in the AUDIT programme, to encourage and promote the development and implementation of internal quality assurance systems.

In all cases it is very important to work constantly on the alignment between internal quality assurance mechanisms and external evaluation, which allows, on the one hand, to be in line with European, Spanish and regional guidelines and, on the other hand, to be more efficient by minimizing time and effort.

Quality assurance is also achieved by creating awareness of quality, the need for it and its usefulness for the proper functioning of the University and the degrees. This awareness is achieved by encouraging the participation of the different interest groups, for example, in the satisfaction surveys and in the meetings of the committees of which they form part, and by showing the importance of this participation in obtaining information for making and implementing decisions for improvement.

In addition, training and informative talks are programmed for different groups, so that they can find out more about their involvement in the quality of the University and its degrees, the importance of their daily actions in this quality, and how this seeks to improve the functioning of the organization.


One of the relevant elements available to ensure quality in the institution are the existing suggestion boxes at University, Faculty or Centre and degree level. In them, any group of interest, whether internal or external to the institution, may send their complaints, suggestions and congratulations. All incidents that occur through this channel are monitored, ensuring that they are referred to the department, service or governing body or individual concerned, and that a response is given to them. This tool is also used to detect areas for improvement and to implement actions to resolve them.

On the organizational side, quality management processes are led by the corresponding Vice-Rector's Office, with the help of the University's quality service, and involve the work of several areas and central service units, generating a culture of quality in our organizations. In addition, there are people responsible for quality management activities in the centres, degrees and other services. All of them strive to ensure that quality permeates the activity of every member of the university community. All the structures and people involved in any activity related to quality assurance are coordinated by the vice-rectorate to ensure the proper deployment of the university's IQAS model.

³ http://www.aneca.es/content/download/16186/197428/file/programaDOCENTIA_210527.pdf

Finally, with the aim to contribute and coordinate the improvement of the quality of the higher education system through evaluation, certification and accreditation of teaching, teaching staff and institutions, quality agencies were created in Spain.

There are currently 11 quality agencies in Spain:

ACC: Agencia Andaluza del Conocimiento	AGENCIA ANDALUZA DEL CONOCIMIENTO Consejería de Transformación Económica, Industria, Conocimiento y Universidades
ACCUEE: Agencia Canaria de Calidad Universitaria y Evaluación Educativa	 ACCUEE AGENCIA CANARIA DE CALIDAD UNIVERSITARIA Y EVALUACIÓN EDUCATIVA  Gobierno de Canarias
ACPUA: Agencia de Calidad y Prospectiva Universitaria de Aragón	 ACPUA AGENCIA DE CALIDAD Y PROSPECTIVA UNIVERSITARIA DE ARAGÓN
ACSUCYL: Agencia para la Calidad del Sistema Universitario de Castilla y León	 ACSUCYL Agencia para la Calidad del Sistema Universitario de Castilla y León
ACSUG: Axencia para a Calidade do Sistema Universitario de Galicia	 ACSUG Axencia para a Calidade do Sistema Universitario de Galicia
ACU Cataluña: Agencia para la Calidad del Sistema Universitario de Cataluña	 ACU 25 ANYS AQU CATALUNYA
ANECA: Agencia Nacional de Evaluación de la Calidad y Acreditación	 ANECA
AQUIB: Agència de Qualitat Universitària de les Illes Balears	 a[QU]ib Agència de Qualitat Universitària de les Illes Balears
AVAP: Agència Valenciana d'Avaluació i Prospectiva	 AVAP AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA
Fundación para el Conocimiento Madri+d	 madri+d
UNIBASQ: Agencia de Evaluación de la Calidad y Acreditación del Sistema Universitario Vasco	 UNIBASQ

The agencies are coordinated among themselves and interact according to common principles and denominators. To this end, the Spanish Network of University Quality Assurance Agencies (REACU) was created in 2006 with the aim of promoting collaboration between Spanish university quality assurance agencies and contributing to creating the conditions for mutual recognition of their decisions.

REACU plays an important role in coordinating and exchanging information on the evaluation processes and activities carried out by the participating agencies. It is also instrumental in the harmonization at national level of the evaluation criteria used by the agencies.

Its structure includes: a general assembly, made up of the Presidents or Directors of the member agencies of REACU, which meets at least every six months; and a technical secretariat, exercised on a rotating basis by all members, responsible for organizing the meetings of the general assembly.

4. HISTORY, PROFILE AND ACTIVITIES OF THE AGENCY

4.1 History and profile of the Agency

Agència Valenciana d'Avaluació i Prospectiva (AVAP) was created by Law 5/2006, of 25 May, of the Generalitat Valenciana, with the aim of guaranteeing the quality and excellence of the Valencian higher education system, innovation, and public services, through consultancy and foresight.

AVAP is an autonomous and independent body, with its own legal personality and assets and full capacity to act to fulfil its purposes. Although it is fully independent in its decision-making, within the organic structure of the regional government it is attached to the Regional Council for Innovation, Universities, Science and Digital Society.

Before the constitution of AVAP, the Valencian Council of Universities and the Valencian Commission for Accreditation and Quality Assessment in the Valencian University System (CVAEC) were created in 2002. The CVAEC was constituted as the autonomous external evaluation body that assumed the functions established by the Organic Law on Universities.

In 2006, the advances promoted by Spain's incorporation into the European Higher Education Area, together with the creation of university quality assessment agencies by other Autonomous Communities and the need for a more flexible organizational model, led to the creation of AVAP, with the capacity to adequately perform the tasks entrusted to it, and to be internationally recognized as a university quality assessment agency.

In the fifteen years of AVAP's existence, our activities have always been focused towards the quality assurance of the Valencian university system and have increased at the pace determined by European developments in the field, considering the "Standard and guidelines for quality assurance in the European Higher Education Area (ESG)" adopted at the EHEA Ministerial Conference in May 2015.

The transparency, professionalism and independence of AVAP and the people who form part of the Agency have been increasingly recognized by all stakeholders and the relevant authorities.

AVAP's **mission** is to stimulate the excellence in Valencian systems of higher education, innovation and public services, through evaluation and foresight in order to improve the society it serves.

In terms of AVAP's **vision**, the agency should be an internationally recognized agency for ensuring the quality of Valencian higher education systems, R&D&i and public services through the objective, sustainable and independent implementation of European and international procedures and standards.

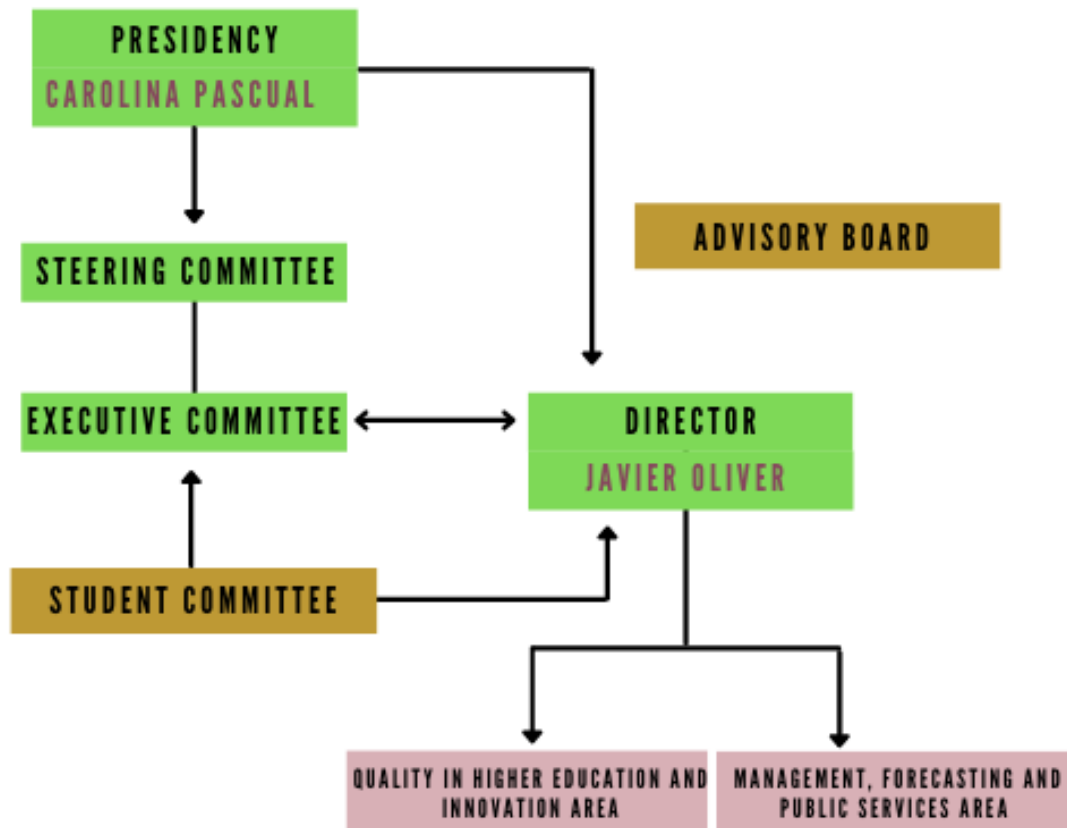
AVAP must generate relevant information on Valencian higher education systems, R&D&i and public services in order to become a reference for the society and the Valencian government.

In carrying out its activities, AVAP is always guided by the following **values**:

- Independence in the fulfilment of its duties and in decision-making.
- Objectivity in the issuing of its reports.
- Transparency in its procedures, facilitating public access to information in a quick, clear and detailed manner.
- Sustainability in the implementation of activities.
- Quality assurance through regular internal and external evaluation of its processes in accordance with international standards that allow for continuous improvement.
- User orientation through personalized service to meet the needs and expectations of stakeholders.
- Collaboration with agents and institutions linked to higher education and R&D&i in the Valencian Community and other territories to achieve common goals, always through a culture of dialogue.
- Cooperation with national and international bodies, agencies and networks with common interests.
- Respect for the actors and institutions linked to higher education and R&D&i, especially their diversity and autonomy.
- Effectiveness in achieving the expected results on time.
- Efficiency to achieve its aims by optimizing the human and material resources available.
- Social responsibility through ethical and proactive behaviour, with the capacity to be accountable to society at any time.
- Teamwork to promote synergies.

Although later in this report we will focus on the human resources, we would like to highlight here the structure taking into account the different type of activities that we carry out in the Agency.

Regarding governing bodies, AVAP has the following structure, as shown in the organization chart below, together with a brief description of its functions:



- **Presidency:** This position is held by the head of the Regional Council responsible for universities, promotion and coordination of scientific research, technological development and business innovation.
- **Director:** He leads the direction of AVAP and is the main representative of the Steering Committee in relation to the execution of the agreements adopted by this body. The Director is appointed from among persons of recognized professional competence and integrity necessary for the proper exercise of the Agency's functions.
- **Steering Committee:** This is AVAP's collegiate governing and control body. It may act as a Plenary or Executive Committee. Its composition is as follows:

- Presidency: It will be held by the president of AVAP.
 - Vice-presidency: The position is held by the head of the Regional Secretariat of higher education.
 - Secretary: It will be held by the Director of AVAP, who will refrain from voting on those issues in which his or her management is being assessed.
 - Social Vocals: Made up of one representative of higher education institutions; one representative of the social councils of Valencian public universities; one business or professional representative; three experts of recognized prestige in higher education, science, innovation or public services. They are appointed by the Director on the basis of their ability and merits and cover all areas of higher education in the Comunitat Valenciana.
 - Members from Regional Government (Generalitat Valenciana): Composed by the Regional Sub-Secretariat of higher education; the Regional Secretariat of public business sector; the Regional Director of higher education, the Regional Director of research & innovation, the Regional Director of innovation and the Regional Director of economy.
 - The representative of the AVAP Student Committee.
- **Advisory Board:** This is a consultative body made up of national and international experts of recognized skills and professional prestige. It is responsible for evaluating the functioning of the Agency itself and advising on its activity plans. They are appointed by the Director on the basis of their ability and merits.
- **Students' Committee:** This is a consultive body, made up of representatives from the nine universities of the Valencian Community, whose function is to advise on issues directly related to the student body and university quality. The Student's Committee is made up of the Agency's Director, who chairs it; the President, or similar position, of the maximum Student Representation Body (MORE) of each university in the Valencian University System; one student for each university with more than 10,000 students enrolled, and one representative of AVAP's technical staff, who acts as the Commission's secretary.

Regarding our Permanent Staff, AVAP's Direction is responsible for 2 Areas, lead by a Head of Area: Quality in Higher Education and Innovation Area and Management, Forecasting and Public Services Area.

- **Quality in Higher Education and Innovation:** It is responsible for quality assurance in higher education as well as all activities related to the management of R&D&i grants.
- **Management, Forecasting and Public Services:** It is responsible for the economic and financial management of AVAP as well as all matters related to human resources.

The full AVAP staff is composed by 16 people (Director, Secretary, 2 Heads of Area and 12 employees). This is further elaborated at chapter 5.5 ESG Standard 3.5 Resources (p. 46)

Regarding external advisors, AVAP has the following Evaluation bodies that are nominated periodically. This is the distribution of evaluation bodies taking into account the different areas they assess:

For the Authorization of new programmes:

- **Authorization external evaluators:** Academic evaluators with a recognized background, external to the university system of the Comunitat Valenciana, who are responsible for reviewing the applicable criteria and issuing an external evaluation report.
- **Authorization evaluation Committee:** This is the body responsible for supervising the external evaluation report issued by the evaluators and drawing up the final evaluation report that will serve as the basis for the authorization of new degrees.

For the Follow Up of Study Programmes:

- **Follow up evaluation Committee:** This is the body responsible for drawing up the assessment report for degree monitoring.

For the Study Programmes Certification Renewal:

- **Certification renewal Committee:** This is the body responsible for carrying out the scheduled visit to the institution, reviewing the evidence and conducting interviews with the groups involved, with the aim of drawing up the external assessment report, which is subsequently reviewed by the Accreditation Commission.
- **Accreditation Commission:** Is the permanent body responsible for drawing up the interim evaluation report for the accreditation renewal. The Commission start point is the external evaluation report and the visit carried out by the study programmes certification renewal Committee described above. Once the interim report has been issued, in the event of any appeals to the interim report, the Accreditation Commission is responsible for reviewing them, and reply to them in the final report.
- **Guarantee's Commission:** This is the body responsible for analyzing and resolving, where appropriate, the appeals lodged by the universities with the Spanish Universities Council in relation to the certification renewal process carried out by AVAP. It is a committee that provides an additional guarantee to the ordinary complaints/appeals provided in the law, which can be lodged in any process. The Guarantee's Commission is created "ad hoc" in the event of receiving an appeal against the final resolution of the process, issued by the Spanish Universities Council.

For Research and Development activities:

- **Evaluation Committee for the research activity of teachers and researchers:** this is the body responsible for drawing up the evaluation reports that certify research work.

For Teaching Staff accreditation:

- **Evaluation Committees for the accreditation of university teaching staff:** this is the body responsible for drawing up the evaluation reports on the merits provided by the candidates that qualify them to compete for positions as PhD assistants, PhD lecturers or private university lecturers.

For the evaluation of additional bonus programme:

- **Evaluation Committee for the evaluation of additional bonuses:** this is the body responsible for drawing up the evaluation reports on the merits provided by the universities for their employees.

For R&D&I activities:

- **Evaluation Committees for R&D&I actions and projects:** this is the collegiate body, made up of independent experts, in charge of evaluating the research, development and technology transfer of the Generalitat's own programmes, research institutes and other scientific research activities.

Below is a summary of the Committees and Commissions that exist, broken down by type of activity:

Authorization of new programmes	Follow up of study programmes	Study programmes certification renewal	Research and Development Activities	Teaching staff accreditation	Evaluation of additional bonus	R&D&i
Authorization external evaluators		Certification renewal Committee	Evaluation Committee for the research activity	Evaluation Committees for the accreditation of university teaching staff	Evaluation Committee for the evaluation of additional bonuses programme	Evaluation Committees for R&D&i actions and projects
Authorization evaluation Committee	Follow Up evaluation Committee	Accreditation Commission Guarantee's Commission				

Finally, while preparing this SAR, AVAP has identified areas of improvement. In this sense, AVAP will create and develop during the next few months the following Committees that will enhance our independence:

- **Committee of methodologies, protocols and appointments:** This committee will be in charge of designing and approving the different regulations, protocols, guides and methodologies necessary to carry out the evaluation and foresight processes and tasks entrusted to AVAP. It will also have the task of supervising the appointments of the members of AVAP's different evaluation bodies.
- **Complaints and Appeals Comission:** it will be the Agency's technical body responsible for overseeing the proper handling of the Agency's evaluation, certification and accreditation procedures, reporting on all complaints and appeals received by the Agency. It will be created in order to comply with ESG 2.7 Complaints and Appeals. This committee will include academics, professionals and students. At least half of them should have a legal background. This committee would replace the Guarantee's Commission, which is currently operational only in relation to the re-accreditation process.

Internationalization of the agency

One of AVAP's strategic objectives is to achieve greater international recognition.

Since the creation of the Agency, ENQA membership has been one of its priorities and as proof of this since July 2016 the Agency has been affiliated to ENQA.

It has been in recent years when we have tried to give a boost to the international area, without losing sight of the fact that the main priority is the quality assurance in the Valencian university system. We know that we have a long way to go, but our goal is the internationalization of the agency and the first achievement to be reached is the membership in ENQA and the registration in EQAR.

To this end, AVAP's technical team has been reinforced with a Head of the Internationalization Unit, which is the person in charge of leading the internationalization project.

Although attending international events and conferences in person has not been feasible in the last year and a half due to the global health situation, we have made every effort to attend numerous international seminars, conferences and courses.

An example of this is our attendance at the following events in 2021:

Activity	Location	Date
Christmas with RAICEX	ALICANTE. Distrito Digital, Edificio 1. Avenida Jean Claude Combaldieu s/n	20/12/2019
New period of programming the European Union 2021-2027	Salón Actos Ciudad Administrativa 9 Octubre c/De la Democracia, 77	23/01/2020
Skills4Employability Days. Webinar 1 - The relevance of soft skills. Keynote on dual training to embed soft skills	Online	07/10/2020
Skills4Employability Days. Webinar 2 - Embedding soft skills in curriculum. Keynote on soft skills assessment	Online	08/10/2020
Evaluation of joint international Degrees: an European vision for quality guarantee of joint programmes (organized by DEVA)	Online	16/10/2020
Internacional seminar "Quality Assurance of Higher Education: european challenges" (organized by ACSUCYL)	Online	20/10/2020
Accreditation of joint Master and Doctorate degrees in the context of the European University EU-Conexus. Representatives of national agencies (ANECA and AVAP) participate.	Online	03/11/2020
Webinar "DEQAR, The external quality assurance results database: Quality at your fingertips. Organised by DEVA	Online	20/11/2020
Seminar with UNIBASQ: European Universities ImpEA	Online	10/12/2020
Webinar 'European Universities ARQUS, SEA-EU and ULYSSEUS: successful cases in Andalucía'	Online	13/01/2021
Webinar "European Approach: challenges and opportunities for universities at Catalonia"	Online	12/03/2021
ENQA General Assembly meeting April	Online	22/04/2021
Experts Committee: Departament Management International Université IMT-Lille-Douai	Online	17/05/2021
ONLINE Seminar "Reflecting on the future of European Quality Assurance", Organised by AQU CATALUNYA, A3ES, NOKUT Y QQI	Online	27/05/2021
Collaboration with the Organisation of Ibero-American States (OEI) and the Ibero-American Network for Quality Assurance in Higher Education, by videoconference.	Online	03/06/2021

4.2 Activities of the Agency

AVAP currently develops the following activities

Type of activity	Description	Within the scope of ESG
Programmes	Authorization of new programmes	✓
	Follow up of study programmes	✓
	Study programmes certification renewal	✓
Teaching staff	Teaching Staff Accreditation	
	Evaluation of additional bonus	
	Evaluation of the teaching staff research activities	
	Docentia	
	Change of educational area	
Research&Development Activities	Evaluation for research & development actions and projects	

Since Section 5.1 of this document describes the AVAP's activities that are subject to special evaluation because they are included in the ToR, we will now briefly describe all the activities that we currently carry out in the agency, developing more profusely in Chapter 5 the activities that fall within the scope of the ESG.

Authorization of new programmes

The implementation of an official Bachelor's, Master's and PhD degree in the Comunitat Valenciana requires the completion of two phases: verification and authorization.

Until now, AVAP may only participate in the authorization process, as the State's legislation on this matter (article 25.2 of Royal Decree 822/2021) states that the evaluation agency issuing the verification report must be included in EQAR register in order to be able to manage this phase of the procedure. Therefore, it is the national quality agency (ANECA) that manages the verification phase at Universities of the Comunitat Valenciana, and AVAP is the agency that issues the authorization report.

Both reports serve as a basis for the Ministry responsible for universities to authorize, where appropriate, the launch of a new degree in the Valencian Community. Being listed in EQAR, AVAP would be able to take on the verification phase of new degrees. Likewise, AVAP shall be able to assume the modification of study programmes requested by the Universities. AVAP has the necessary resources, knowledge and capacity to undertake these activities.

Follow up of study programmes

The follow up process has two main functions:

- Verify the proper implementation of a degree in accordance with the syllabus verified by the University.
- Analyze the main results of its implementation. This analysis of results aims to encourage the institutions to reflect the situation of the degree and establish a work concept that includes continuous improvement as one of its principles.

Study programme certification renewal

The objective of the certification renewal process is the evaluation of the results obtained by a programme in relation to the commitments made in the degree's verified syllabus and the verification that methodologies focused on student learning have been followed.

Teaching staff accreditation

With the aim of improving the quality of the University System, Organic Law 6/2001 of 21 December 2001 of Universities introduces the need for external evaluation mechanisms, in accordance with objective criteria and transparent procedures that guarantee compliance with the principles of merit and ability in the selection and access of teaching staff.

These mechanisms include the requirement for future teaching staff to have a positive evaluation of their activity, as a prerequisite for formalizing an employment contract as a PhD assistant professor, according to Article 50 of the legal text, or as a full PhD professor, according to Article 52.

In accordance with its law of creation, AVAP's aims include the certification and assessment of university institutions and teaching staff and other related activities established by the Organic Law of Universities and other current legislation.

In this sense, Article 3, section 2, of AVAP Regulations, approved by Decree 6/2008, of 18 January, establishes among the functions of the Agency "the accreditation and evaluation of the teaching, research and management activities of university teaching staff (...)", as well as "the prior evaluation of the activity required by the Organic Law on Universities for the hiring of teaching staff where appropriate".

Furthermore, Article 4 of the Decree 6/2008 establishes that AVAP, in order to fulfil its aims and functions, shall act in accordance with the principles of independence, objectivity, excellence and transparency.

Evaluation for the assignment of additional bonuses

Article 18 of Decree 174/2002, of 15 October 2002, of the Valencian Government, on the Regime and Remuneration of Contracted Teaching Staff in Valencian Public Universities and on Additional Remuneration for University Teaching Staff, establishes the possibility for Valencian public universities, within the framework of their available budget and the limit of staff costs

authorized by the Valencian Government, to assign additional remuneration to teaching staff on the basis of merits in teaching, research and management, accredited by the Valencian Commission for Accreditation and Quality Assessment (initially, now AVAP), and regulates the terms, conditions, requirements and amounts thereof.

These allowances are assigned after the merits have been assessed by AVAP, within the Comunitat Valenciana.

The Resolution of 21 January 2011 of the President of AVAP establishes the standard and procedure for the assessment of individual merits for the establishment of additional remuneration linked to individual teaching, research and management merits of civil servant teaching and research staff.

Evaluation of teaching staff research activity's

AVAP has signed collaboration agreements with Valencian public universities to evaluate the research activity of their teaching and researching staff.

AVAP, through committees of experts, carries out the evaluation of the research activity of the teaching staff by applying a procedure and evaluation criteria comparable to those used by the National Commission for the Evaluation of Research Activity (CNEAI) to evaluate the research periods ("six-year research") of teaching staff belonging to university teaching bodies.

DOCENTIA Programme

In 2007, ANECA launched the Programme of Support for the Evaluation of Teaching Activity (Docentia), with the aim of meeting the demands of universities and the need of the education system to have a model and procedures to guarantee the quality of university teaching staff and to promote their development and recognition. The DOCENTIA Programme takes as a reference the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). ANECA and AVAP have signed an agreement to collaborate in the DOCENTIA programme. The evaluation carried out by ANECA/AVAP in the different phases of the DOCENTIA programme, in accordance with the protocols and standard established in the programme, is carried out by an evaluation commission made up of between 4 and 5 experts chosen from a joint database. These experts receive specific training from ANECA and AVAP jointly. This training is carried out in coordination with all the agencies from the DOCENTIA Commission, which is state-wide.

As established in the DOCENTIA programme documents, the universities develop their own model and procedures for the evaluation of their teaching staff's teaching activity, which can be submitted for evaluation by ANECA or the corresponding quality agency, in the different phases established by the DOCENTIA programme: evaluation of the designs, monitoring of their implementation and certification of the evaluation procedures. See the different phases in more detail:

- Phase I: DESIGN. In this phase, the participating university designs the evaluation model of the teaching activity, according to the framework provided by the DOCENTIA programme.
- Phase II: DESIGN VERIFICATION. This phase aims to recognise the compliance with the specifications and criteria of the DOCENTIA model in the university handbook. ANECA/AVAP carries out the external evaluation of the university handbook.
- Phase III: FOLLOW-UP OF IMPLEMENTATION. Once the designs have been positively evaluated, the participating university begins implementation. The implementation and monitoring phase of the evaluation model lasts at least two years, during which the participating university will send an annual report based on the analysis of the information gathered from the implementation of the evaluation model, incorporating the improvements required by the evaluation model or its implementation, included in the corresponding monitoring report.
- Phase IV: CERTIFICATION. Once the monitoring phase has been successfully completed, the participating university may opt for certification of the model implemented for the evaluation of the teaching activity of the teaching staff. To do so, it must submit a report and pass an on-site or virtual visit. When the certification is obtained, the university is included in the register of certified entities of ANECA/AVAP, publicly accessible through its website.
- Phase V: MONITORING OF THE CERTIFICATION. During the period in which the certificate awarded to the university model is in force, the teaching activity assessment model shall be monitored annually. Changes to the model shall be reflected in the annual monitoring report. In case they substantially affect the certified model, the ANECA/AVAP Evaluation Commission will check whether it complies with the framework and specifications of the DOCENTIA Programme. If it considers that it does not and issues an unfavourable report, ANECA/AVAP may remove the university model from the register of certified entities.
- Phase VI. RENEWAL OF CERTIFICATION. After the period of validity of the certificate has expired, the university must send ANECA/AVAP a new report for this phase, as well as undergo an on-site or virtual visit.

In the ANECA/AVAP collaboration agreement, both parties undertake to:

- To recognize the evaluations carried out by the agencies attached to the DOCENTIA programme of the universities' teaching quality assessment systems, provided that the protocols, standards and tools agreed under the DOCENTIA model have been followed.

- Continue to collaborate in the adaptation, and meta-evaluation of the DOCENTIA Programme model, procedures and tools to meet the needs of harmonisation between all the Autonomous Communities.
- To ensure the coherence of the implementation of the DOCENTIA Programme in their respective fields of action, coordinated in the DOCENTIA Commission.
- The communication of the final report on the evaluation of the different phases of the DOCENTIA Programme will be carried out jointly by both Agencies.
- To carry out, in accordance with the DOCENTIA programme, the joint training of assessors for the DOCENTIA programme assessment committees.

In particular, ANECA undertakes to:

- Manage and carry out the design, monitoring or certification evaluations of teaching evaluation models of those universities under AVAP's jurisdiction in cases where AVAP requests it according to its needs.
- Manage the Register of certified entities, which will contain the universities whose procedures have been certified in the DOCENTIA programme, which will be published.

On the other hand, AVAP is committed to:

- Manage and carry out the design, monitoring or certification assessments of teaching assessment models of the universities under the jurisdiction of their autonomous community, in accordance with the DOCENTIA programme.
- Publish on its website the results of the evaluations carried out on the evaluation models of the teaching activity of the universities of the Valencian Community in the different phases of the DOCENTIA Programme.
- Incorporate in its website an access to the register of certified entities of ANECA's website.

In accordance with the DOCENTIA Programme documents, there is a DOCENTIA Programme Monitoring Committee, which is made up of two representatives of ANECA, who act as President and Secretary, as well as a representative of each of the Autonomous Agencies that have signed an agreement with ANECA for collaboration in the DOCENTIA Programme, including AVAP.

This committee has the functions set out in the DOCENTIA Programme documentation, among which is to periodically review the model and procedure established to apply the improvements derived from the implementation of the DOCENTIA model and to ensure consistency in the application of the Programme's assessment criteria by the Assessment Committees.

Change of area

Universities may process and submit to AVAP applications for a change in the area of knowledge of their teaching staff. AVAP, after evaluation by its experts, will issue a report on the suitability, where appropriate, of the curricular profile of the applicant in the area of knowledge to which they are requesting to be assigned.

Assessment of Research and Development activities

AVAP's main function in this area is to evaluate the research, development and technology transfer of the Generalitat's own programmes, research institutes and other scientific research activities.

The assessment is carried out in accordance with the criteria and in compliance with the requirements contained in the call for proposals of the grant or aid concerned in each case.

All applications are classified by field of knowledge or macro area, to be sent to the corresponding evaluators.

Likewise, AVAP, as an evaluation agency, may establish contacts and proposals for collaboration with other institutions dedicated to the evaluation of scientific research, both national and international.

AVAP has drawn up a Protocol for the Evaluation of the Activity Developed by the University Research Institutes of Valencian Community with the aim of establishing the criteria and procedure for the evaluation of the activity of the university institutes provided for in article 12.5 of Law 4/2007, of 9 February, of the Generalitat Valenciana, on the Coordination of the Valencian University System.

Below is a summary of the number of files we have processed at AVAP for each of the above activities:

	Authorization of new programmes	Study programmes follow up	Study programmes certificatio renewal	Teaching staff accreditation	Assignment of additional bonuses	Teaching staff research activity	R&D&I activities	TOTAL
2021	34	35	84	646		263	2.008	3.070
2020	20	-	107	825	79	214	1.956	3.201
2019	23	62	275	-	82	206	1.382	2.030
2018	35	117	58	514	82	292	2.197	3.295
2017	25	84	108	558	89	418	2.510	3.792
2016	34	49	235	816	46	110	2.355	3.645

5. PROFILE, FUNCTIONING AND (EQA) ACTIVITIES OF THE AGENCY (COMPLIANCE WITH PART 3 OF THE ESG)

5.1. ESG Standard 3.1 Activities, policy and processes for quality assurance

Standard: Agencies should undertake external quality assurance activities as defined in part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

AVAP's mission, published on the Agency's website, is to stimulate excellence in Valencian higher education systems, innovation and public services, through evaluation and foresight, in order to improve the society it serves.

In order to fulfil its purposes, Article 3.2 of the AVAP Regulation establishes that AVAP shall have the following specific functions:

- a) The accreditation and assessment of teaching, research and management activities of university teaching staff; of official degrees and their syllabuses; of teaching, research and management activities of university departments; of the activities, programmes, services and management of their own or affiliated university centres and centres offering degrees under foreign education systems; and of programmes, activities and services of the Valencian university system.
- b) The proposal of measures to improve the quality of the services provided by Valencian public universities, especially teaching and research.
- c) The prior evaluation of the activity, as required by the Organic Law on Universities, for the contracting of contract teaching staff where applicable.
- d) The prior assessment of the individual teaching, research and management merits of the teaching staff, linked to the singular and individual assignment of the additional salary complements that may be established.
- e) The evaluation of the teaching staff of private universities in possession of the title of doctor or PhD.
- f) To provide the information relating to its sphere of action that is required by the social councils, universities and public administrations and, in particular, that relating to the creation or suppression of degrees and centres that must be authorized by the regional Government (Generalitat Valenciana).

g) To report on the educational administration's proposals for the creation or recognition of universities and for the creation, modification or suppression of centres and degrees.
h) To promote excellence in higher education in Comunitat Valenciana through the quality, transparency, comparison, cooperation and competitiveness of its educational institutions at national and international level.
i) To propose the quality objectives for the Valencian university system for the purposes of their financing by the administration and to quantify their degree of compliance by means of indicators.
j) To propose and establish, where appropriate, at the request of the department responsible for universities, an information system to support the coordination, improvement and monitoring of the Valencian university system.
k) Independent assessment of the quality of the public service provided by higher education, for the purpose of providing information about it to society, public administrations and the universities themselves.
l) The evaluation and promotion of the relationship between the university and business regarding training demand, scientific research needs, technological development and business innovation.
m) The evaluation of projects and applications for subsidies, as well as their results, under the terms provided for in Law 5/2006, of 25 May, of the Generalitat.
n) The evaluation of research, development and technology transfer of the Generalitat's own programmes, research institutes and other scientific research, technological development and business innovation activities. It shall also carry out all those specific functions that may correspond to it in application of state and autonomous community legislation on higher education, universities, and the promotion and coordination of scientific research, technological development and business innovation.

The following documents are published on AVAP's website:

Strategic Plan 2020-22: In 2017, a Strategic Plan was defined for AVAP for the period 2018-21. For its construction, a SWOT analysis was carried out to be able to make an approximation to the agency's Strengths, Weaknesses, Opportunities and Threats, and thus better understand the situation and direct the Strategic Plan along the lines of maximizing the strengths and opportunities, while improving AVAP's response capacity to address the weaknesses and threats. Given that in the first years of the plan there have been readjustments of objectives, a new Strategic Plan has been defined for the period 2020-22 (3 years) using the previous one as a starting point.

Regarding the actions carried out by the Agency, AVAP's website publishes the **action plans for the current year** (2021), as well as the actions carried out over the last four years (2016-2019).

In accordance with the Terms of Reference (ToR), the following AVAP activities should be developed in the self-report in more detail as they are the activities that are within the scope of the review. The rest of the activities carried out by the agency that do not fall within the scope of the ESG have already been described in the previous section.

Higher education institutions	Evaluation, assessment, certification and accreditation of university institutions
Programmes	Authorization of new programmes Follow up of study programmes Study programmes certification renewal

1. Higher education institutions

1.1. Evaluation, assessment, certification and accreditation of university institutions

While the activity is not yet carried out, the activity should nevertheless be covered and assessed in the self-evaluation and external review based on the available processes and documentation.

AVAP is currently unable to carry out this activity as current legislation states that the university shall apply for institutional accreditation of its centres to ANECA, or to the external evaluation body of the autonomous community in whose territory the university is established and which are registered in the European Quality Assurance Register (EQAR). If successfully listed in the EQAR registry AVAP would be able to carry out this activity during year 2023 as described below.

Institutional accreditation of centres is established as an alternative to the model of accreditation of official university degrees. The procedure to be followed is regulated in recently approved Royal Decree 640/2021 of 27 July, of creation, recognition, authorization and accreditation of universities and university centres and therefore the activity will be carried out in accordance with Spanish legislation.

In order to obtain institutional accreditation, universities must meet the following requirements:

- a) The **initial accreditation of at least half of the official Bachelor's, Master's and PhD degrees** that they offer must have been renewed, in accordance with the general procedure laid down in Royal Decree 822/2021 of 28 September, which establishes the organization of official university education.
- b) The **implementation of its internal quality assurance system**, aimed at the continuous improvement of the training offered to students must be certified, in accordance with the provisions of Royal Decree 822/2021, of 28 September, and in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The renewal of the accreditation of institutions, or institutional re-accreditation, shall take place within five years from the date of obtaining the first or subsequent accreditation decision of the Council of Universities. The procedure for the evaluation of institutional re-accreditation shall go with a report from a panel of external experts that must be independent from the institution seeking accreditation.

AVAP would issue a binding evaluation report to the Council of Universities, which, if appropriate, issues the accreditation resolution that would be sent to the university, the Autonomous Community and the Ministry responsible for higher education for the purpose of registering the accredited centres in the Register of Universities, Centres and Degrees.

This activity focuses specifically on checking the effectiveness of the universities' Internal Quality Assurance Systems and their correlation with the standards set out in Part 1 of the ESG.

2. Programmes

2.1 Authorization of new programmes

As mentioned above, AVAP currently issues the report that serves as a reference for the authorization of new degrees. However, we do not manage the verification phase, as the Spanish legislation establishes that this can only be carried out by those assessment agencies that are listed in EQAR register.

Once AVAP is listed in EQAR, would comply with the requirement of Spanish legislation and therefore be able to take on the verification phase of new qualifications. AVAP has the necessary human and economic resources and the capacity and skills to take on this activity.

The current authorization procedure is regulated by Royal Decree 822/2021, of 28 September, which establishes the organization of official university studies and locally by Order 86/2010, of 15 November, of the Regional Council of Education, which establishes the procedure for the implementation of official Bachelor, Master's and PhD Degrees in the universities of the Valencian Community.

Article 13 of the Order stipulates that AVAP must draw up an evaluation report, which is mandatory and non-binding, on the following points:

- a) Adequacy of teaching staff to teach the Bachelor's or Master's degree to be introduced.
- b) Adequacy of the number of places offered by the university in the degree programme to be implemented, to the demand of its socio-economic environment to avoid the oversupply of places and the duplication of costs.
- c) Level of employability integration of the graduates.
- d) Area of influence of the degree, to maintain the territorial balance, in terms of the map of degrees, bearing in mind the needs of Valencian society.

AVAP draws up this report, which serves as a basis for the Regional Council responsible for universities to decide on the feasibility of implementing a new degree in the Valencian Community.

2.2 Follow-up of study programmes

This procedure is regulated by Royal Decree 822/2021, of 28 September, which establishes the organization of official university education.

The Royal Decree establishes that once the implementation of the teaching corresponding to the official degrees registered in the Register of Universities, Centres and Degrees (RUCT) has started, the assessment bodies determined by the Law of the Autonomous Communities will monitor the fulfilment of the project contained in the syllabus verified by the Council of Universities. The corresponding assessment bodies, in collaboration with the Ministry responsible for higher education and the corresponding Autonomous Communities, will jointly draw up a protocol that will include the definition of a minimum of common basic criteria and indicators for the study plan monitoring procedure.

The follow up assessment was not mandatory until October this year, when it came into force Royal Decree 822/2021. This legislation states now in article 28 that a follow up will be mandatory after 3 years of: (1) the verification and implementation of the degree and (2) the renewal of the degree's accreditation.

The monitoring process has two main functions:

- To verify the proper implementation of the degree as formulated in the project presented by the University.
- Analyze the main results of its implementation. This analysis of results aims to encourage the institutions to reflect the situation of the degrees and to establish a procedure that includes continuous improvement as one of its principles.

AVAP, through its assessment bodies, draws up a report based on the analysis and review of both the documentation provided by the university and the public information available on the website.

Depending on the nature of the deficiencies observed, if any, the report may indicate which aspects will be the subject of special attention when the next monitoring or assessment procedure for the renewal of accreditation is carried out.

The AVAP Follow-up programme aims to promote a way of working in which the analysis of the situation and the implementation of measures for improvement are part of the daily procedure of the Universities.

2.3 Study programmes certification renewal

Royal Decree 822/2021 of 28 September 2021, which establishes the organization of official university education, also regulates the verification and accreditation of official university degrees.

The renewal of the accreditation of official university degrees shall be carried out within the following deadlines:

- Official Bachelor degrees of 240 credits must renew their accreditation within a maximum period of six years.
- Official Bachelor degrees up to 360 credits must renew their accreditation within a maximum period of eight years.
- Official Master degrees must renew their accreditation within a maximum period of six years.
- Official PhD degrees must renew their accreditation within a maximum period of six years.

This period is calculated from the date of the initial verification of the Bachelor's, Master's or PhD degree, or from the date of its last accreditation.

The importance of the accreditation renewal process is the evaluation of the results obtained by a degree in relation to the commitments made in the design of the programme. Its vocation is to increase transparency and to be accountable to society for the results obtained by official university education. In accordance with the legislation, the evaluation process for the renewal of accreditation will include, in all cases, a visit by external experts to the University, with AVAP in the Valencian Community being the evaluation body responsible for carrying out an assessment for the renewal of accreditation, in accordance with the protocols that have been jointly established between the competent quality agencies.

For the design and development of the assessment process for the renewal of accreditation, AVAP follows the protocol for the assessment of bachelor's and master's degrees, based on the guidelines and lines of action agreed within the framework of the Spanish Network of University Quality Assurance Agencies (REACU), and in accordance with the standard and guidelines established in 2015 in the document Standards and Guidelines for Quality Assurance in the European Higher Education Area. A last update on the methodology for certification renewal process was carried out in June 2021.

On the other hand, there is a different protocol for the renewal of the accreditation of university PhD studies.

The main objective of the evaluation process is to check whether the degree meets the standards set for each Standard and, consequently, to guarantee the appropriate continuity of the degree until the next renewal of accreditation.

In respect of all the process above, the information and opinion of stakeholders is a fundamental pillar on which we rely for continuous improvement in each and every one of AVAP's activities. In this sense, important changes that the agency wish to undertake are always informed to the different stakeholders, depending on the issue. For example, during the first semester of 2021 AVAP undertook a revision of the Protocols and Guides for authorization, follow up and certification renewal of degrees, and representatives from the Valencian universities were contacted to know their opinion about these processes that are part of their daily work. Opinion of stakeholders is further elaborated under Chapter 7 of this SAR.

Evidence:

Law 5/2006, of 25 May, of the Generalitat Valenciana, of creation of AVAP: https://dogv.gva.es/es/disposicio-consolidada?signatura=2887/2006&idioma=es&L=1&url_lista= (available version in English if requested, since official legislation in Spain is only available in Spanish)
Strategic Plan 2020/22: https://avap.es/wp-content/uploads/2021/09/5-1-2-PLAN-ESTRATEGICO-AVAP-2020-2022-en-GB.pdf
AVAP Quality Policy: https://avap.es/wp-content/uploads/2021/09/5-1-3-Politica_calidad_AVAP_actualizado_firmado-en-GB.pdf
Action Plan Year 2021: https://avap.es/wp-content/uploads/2020/11/PLAN-ACTUACIONES-AVAP-2020.pdf

5.2 ESG Standard 3.2 Official Status

Standard: Agencies should have an established legal basis and should be formally recognized as quality assurance agencies by competent public authorities.

AVAP, constituted by Law 5/2006, of 25 May, of the Generalitat, is a public law entity subject to private law, as provided for in article 2.3.a) of Law 1/2015, of 6 February, on Public Finance, the Instrumental Public Sector and Subsidies, with the aim of guaranteeing the quality and excellence of the Valencian systems of higher education, science and innovation through evaluation, accreditation and foresight.

Decree 6/2008, of 18 January 2008, of the Council, approved its regulations with the aim of providing AVAP with a flexible and autonomous operational and organizational structure for the fulfilment of its aims.

AVAP is expanding its functions in accordance with Decree Law 7/2012, of 19 October, of the Consell, on Measures for the Restructuring and Rationalization of the Public Business and

Foundation Sector of the Generalitat, which amends article 3 of Law 5/2006, of 25 May, of the Generalitat, on the Creation of the Agència Valenciana d'Avaluació i Prospectiva (Valencian Agency for Assessment and Foresight).

Decree 116/2013, of 6 September, of the Consell, adapts the Regulations of the Agència Valenciana d'Avaluació i Prospectiva (AVAP) to the provisions of Decree-Law 7/2012, of 19 October, of the Consell, on Measures for the Restructuring and Rationalisation of the Public Business and Foundation Sector of the Generalitat, which in its second final provision modified article 3 of Law 5/2006, of 25 May, of the Generalitat, on the Creation of the Valencian Agency for Assessment and Foresight, incorporating as functions of the Agency those of evaluation and accreditation of the quality of the centres and entities providing public services, their policies and programmes.

This function is assumed by AVAP as a result of the process of reorganization and optimization of the competencies assigned to the different entities that make up the public sector of the Generalitat.

In addition to the legal framework that supports the creation of AVAP, the entire Spanish university system is coordinated through a regulatory system that applies throughout the national territory, resulting in the coordinated activity of all the agencies and leading to homogeneous practices and activities.

The starting point for this legal regulation is the Spanish Constitution, the supreme law of the Spanish legal system, article 27 of which advocates the right to education and university autonomy.

The legislation applicable to higher education in the Comunitat Valenciana is described in Annex II of this SAR.

Evidence:

Law 5/2006 of 25 May, of creation of AVAP: https://dogv.gva.es/es/disposicio-consolidada?signatura=2887/2006&idioma=es&L=1&url_lista=

Decree 6/2008, of 18 January, of the Consell, approving the Regulations of the Agència Valenciana d'Avaluació i Prospectiva (AVAP): https://dogv.gva.es/es/disposicio-consolidada?signatura=000710/2008&idioma=es&L=1&url_lista=

5.3 ESG Standard 3.3 Independence

Standard: Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

Organizational independence:

In accordance with article 2 of its law of creation, AVAP has its own legal personality and assets and full capacity to act for the fulfilment of its aims, and is currently attached to the Regional Council for Innovation, Universities, Science and the Digital Society.

This implies that AVAP has full independence within its sphere of competence to carry out the administrative powers for the fulfilment of its purposes.

In this regard, Article 4 of the Regulation establishing AVAP states that "In order to fulfil its aims and functions, AVAP shall act in accordance with the principles of independence, objectivity, excellence and transparency".

Likewise, Article 5 of the regulation establishes that AVAP, in the exercise of its functions, will promote the participation of the Valencian university, scientific, technological and business community in the best development of its functions, but will maintain a rigorous independence in its evaluation and decision-making processes. In particular, it shall count on the collaboration of universities, research institutes, technological institutes, chambers, professional associations, business organizations, trade unions, foundations and associations related to its functions.

AVAP's Director is elected by AVAP's Steering Committee from among different candidates supported by their CVs. Once proposed, his appointment is made official with its publication in the Official Diary of Generalitat Valenciana (DOGV). In the case of the current Director of AVAP, his appointment was approved by the Steering Committee at its meeting of 6 September 2019 and his appointment was published by the Valencian Government in the DOGV of 16 September 2019. The Director will be dismissed when he or she does not comply with the duties entrusted to him/her. The appointment of the remaining governing bodies is detailed in Chapter 4.1.

In order to carry out his duties, the Director of AVAP is entrusted with all the functions attributed to him by Article 9 of the AVAP Regulation, which he exercises autonomously:

- a) To assume the ordinary representation, administration and management of AVAP.
- b) To direct the general functioning of AVAP and its staff, organizing, promoting, coordinating and inspecting its services and units.

- c) Assume the technical and methodological direction of the actions to be carried out by AVAP.
- d) Execute the resolutions of the Steering Committee.
- e) Drawing up the annual activity plan, the preliminary draft budget of AVAP, the annual report, the balance sheet and the profit and loss account.
- f) To sign contracts, agreements and conventions on behalf of AVAP and, in general, all powers in matters of administrative contracting and private law.
- g) Drawing up the proposed staffing table for AVAP, in accordance with legal and budgetary constraints.
- h) The authorization of expenditure and the settlement of payments.
- i) Represent AVAP in actions and appeals.
- j) To issue the resolutions and legal acts that fall within its competence in the exercise of its office and in particular to resolve the procedures for the accreditation and assessment of teaching staff, as well as, in general, any other functions delegated to it.
- k) The management of AVAP's own assets.
- l) Those expressly delegated to it by AVAP's governing bodies.
- m) Those administration and management functions not expressly designated to other AVAP bodies.

Operational independence:

AVAP requires the collaboration of external evaluators for its evaluation, accreditation and certification functions. These assessors are appointed by fields of knowledge or specialties. As external assessors, they are not considered to be AVAP's own staff and are appointed by AVAP's general management.

The criteria for the selection of assessors are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Principles for the Selection of Experts agreed by the European Consortium for Accreditation (ECA).

The members of the Evaluation Commissions and Committees are experts of recognized prestige from the academic, scientific and business spheres outside the universities of the Valencian Community, which reinforces the independence of their actions. They must go through a selection process managed by the Quality in Higher Education Area of AVAP.

They receive financial compensation depending on the number and type of dossiers assessed.

Regarding the procedures, protocols and methodologies used, AVAP has full independence to create or modify them, within the common frame of reference established by the corresponding regulations and the Spanish Network of University Quality Assurance Agencies, and following the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

Finally in respect of our own staff, AVAP's nature is an autonomous body but attached to the Regional Council for Innovation, Universities, Science and Digital Society. In this sense, AVAP's staff is currently made of public employees. The principles governing access to public employment are equality, merit, capacity, publicity and transparency in access and professional promotion. We are also subject to professional ethics in the performance of public services. Our work must follow the principles of objectivity, professionalism, transparency, integrity, impartiality and austerity.

AVAP's staff is expected to grow in the coming months by incorporating new staff with proven expertise in quality management in higher education. The Director proposes a staff structure divided into these two profiles: public employees and staff from the private sector. If the forecasts are met, AVAP will have significantly more staff in 2023 than at present.

Independence from formal outcomes:

The final decisions taken in the different evaluation processes managed by AVAP are taken by the different committees and commissions. These decisions are taken by the evaluation bodies and under no circumstances are they interfered with from outside. The evaluation reports approved by the panels of independent experts are binding for AVAP.

Evidence:

AVAP Quality Policy: https://avap.es/wp-content/uploads/2014/10/Ley-52006-de-25-de-mayo.pdf
Strategic Plan 2020/22: https://avap.es/wp-content/uploads/2021/09/5-1-2-PLAN-ESTRATEGICO-AVAP-2020-2022-en-GB.pdf
Code of Ethics: https://avap.es/wp-content/uploads/2021/09/5-3-3-Codigo-Etico-AVAP_Nov2020-en-GB.pdf
Selection procedure for evaluators: https://avap.es/en/external-evaluators/

5.4 ESG Standard 3.4 Thematic Analysis

Standard: Agencies should regularly publish reports that describe and analyze the general findings of their external quality assurance activities.

During a meeting of the Spanish Network of University Quality Agencies REACU, it was decided to produce joint reports that respond to the guidelines established for Standard 3.4 (Thematic Analysis). These are structured analyses of the situation of the university system in certain areas, showing developments, trends, good practices and areas for improvement, with the aim of

providing information to the universities themselves, public administrations and social agents for decision making purposes.

AVAP has been participating for some months now, together with other Spanish quality agencies, in thematic monographic sessions that show the main conclusions of the results of the accreditation reports of the different degrees linked to a specific subject and the employers' perspective on their labour market insertion.

Thematic analyses are studies that go beyond accreditations or certifications, and are undertaken by agencies on the basis of the data or results obtained in their evaluations. This is one of the areas of activity that the agency wants to strengthen, as it was during the year 2021 that we began to participate in this type of initiative.

On the basis of the latest agreements adopted, joint progress is expected by 2021/22: AVAP has had the opportunity to participate in the following thematic analyses together with the other agencies involved.

- Webinar: Nursing studies- we have provided the results obtained through our accreditation processes in the field of nursing.
- Webinar: University studies in journalism and audiovisual communication- we have provided the results obtained through our accreditation processes in the field of journalism. AVAP participated in the conclusions and closing of the event.

AVAP is aware of the need to deepen this type of foresight project and aims to continue its participation in thematic analysis programmes as part of the necessary improvement in this field.

Evidence:

AVAP website: https://avap.es/en/
Employability Sourcebook (2020) in Spanish: https://avap.es/wp-content/uploads/2021/10/EMPLEABILIDAD-DE-GRADUADAS-Y-GRADUADOS-EN-LA-COMUNIDAD-VALENCIANA-2020-def.pdf

5.5 ESG Standard 3.5 Resources

Standard: Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.

5.5.1. Human Resources

AVAP's staff is currently made up of 16 employees, consisting of 1 Director General, 1 secretary, 9 technicians and 5 administrative staff. The positions and their functions are regulated by the law.

AVAP's employees are divided into 2 main services, as Article 22 of AVAP's Regulations establishes that the following services will report to AVAP's general management in order to provide administrative and management support to the different technical areas:

- Quality in Higher Education and Innovation
- Management, Forecasting and Public Services

The **Quality in Higher Education and Innovation Area** is responsible for carrying out the following functions:

- a) The management and administrative processing of the procedures for prior assessment or issuing of an activity report, as required by the Organic Law on Universities, for the hiring of contracted teaching staff where appropriate.
- b) The management of the procedures for the prior assessment of individual merits in teaching, research and management of the teaching staff, linked to the singular and individual assignment of the additional salary complements that are established.
- c) The processing of administrative appeals lodged against the decisions of the Director General of AVAP in teacher accreditation and assessment procedures.
- d) The management of monitoring, assessment and accreditation procedures for official degrees and their curricula.
- e) The management of reports prior to the creation or recognition of universities and the creation, modification or suppression of centres and degrees, as provided for in Law 4/2007, of 9 February, of the Generalitat, on the Coordination of the Valencian University System.
- f) The processing of procedures for reports prior to the authorization of university centres abroad and foreign centres in the Comunitat Valenciana.
- g) The management and processing of the reports prior to the authorization of university research institutes, together with the processing of the procedure for their periodic evaluation provided for in article 12 of Law 4/2007, of 9 February, of the Generalitat.

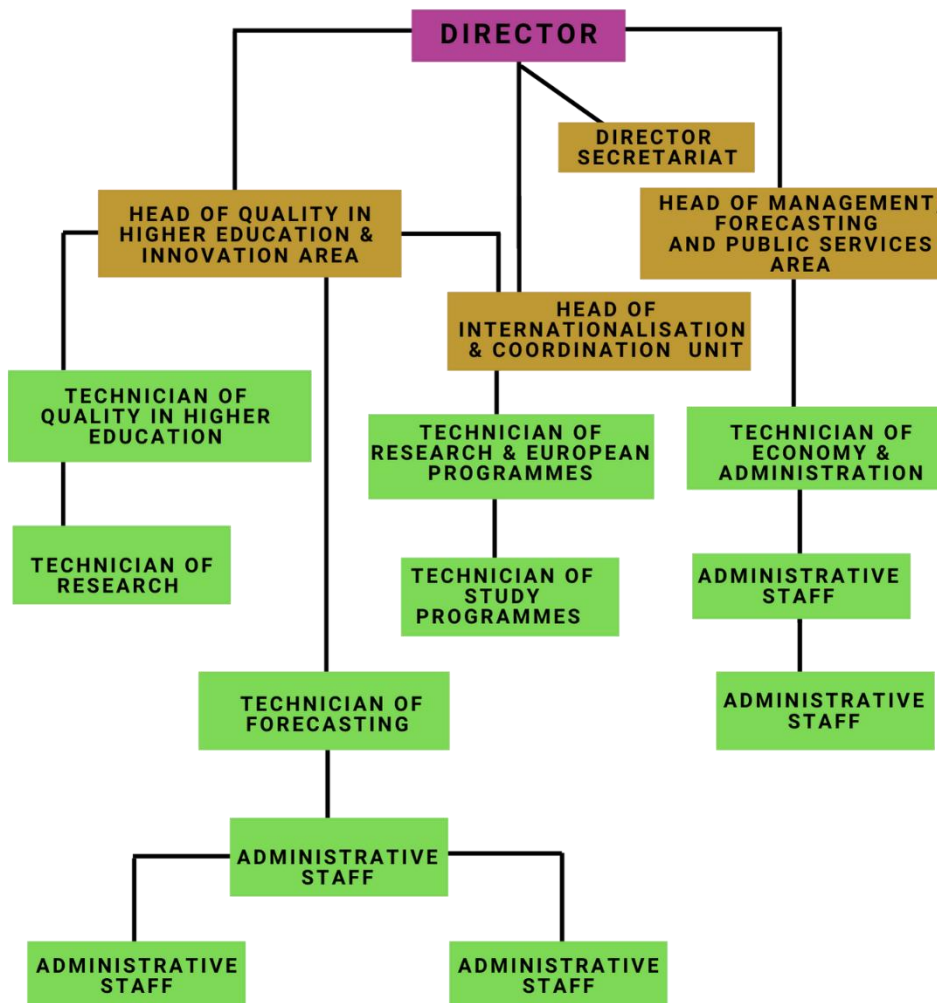
- h) The technical, administrative and economic management of the procedures for the evaluation of projects, grants and aid for research, development and technology transfer of the Generalitat's own programmes, and other scientific research, technological development and business innovation activities.
- i) The preparation of reports in the fields of higher education, research and development and technology transfer.
- j) Evaluation to improve the quality assurance of Valencian universities, through audits of the quality management systems of the universities that make up the Valencian University System.

The **Management, Forecasting and Public Services Area** is responsible for carrying out the following functions:

- a) The economic and budgetary management of the agency and the preparation of the balance sheet and profit and loss account.
- b) The preparation of AVAP's preliminary draft budget proposal, as well as the management of the corresponding budget programme(s), and the preparation of information on its state of execution, in relation to the degree of fulfilment of both its objectives and its lines of action and projects.
- c) Drawing up AVAP's annual activity plan and management report.
- d) The processing, in coordination with the rest of the agency's services, of contracts and collaboration agreements with public and private entities in matters within AVAP's competence.
- e) Coordination of the corporate information that appears on the agency's website, in collaboration with the agency's technical areas.
- f) The organization of AVAP's archives and general register of documents.
- g) The management of AVAP's assets and the processing of files for the acquisition, leasing, transfer or provision of real estate for the agency, as well as keeping the inventory of movable property in its administrative offices.
- h) The processing of files related to AVAP's personnel management and the drawing up of its staff.
- i) Conducting studies on the relationship between the university and business in terms of training demand, scientific research needs, technological development and business innovation.
- j) Carrying out studies related to the future, improving the effectiveness and efficiency of Valencian university, science and innovation systems.
- k) The proposal of quality objectives for the Valencian university system for the purposes of their funding by the Administration and the quantification of their degree of fulfilment by means of indicators.
- l) Participation in international and national projects whose results may be relevant to the above purposes.

m) The proposal and establishment, where appropriate, of an information system to support the coordination, improvement and monitoring of the Valencian university system.

This is AVAP's current organizational chart:



AVAP has the necessary human resources to carry on our daily activities. However, we are aware that the current staff needs to be increased in order to be able to take on the challenges ahead with more personnel. We are developing a plan to be able to offer more positions and that during 2022-2023 more employees will join AVAP to make it possible for us to take on the new challenges that lie ahead if we are listed in the EQAR registry.

5.5.2. Financial Resources

In accordance with Article 11 of the Law establishing AVAP, the agency has the following **financial resources** at its disposal for the fulfilment of its purposes:

- a) The corresponding allocations from the budgets of the Generalitat.
- b) Ordinary and extraordinary income generated by the exercise of its activities, as well as income from collaborating companies or entities which, in view of their knowledge, experience and recognized prestige, contribute to the aims attributed to the Agency.
- c) The yield of the fees and public prices accrued in the exercise of their functions, in accordance with the provisions of the fourth additional provision of this legal text.
- d) The proceeds and income from its assets.
- e) The credits, loans, borrowings and other transactions it may enter into.
- f) Subsidies, inheritances, legacies, donations and any other voluntary contributions from public and private entities or bodies, and from individuals.
- g) Other income under public or private law to which it is entitled in accordance with the regulations in force.
- h) Any other resources that may be attributed to it.

This is AVAP's budget for the current year and the four immediately preceding years, which details both the fees charged for AVAP's evaluation activity and the subsidies received from the Regional Council to which we are attached:

	Budget 2021	Budget 2020	Budget 2019	Budget 2018	Budget 2017
Fees: Degree Programmes	138.000,18 €	148.484,00 €	426.739,00 €	133.535,00 €	130.942,75 €
Fees: Teacher's Programmes	37.000,28 €	48.308,00 €	-	16.944,00 €	31.936,00 €
Current Grants	1.336.000,83 €	1.099.000,99 €	923.000,97 €	864.000,77 €	804.000,77 €
Capital Grants	88.000,20 €	18.000,20 €	18.000,20 €	18.000,20 €	18.000,20 €
Evaluation Activity	-	47.214,00 €	45.617,00 €	133.390,00 €	26.680,00 €
TOTAL BUDGET	1.599.001,49 €	1.361.007,19 €	1.413.357,17 €	1.165.869,97 €	1.011.559,72 €

According to the table above, the fees are revenues received by AVAP directly from applicants for the evaluation of the degree programmes and the teaching staff programmes.

Current and capital subsidies are revenues from the Generalitat Valenciana.

The evaluation activity generates extra income from evaluation activities that the agency may additionally carry out.

The financial resources available to AVAP allow us to meet our daily expenditure needs satisfactorily to carry out our tasks smoothly and maintain its facilities in perfect condition.

Evidence:

AVAP public Economic Plan: <https://avap.es/en/transparency/economic-information/>

5.6 ESG Standard 3.6 Internal quality assurance and professional conduct

Standard: Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

In carrying out its activities, AVAP is always guided by specific and regulated values, which have already been set out on Section 4.1 of this SAR.

By virtue of the above, AVAP has created a Code of Ethics applicable both to AVAP staff and to all external agents involved in any of the processes in which the agency intervenes.

The following rules apply to AVAP employees and their external staff:

1. Carry out their duties with objectivity, independence and professional rigor.
2. Maintain strict confidentiality regarding information to which they have access in the performance of their duties.
3. Not use or disclose to third parties any fact, information or document to which they have access in the performance of their duties, even after their relationship with AVAP has ended.
4. May not, without the prior approval of the Agency, assign the performance of part of their duties to third parties.
5. Carry out his work impartially and shall abstain from participation whenever any of the grounds for abstention established by law apply.
6. Inform AVAP of the occurrence of any direct or indirect conflict of interest.
7. Refrain from speaking on behalf of AVAP, unless expressly authorized to do so.
8. Accept the resolution of the agency, in case of non-compliance with any of the mandates of this Code of Ethics, and may result, depending on the severity, in:
 - Confidential warning.
 - Termination of the link with AVAP.
 - Reporting to the competent authority.

AVAP aims to demonstrate its ability to regularly provide services that exceed stakeholder needs and expectations and its ability to ensure compliance with legal and regulatory requirements in the agency's day-to-day activities through the implementation of a Quality Management System.

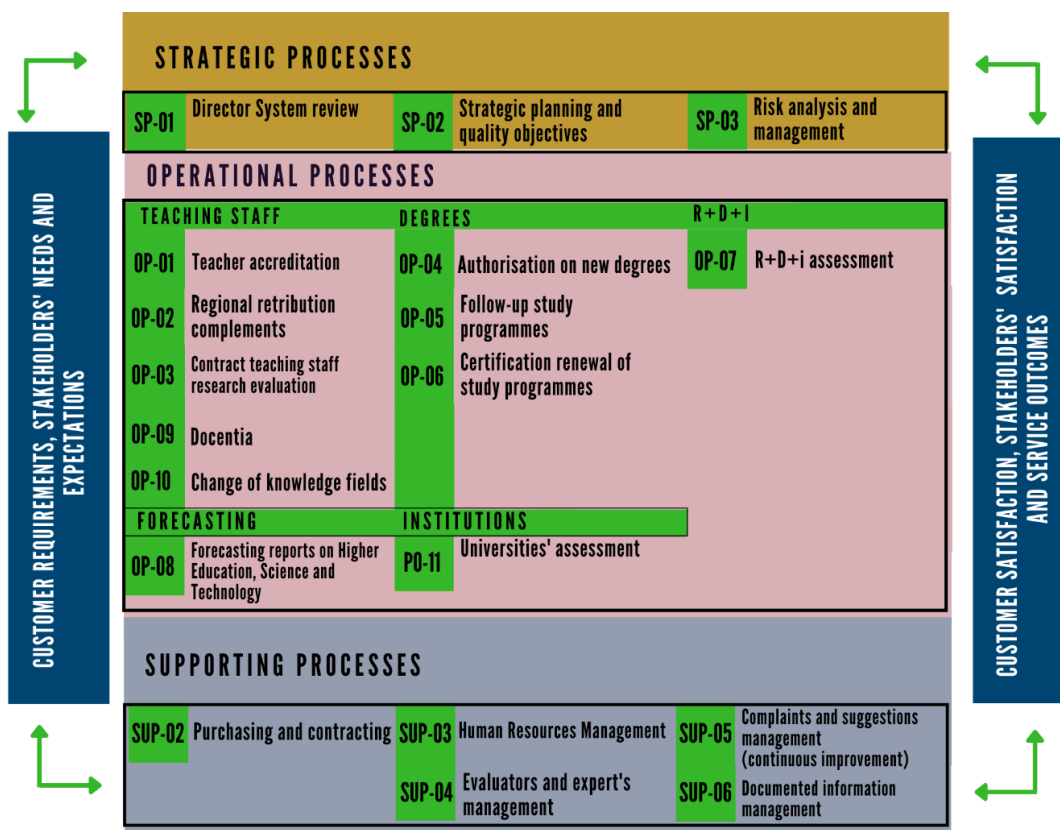
In fulfilment of this objective, the agency applied in 2020 to undergo an external audit to verify the applicability of all the requirements of the ISO 9001:2015 standard, achieving this Accreditation in December of that year.

According to the ISO 9001:2015, the adoption of a quality management system is a strategic decision for an organization that can help it improve its overall performance and provide a solid basis for sustainable development initiatives.

The potential benefits for an organization of implementing a quality management system based on this international standard are:

- a) the ability to regularly provide products and services that meet customer and applicable legal and regulatory requirements;
- b) facilitate opportunities to increase customer satisfaction;
- c) address the risks and opportunities associated with its context and objectives;
- d) the ability to demonstrate conformity with specified quality management system requirements.

In order to prepare for the ISO 9001:2015 accreditation process, the agency analyzed all its Quality Management System processes by identifying strategic processes (those that provide guidelines to the other processes), operational processes (those processes that have a direct relationship with the agency's stakeholders) and support processes (activities that support the operational processes). The following diagram shows the structure of each of these processes:



AVAP continuously improves the effectiveness and performance of the Quality Management System by:

- The result of the objectives derived from the quality policy.
- Analysis of audit results.
- Opportunities for improvement and assessment of future needs and expectations of customers and/or stakeholders.
- The establishment of improvement actions, in the treatment of the service and to correct, prevent or reduce the undesired effects of the processes.
- Management reviews of the system.
- Complaints, suggestions and compliments.

Evidence:

AVAP Quality Policy:	https://avap.es/wp-content/uploads/2021/09/5-1-3-Politica-calidad-AVAP-actualizado-firmado-en-GB.pdf
AVAP Code of Ethics:	https://avap.es/wp-content/uploads/2021/09/5-3-3-Codigo-Etico-AVAP-Nov2020-en-GB.pdf
ISO 9001Certificate:	https://avap.es/wp-content/uploads/2021/10/1689-1C0-Certificado-ingles-firmado-1-def.pdf

5.7. ESG Standard 3.7 Cyclical external review of agencies

Standard: Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.

AVAP's Quality Commitment states:

"AVAP's Quality Policy is established in accordance with the international standards set out in the European Standards and Guidelines for Quality Assurance of Higher Education (ESG 2015). This policy and its strategies are consistent with AVAP's mission, which is to stimulate excellence in Valencian systems of higher education, innovation and public services, through evaluation and foresight, in order to improve the society it serves".

Furthermore, Article 17 of the AVAP regulation states the following:

"In order to guarantee the effectiveness and efficiency of AVAP's operation in accordance with the regulations, and to obtain external recognition at national and international level, a quality assurance system will be established to regulate both its internal management and the

development of its functions. This quality assurance system will be periodically submitted to external certification".

Therefore, AVAP is committed to undergo a periodic review every 5 years as established in the ESG through an external evaluation by ENQA.

Evidence:

AVAP website: https://avap.es/en/
ISO 9001 Certificate: https://avap.es/wp-content/uploads/2021/10/1689-1C0-Certificado-ingles_firmado-1-def.pdf

6. DESIGN AND IMPLEMENTATION OF THE AGENCY'S EQA ACTIVITIES (COMPLIANCE WITH PART 2 OF THE ESG)

6.1 ESG Standard 2.1 Consideration of internal quality assurance

Standard: External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

AVAP's activity is aimed at guaranteeing the quality and excellence of the Valencian higher education system through assessment and foresight. For this reason, the Agency is at the disposal of higher education institutions in Comunitat Valenciana to ensure that university education meets the highest quality standards.

The different criteria established for each evaluation process are articulated following the guidelines and lines of action agreed by all the agencies through the Spanish Network of University Quality Assurance Agencies (REACU) and considering the national legal framework and the criteria and guidelines established in the ESG 2015.

With the aim of ensuring that the universities of the Comunitat Valenciana offer continuous improvement in their internal quality assurance systems, AVAP, through the different evaluation procedures it manages, focuses its work on ensuring that higher education institutions are in line with Part 1 of the ESG 2015.

To achieve this, the Agency has developed all the assessment protocols and guidelines, relating each aspect to be achieved by the University to each of the ESG 2015.

The criteria used by AVAP in its assessments are as follows.

Standard and Guidelines of the Authorization programme:

Standard 1: Adequacy of teaching staff to teach the Bachelor, Master or PhD degrees to be introduced.

Standard 2: Adequacy of the number of places offered by the university, in the degree programme to be implemented, to the demand of its socio-economic environment in such a way as to avoid the oversupply of places and the duplication of costs.

Standard 3: Degree of labour market integration of graduates.

Standard 4: Area of influence of the degree, in such a way as to maintain territorial balance in terms of the map of degree programmes, bearing in mind the needs of Valencian society.

Standard and Guidelines of the Follow up Programme:

- Standard 1: Organization and development
- Standard 2: Information and transparency
- Standard 3: Internal Quality Assurance System (IQAS)
- Standard 4: Academic Staff
- Standard 5: Support staff, material resources and services
- Standard 6: Learning outcomes
- Standard 7: Satisfaction and performance indicators

Standard and Guidelines of the Renewal Programme:

- Standard 1: Organization and Development
- Standard 2: Information and Transparency
- Standard 3: Internal Quality Assurance System (IQAS)
- Standard 4: Academic staff
- Standard 5: Support staff, material resources and services
- Standard 6: Learning Outcomes
- Standard 7: Satisfaction and Performance Indicators

The relationship between each of the listed Standard and the ESG is shown in the table below.

ESG 2015	Authorization of new programmes	Follow up of programmes	Programmes certification renewal
1.1 Policy for quality assurance	N/A	Standard 3	Standard 3
1.2 Design and approval of programmes	N/A	Standard 1 Standard 6	Standard 1 Standard 6
1.3 Student-centred learning, teaching and assessment	N/A	Standard 1 Standard 6	Standard 1 Standard 6
1.4 Student admission, progression, recognition and certification	N/A	Standard 1	Standard 1
1.5. Teaching staff	N/A	Standard 4	Standard 4
1.6. Learning resources and student support	N/A	Standard 5	Standard 5
1.7. Information management	N/A	Standard 3 Standard 7	Standard 3 Standard 7
1.8. Public information	N/A	Standard 2	Standard 2
1.9. On-going monitoring and periodic review of programmes	N/A	Standard 3 Standard 7	Standard 3 Standard 7
1.10. Cyclical external quality assurance	N/A	Standard 7	Standard 7

Regarding the authorization programme, we would like to highlight the following. As explained in Chapter 5.1 - 2.2.1 AVAP currently issues a report that serves as a reference for the authorization of new degrees. However, we do not manage the verification phase, as the Spanish legislation establishes that this can only be carried out by those assessment agencies that are listed in EQAR register.

The verification report is currently issued by the national evaluation agency (ANECA). After the verification report, the authorization report issued by AVAP serves as a basis for the Regional Council of Universities to decide on the viability of authorizing a new programme in the Comunitat Valenciana.

The authorization standard currently used by AVAP do not correspond exactly to ESG2015 because the process that we follow at AVAP to issue the authorization report does not follow as such the ESG 2.3.

However as soon as AVAP is listed in EQAR, the agency will stop issuing the authorization report because we will be able to carry out the verification process, following the ESG2015 as we do with the rest of the process that are carried out in our Agency.

Evidence:

Authorization of new programmes Protocol:	https://avap.es/wp-content/uploads/2021/09/1.-Protocolo-Programa-de-Autorizacion-en-GB-1.pdf
Programmes follow up Protocol:	https://avap.es/wp-content/uploads/2021/09/2.1-Protocolo-Programa-de-Seguimiento-Grado-y-Master-en-GB.pdf
Certification renewal Protocol:	https://avap.es/wp-content/uploads/2021/09/5.1-Protocolo-Programa-Renovacion-Acreditacion-Doctorado-en-GB.pdf

6.2 ESG Standard 2.2 Designing methodologies fit for purpose

Standard: External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

AVAP designs its assessment processes considering legal requirements and stakeholder expectations.

As defined in ESG 2.2 we also take into consideration:

- The level of workload and cost that they will place on institutions.
- The need to support the institutions so that they improve quality.
- The need for institutions to demonstrate their improvement.
- The need to produce clear information on the outcomes.

We are aware that institutions have a busy schedule ahead and do not want to overload them. To assist with this, for the evaluation process we prepare a self template that the university would need to complete and send back to us, which simplifies the documentation preparation process. In addition, the university ensures that they send us the necessary information to evaluate the degree. Through these procedures, AVAP intends to verify the continuous improvement in the quality system of the universities, since special emphasis is placed on the quality of the degrees evaluated.

The aim is to analyze, on the basis of evidence and indicators, what has been achieved in relation to the evaluation standards and guidelines and, if applicable, the reasons why they have not been fully achieved and the improvement actions taken or planned (improvement plan).

The regulations governing all the procedures carried out are detailed in Annex II. These regulations are AVAP's reference both for making any decision and for developing protocols and guidelines in relation to the processes carried out in the agency.

As for stakeholders, their opinion is a fundamental pillar on which AVAP relies for continuous improvement in each one of its activities. In recent years, AVAP has strengthened their involvement so that they can participate in decision-making.

In the Valencian Community, the Director holds regular meetings with the Regional Secretariat of higher education, the Regional Director of higher education and the Regional Director of research & innovation, to coordinate the activity of the agency with the educational policy, and that the processes that are designed comply with the intended purpose.

As mentioned in Chapter 3.2, the agency, through REACU, participates in the definition of the general evaluation procedures that serve as a reference for the quality assurance agencies operating in Spain. Based on these reference frameworks, the processes are designed with the agents involved:

- The universities of the Valencian Community participate in the processes developed by the Agency in relation to the evaluation of higher institutions quality. When a procedure is modified and updated, the universities are also consulted so that they can propose changes or modifications in the process that result in greater agility or benefit to make the appropriate improvements.

- The experts involved in the evaluation processes (students and academics) are also consulted for the definition of the programs. The opinion of all the agents is very valuable in identifying both the needs to be covered and the improvements in the processes and adapting them to the purpose for which they were created.

The following table shows a summary of the main mechanisms used to collect the opinions of all stakeholders:

		INTEREST GROUP						
		Universities	Academics	Students	Administration	Society	AVAP staff	Agencies
Information and feedback mechanism	Steering Committee	*	*	*	*	*	*	
	Advisory Council	*	*	*		*		
	Student Committee			*				
	Accreditation Committees		*	*			*	
	Satisfaction surveys	*	*	*	*	*		
	AVAP website	*	*	*	*	*	*	*
	Complaints, suggestions and congratulations box	*	*	*	*	*	*	*
	REACU							*
	Quality Conference	*	*	*	*	*	*	*

Evidence:

AVAP website: https://avap.es/en/
Satisfaction survey report: https://app.powerbi.com/view?r=eyJrIjoiaMDQ5ZGUxN2Q5NTFkZC00MDgzLThjZDMtYzVjMUYwN2I0ODNlIiwidCI6IjYzNzlyYWExLTRmNWQ5NDk0ZC04OWQyLTVhZTU5NzRhYWJmYyImlmMiOjh9&pageName=ReportSection

6.3 ESG Standard 2.3 Implementing processes

Standard: External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include:

- a self-assessment or equivalent.
- an external assessment normally including a site visit.
- a report resulting from the external assessment.
- a consistent follow-up.

The procedures for the authorization of new programmes, follow-up of new programmes and certification renewal follow the same pattern, except for the visit, which is not necessarily due to its characteristics and objectives. We will comment on the differences and similarities through this chapter.

AVAP's assessment of the standards and guidelines developed in the assessment guides and protocols for the different assessment procedures carried out is based on the following evidence:

1. Self-report. The report is produced by the institution being assessed, by means of which the institution must show that the results obtained in respect of a certain degree comply with the objectives for which it was designed and correspond with quality standards. The structure and content of this report and evidence must be adapted to the model determined by AVAP. The aim is to carry out an analysis, based on the evidence and indicators, of the achievements in relation to the assessed standard and guidelines and, if applicable, the reasons why they have not been fully achieved and the improvement actions taken or planned (improvement plan).

The self-report is produced by the University for the processes of authorization, follow-up and certification renewal. A template of a self-report including the structure and content is available.

2. External evaluation including a visit. In accordance with a fixed schedule planned between AVAP and the university, the selected committee of experts (see how it is composed in Chapter 6.4, ESG 2.4) 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.

At the time of setting up the Committee, AVAP determines whether the visit will take place in person or online. Before Covid-19 all site visits were in person, but since the pandemic all site visits have been online. This method has proven to be very useful and has worked very well for

all parties involved. When recommended by health legislation we should go back to the on site visit although on line visit may also remain if necessary as this has proven to be very effective.

In accordance with the agenda, the Committee carries out the visit (in person or online) to the centre(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 Committee, in addition to consulting the planned evidence and visiting the facilities, carries out the scheduled hearings with the groups involved in the degree, as well as a public hearing open to the entire university community. In general, no person may attend more than one hearing.

In respect of the 3 EQA activities, only the certification renewal includes the site visit. The authorization of new programmes does not include a site visit because until the university does not receive the approval they may not have assigned facilities or professors to the degree, and thus a site visit is not yet necessary. The follow-up assessment does not normally include a site visit either because through this activity the evaluators need to check that the improvement plan set up by the university is being complied with, but this assessment does not focus on installations and thus a site visit is not necessary at this time.

3. External Evaluation Report. In respect of the **certification renewal process**, at the end of the visit the members of the External Committee share the preliminary conclusions for the issuing of the External Evaluation Report. This report must make a reasoned assessment of the degree of compliance with the standard and guidelines, in accordance with the model provided by AVAP.

This report is based on the assessment of:

- | |
|--|
| a) The degree report produced by the university. |
| 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. |

AVAP provides evaluators with a document with the aspects to be considered, which serves as a guide to know which aspects must be assessed in each Standard and guideline.

The External Evaluation Committee chairperson coordinates the drafting of the External Evaluation Report. With all the information, evidence and impressions gathered, a draft evaluation report is generated and sent to each committee member for suggestions and proposals. The chairperson incorporates the suggestions and proposals made by all committee members, and drafts and signs the final external evaluation report.

Then, the Accreditation Commission (ref. page 22) reviews the external assessment report and issues the interim report. The university has a period of 20 days to present allegations and, after reviewing them, if any, the Accreditation Committee issues the final report.

In respect of the **follow up of study programmes**, the committee drafts the report which is signed by its President and this is sent to the University, who has the opportunity to make appeals, if any. If there are no appeals or they are solved, the Director of AVAP signs the final report.

In respect of the **authorization of new programmes**, the authorization external experts draft the provisional report, which is signed by the Head of Quality in higher education. The final report is signed by the Director of AVAP.

4. Systematic monitoring. AVAP monitors the evaluations carried out in accordance with the regulations established at state level. The time frame within which this monitoring is carried out depends on the type of evaluation process.

Renewal of official Bachelor's degrees, AVAP carries out the process described above again in a period of between 6 and 8 years depending on the type of degree. In the case of Master's degrees, the renewal of accreditation takes place within 6 years. PhD degrees must be renewed also within a maximum period of 6 years.

Evidence:

Self-report template

6.4 ESG Standard 2.4 Peer-review experts

Standard: External quality assurance should be carried out by groups of external experts that include (a) student member(s)

At AVAP we work to guarantee excellence in the higher education system of the Valencian Community. To this end, we have external, independent and prestigious experts appointed in each case by the Agency to carry out its functions. The experts carry out their work in other Autonomous Communities of Spain to guarantee maximum independence in the development of the evaluation.

The evaluation activity carried out by AVAP makes it necessary to continually update the team of external collaborators who carry out quality assurance tasks in higher education. The criteria for the selection of evaluators are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Principles for the Selection of Experts agreed by the European Consortium for Accreditation (ECA).

As established in Article 11 of our creation Law, the Agency requires the collaboration of external evaluators for its evaluation, accreditation and certification functions. These evaluators are appointed by fields of knowledge or specialities. As external assessors, they are not

considered to be AVAP staff and are appointed by the Agency's Directorate General for an unspecified number of cases. They also receive financial compensation depending on the number and type of cases they assess.

AVAP provides the information, resources and training necessary to carry out the evaluation activity. It should be noted that the call for the selection of evaluators is permanently open, so that those interested and who meet the required characteristics can submit their applications throughout the year. The selection procedure and requirements for AVAP evaluators for the different activities are published on the website. All evaluators are committed to the code of ethics that guarantees the absence of conflict of interest. It should be noted that all members count equally in the panels, students are a member with the same rights as the rest.

AVAP selects the members of the External Evaluation Committee (CEE), considering their links with the area of knowledge and their previous experience in assessment processes, and notifies the university of the composition of the committee, accompanied by a brief curriculum vitae of each of the members. The university has a period of five days in which to exercise, where appropriate, the right to challenge the members selected by AVAP.

After this deadline, AVAP proceeds to the appointment and definitive constitution of the corresponding External Evaluation Committee.

The External Evaluation Committee (CEE) is composed of:

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

The committee may also include members who are professionals in the scientific-technical field of the degrees to be evaluated and/or foreign experts with experience in evaluation processes if the university so requires.

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

AVAP informs the university of the composition of the evaluation panel, together with a brief curriculum vitae of each of the members. The university has a period of five days in which to exercise, if necessary, the right to challenge the members selected by AVAP, which reinforces the objective of having independent evaluators. This is the current distribution of evaluators in AVAP (September, 2021):

Type of evaluator	Number
Professor	550
Associate Professor	442
PhD	39
Assistant PdH	10
Researcher	55
Quality Chairperson	30
Student	76
TOTAL	1.202

The distribution by Committees and Commissions according to the type of evaluation carried out is as follows:

Authorization of new programmes

In the case of the authorization of new programmes, two phases of the review must be distinguished:

- **External evaluators:** AVAP appoints 2 academic evaluators of recognized prestige external to the university system of the Valencian Community with experience in external evaluation processes to issue a report. In the event of discrepancies in the reports issued, a report is requested from a third academic evaluator. These evaluators 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.
- **Evaluation Committee:** this is the collegiate body responsible for drawing up the assessment report for the implementation of degrees and is made up of the following members:
 - A chairperson with an academic profile and experience in degree verification, authorization or monitoring processes.
 - One academic member of recognized prestige per branch of knowledge. If the number of degrees to be evaluated in a branch of knowledge is very high, the number of members may be increased.
 - A student, preferably from the academic field or branch of the degrees to be evaluated, with training in evaluation processes.

- A secretary with a technical profile (AVAP staff, usually the Head of Service of Quality), with the right to speak but not to vote.

Follow up of study programmes

The Committees for follow up study programmes are collegiate bodies responsible for drawing up the assessment report for the monitoring of the programmes.

Each **Evaluation Committee** is composed of:

- A chairperson with an academic profile and experience in degree verification, authorization, monitoring or accreditation processes.
- A variable number of academic members to be determined according to the number of degrees to be assessed and the heterogeneity of their academic field, with experience in processes of verification, authorization, monitoring or accreditation of degrees.
- One student member, preferably from the academic field or branch of the programmes to be assessed, with training in assessment processes.
- An AVAP technician, who acts as secretary, with the right to speak but not to vote.

Depending on the number of degrees submitted to the annual call for applications, AVAP may set up one or more Evaluation Commissions for each field of knowledge.

The members of the Evaluation Commissions 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.

Study programmes certification renewal

There are two bodies responsible for the certification renewal of study programmes:

Certification renewal Committee: This is the Committee that analyses the self-report prepared by the Institution together with the evidence prepared and carries out the visit to the University. It is composed of:

- A chairperson with an academic profile and experience in degree verification, authorization, monitoring or accreditation processes.
- A variable number of academic members to be determined according to the number of degrees to be assessed and the heterogeneity of their academic field, with experience in processes of verification, authorization, monitoring or accreditation of degrees as a member of assessment committees.
- A student member, preferably from the academic field or branch of the degrees to be assessed, with training in assessment processes, who acts as secretary.

- One member with a technical profile, who shall have experience in the field of implementation and operation of quality assurance systems, university management or the European Higher Education Area.

The renewal Committee may also include members who are professionals in the scientific-technical field of the degrees to be assessed and/or foreign experts with experience in assessment processes if the university so requires. In these cases, the cost of the participation of these members is fully covered by the applicant university.

The members of the renewal 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.

Accreditation Commission: Is the collegiate body responsible for reviewing the external assessment report drawn up by the renewal Committee, as well as drawing up the final report that will be used for the accreditation of the degree. It is made up of:

- A chairperson with an academic profile and experience in degree verification, authorization, monitoring or accreditation processes.
- A variable number of academic members, determined according to the number of degrees to be assessed and the heterogeneity of their academic field, with experience in degree verification, authorization, monitoring or accreditation processes.
- A student member, trained in evaluation processes.
- A secretary with a technical profile attached to AVAP, with the right to speak but not to vote.

The members of the Accreditation 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.

Evidence:

AVAP Quality Policy:	https://avap.es/wp-content/uploads/2021/09/5-1-3-Politica_calidad_AVAP_actualizado_firmado-en-GB.pdf
AVAP Code of Ethics:	https://avap.es/wp-content/uploads/2021/09/5-3-3-Codigo-Etico-AVAP_Nov2020-en-GB.pdf
Selection procedure for evaluators:	https://avap.es/en/external-evaluators/
Accreditation Commission:	https://avap.es/en/higher-education/official-university-degrees/certification-renewal-of-study-programmes/accreditation-commission/

6.5 ESG Standard 2.5 Criteria for outcomes

Standard: Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

AVAP has developed guidelines and protocols for each of the evaluation procedures we manage. These documents must be observed by the evaluators and the Commissions when preparing the various reports.

The guidelines and protocols have been drafted within the Area of Quality in Higher Education and Innovation and ratified by AVAP's Steering Committee and are published on the Agency's website. In addition, when each evaluator is appointed, we provide them with a copy of the guide, the corresponding protocol and the document with the aspects that they must necessarily take into account in order to prepare the report. In these documents, the evaluator must review the applicable standard and guidelines, as well as a list of aspects that must be taken into account in order to prepare the report. At all times there is an AVAP technician assigned to the procedure who will be available to the university and the evaluators to ensure that the process is carried out successfully.

The guidelines and protocols have also been discussed with the universities that form part of the Valencian university system, which means that the institutions are more involved in complying with the different criteria included in them. These criteria include the provision of contrasted data to facilitate decision-making. On the other hand, as these guides and protocols are published on the website, they can be consulted by the different groups of interest.

The standard and guidelines applicable to each procedure can be found in Annex VI of this document.

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

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

The overall assessment of a report may be "Favourable with requirements" for cases where a favourable report contains degree-related aspects that must necessarily be revised or improved through the drafting of an Improvement Plan, which must be submitted to the AVAP. In this case,

the report contains a list of prescriptions. A follow-up will be carried out within 3 years for the official university degrees that obtain this assessment. The aim is to verify that these requirements or improvements have been implemented.

For the purposes of this procedure, shall be considered as grounds for an unfavourable accreditation report:

- Deficiencies which, although requiring rectification, have not been corrected after having been identified in the verification, modification, follow up or renewal of accreditation report.
- The non-fulfilment of clear commitments and objectives assumed in the verified report or in its subsequent amendments in the areas of academic staff, support staff, material resources and services.

Training of evaluators has recently begun so that both experienced and new evaluators are provided with adequate, uniform and homogeneous training. These training sessions, which have not been carried out with the appropriate frequency in the past, represent an essential improvement in the daily management of the Agency and have been made possible thanks to the reinforcement of the staff that has taken place since September 2020, when AVAP took the formal step of applying to join ENQA.

On the other hand, the Agency's technical staff is present in all the procedures carried out, with voice but without vote, to ensure that the protocols and guidelines are fully complied with, and in turn to be able to resolve any queries that any evaluator may require in relation to the processes carried out. If the Agency's technical staff finds that any evaluator is not applying the established standard and guidelines, they will instruct them to reissue their decision by correctly applying the Agency's protocols.

Evidence:

Example of Guides and Protocols: https://avap.es/wp-content/uploads/2021/09/5.1-Protocolo-Programa-Renovacion-Acreditacion-Doctorado-en-GB.pdf
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Document: aspects to be considered by the evaluators
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6.6 ESG Standard 2.6 Reporting

Standard: Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

All evaluation reports issued by AVAP on external quality assurance processes are made public on the agency's website.

The reports that can be accessed are from:

- Authorization of new programmes
- Follow up of study programmes
- Certification renewal of Bachelor and Master degrees
- Certification renewal of PdH degrees

The link through which these reports can be accessed is as follows:

<https://buscadortitulaciones.avap.es/>

The search engine offers the possibility of locating reports on degrees taught in the Valencian University System by the name of the degree you are looking for, or by university, branch of knowledge, educational level or year of issue.

The structure of the reports is defined at the Agency in accordance with the corresponding protocols and guidelines. This structure has been previously agreed by all agencies through the Spanish Network of University Quality Agencies (REACU), taking into account current legislation, as well as the ESG 2015.

Universities are also obliged to publish these reports on their websites in open access.

The result of the evaluation process for the renewal of accreditation is a substantiated 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.

The structure of the reports includes an assessment for each Standard and guideline, incorporating the good practices detected and the recommendations for improvement, as well as the prescriptions involving the presentation of an improvement plan; the result of each Standard and the overall result of the report.

The report has the following structure:

- Information about the Degree.
- Overall assessment and result.
- Standard 1. Organization and Development – partial result.
- Standard 2. Information and Transparency – partial result.
- Standard 3. Internal Quality Assurance System (IQAS) – partial result.
- Standard 4. Academic staff – partial result.
- Standard 5. Support staff, material resources and services – partial result.
- Standard 6. Learning Outcomes – partial result.
- Standard 7. Satisfaction and Performance Indicators – partial result.
- Place and date of signature. Name of signer.

Each one of EQA’s activities (authorization of new degrees, follow up of study programmes and certification renewal) has similarities regarding the report, however there are some differences regarding drafting the report, or signature on it, that we summarize in the chart below. Also bear in mind that to ensure that they are written in a clear and uniform style, a technician from the agency always reviews the report to check the wording and its appropriateness to the evaluation process, as well as to detect any inconsistencies that may have been made.

	Authorization of new programmes	Follow up of study programmes	Certification renewal
Drafting of external evaluation report (only for renewal)	N/A	N/A	External Evaluation Committee
Signature on external evaluation report	N/A	N/A	N/A Its an internal draft without signature
Drafting of provisional report	Authorization external evaluators	Follow up evaluation committee	Accreditation Commission
Signature on provisional report	Head of Quality in Higher Education and Innovation	President of follow up evaluation committee	President of Accreditation Commission
Drafting of final report	Authorization external evaluators	Follow up evaluation committee	Accreditation Commission
Signature on final report	Director of AVAP	Director of AVAP	Director of AVAP

Evidence:

Example of report: Bachelor Degree in Health Science by Universitat de València (2018):
[file:///C:/Users/SRodrigo/Downloads/informe_definitivo_ReAcredita_99957_1%20\(1\).pdf](file:///C:/Users/SRodrigo/Downloads/informe_definitivo_ReAcredita_99957_1%20(1).pdf)

6.7 ESG Standard 2.7 Complaints and appeals

Standard: Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

In the evaluation processes carried out by AVAP, there are different phases that guarantee the legal security of the evaluated institution, as well as the possibility for the latter to make appeals in the event that it detects errors or does not agree with the final result.

There is a preliminary phase of appeals to the provisional reports issued by AVAP, and a subsequent phase of appeals when the report is considered “final”.

In respect of appeals to the provisional reports issued by AVAP, the appeal must be filed within 20 days after the report is issued. The university, if it so wishes, may make clarifications or appeals regarding the deficiencies detected, as well as provide an improvement plan to try to remedy them. This improvement plan must be specific, showing objectives, responsible parties and monitoring indicators, including a timetable for the implementation of the modifications to be made within a period of no more than two years.

In general, appeals that incorporate aspects or information not contained in the set of prior documentary evidence that served as the basis for the issuance of the interim report are not admissible.

The university may ask AVAP for access to the external evaluation report if it deems it appropriate for the preparation of the appeal.

AVAP usually receives appeals to the provisional report when this are unfavorable, because the university has the option to change the overall assessment to favorable, provided they include an improvement plan, or points out aspects that the evaluators may have misunderstood. The body in charge of replying to the appeals is the same that has issued the report, which we understand that it may be not appropriate and thus it is one of our improvement plan (see page 24 Complaints and Appeals Commission). However currently these are attended by a collegiate body and an AVAP technical employee reviews the qualification to ensure it has all the guarantees.

Once the final report has been issued, and on the basis of the decision contained, the Council of Universities issues the resolution on the renewal of the degree's accreditation in accordance with Royal Decree 822/2021, of 28 September.

Any appeal against this resolution is filled before the Council of Universities, which is the body of the Ministry of Universities that issues the final resolution of the procedure, and must do it within one month from the date of its notification. The University Council can ratify the decision or accept the appeal and send it to AVAP, indicating the aspects that need to be reviewed again. At this point, AVAP foresees in the evaluation protocol the appointment of a Guarantees Commission. AVAP has once had an appeal before the Council of Universities, in 2018.

The **Guarantee's Commission** is composed of:

- A chairperson with an academic profile who has experience in degree verification, authorization, monitoring or accreditation processes and who has not participated in the Accreditation Committee of the same call.
- Two academic members with experience in degree verification, authorization, monitoring or accreditation processes and who have not participated in the Accreditation Committee of the same call.
- A student member, trained in evaluation processes.
- The AVAP technician responsible for the programme for the renewal of the accreditation of qualifications, who will act as secretary, with the right to speak but not to vote.

The members of the Guarantees 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.

In addition to the phases of allegations to the provisional report and complaints to the Council of Universities, participants in any procedure managed by AVAP may submit suggestions, complaints or congratulations in the mailbox set up for this purpose.

This is the link to the mailbox that appears on the AVAP website: Suggestions, Complaints and Compliments - Agència Valenciana d'Avaluació i Prospectiva (AVAP) <https://avap.es/es/avap-informa/sugerencias-quejas-y-felicitaciones/>

Evidence:

Law 39/2015 on common administrative procedure for Public Administrations: https://www.boe.es/buscar/act.php?id=BOE-A-2015-10565

7. OPINION OF STAKEHOLDERS

In recent years, AVAP has undertaken various actions aimed at strengthening the direct involvement of the different stakeholders in the agency's decision-making, as well as in the agency's communication and collaboration with the different institutions involved in the development of higher education at local, regional, national and international level.

To this end, some of these actions are listed below, which allow AVAP to receive continuous feedback from all of them, and thus to know the opinion of stakeholders and improve their involvement in all activities and decisions taken. Among them, the main actions are:

- In 2018, the Student Commission was created, which includes representatives from all the universities (both public and private) in the Valencian Community. This is a consultative body that provides advice to AVAP.
- At the beginning of 2021 AVAP has signed a collaboration agreement with CREUP (Coordinadora de Representantes de Estudiantes de Universidades Públicas), to promote permanent collaborations with them. The agreement defines an action plan that includes regular meetings between both institutions, exchange of information on matters of common interest, mutual invitations to congresses and conferences of each organisation, favouring the participation of members of public and private universities, actions aimed at promoting student representation in Spanish universities and any activity that helps to strengthen the social projection of the University and its commitment to society.
- AVAP has incorporated student representatives in all the agency's collegiate bodies and in all the evaluation commissions.
- AVAP has signed agreements with other agencies with the main objective, among others, of improving the relationship with students from the different Spanish regions, offering shared training on quality management and thus maintaining a group of students who can participate in the different AVAP committees.
- Since its beginnings, AVAP has participated in REACU (the Spanish Network of University Quality Agencies), which maintains permanent and regular coordination between all the quality agencies in Spain. This coordination guarantees that the actions undertaken in each of the agencies are always based on a joint and consensual discussion process.
- The president of the largest and most powerful business association in the Valencian Community is a member of AVAP's Management Committee: the Confederation of Valencian Community Entrepreneurs (CEV). The CEV encompasses more than 95% of the entrepreneurs of Comunitat Valenciana.

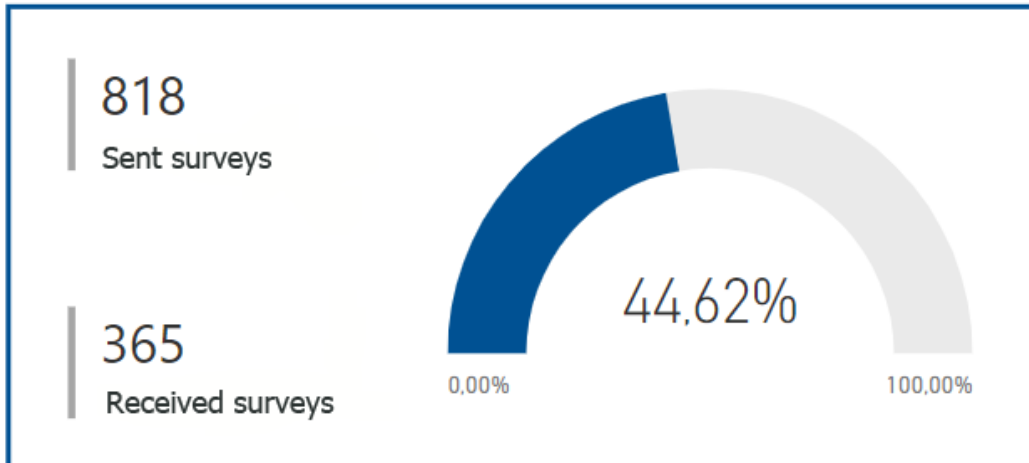
- AVAP has signed a collaboration agreement with the Xarxa Vives. The Xarxa Vives d'Universitats is a non-profit institution that represents and coordinates the joint action of 22 universities. Its aim is to promote the university institutions of Catalunya, Comunitat Valenciana, the Balearic Islands, Andorra and Sardinia, and other territories with common geographical, historical, cultural and linguistic links, in order to create a university space that allows for the coordination of teaching, research and cultural activities. AVAP participates in the Via Universitaria programme, the aim of which is to obtain rigorous, objective and comprehensive information on the living conditions and ways of linking the student population in order to address proposals for improvement in university policies.
- In recent times, AVAP has strengthened its activity on social networks (especially Twitter) and has improved and updated its website with the aim of bringing the information and activities carried out by the agency closer to all our stakeholders. This is a very effective way of socially disseminating AVAP's actions.
- The Director of AVAP holds regular meetings with the Quality Area managers of each of the Valencian universities in order to maintain fluid communication with all of them.
- The Director of AVAP maintains regular communication with the Regional Secretariat of higher education, the Regional Director of higher education and the Regional Director of research & innovation with the aim of coordinating joint actions to improve the Valencian higher education system.
- The Director of AVAP is a member of the Steering Committee of the Regional Council for Innovation, Universities, Science and the Digital Society. In this way, AVAP actively participates and contributes to the political decisions that strengthen and improve the Valencian higher education system.
- Periodically, the Director organizes joint sessions with the Quality Area managers of all Valencian universities to share and organize the different activities that contribute to the continuous improvement of the Valencian university system.
- The Director of AVAP participates in various conferences or round tables at summer schools and national and international congresses, with the aim, among others, of giving visibility to AVAP's activities and contributing to the improvement of the quality of the Valencian higher education system.

With the aim of improving our daily activity, in January 2021 AVAP commissioned surveys to verify the opinion of all stakeholders in the evaluation processes carried out by the agency, as well as the general experience in dealing with the agency, communication and management, the correct attention given by AVAP employees, compliance with the established legal deadlines, the effective resolution of the queries raised and AVAP's reputation, among others. Our aim is to send these surveys to the stakeholders on a regular basis (for example after each evaluation is

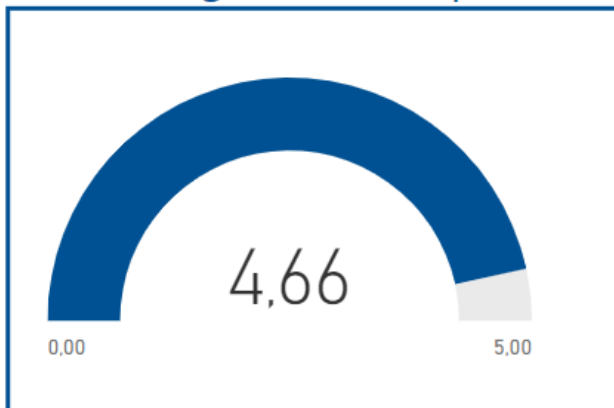
carried out) however for the moment a new survey will be sent at the end of 2021, i.e. with annual periodicity.

The final report of the surveys is provided as evidence, although some more general data are detailed below:

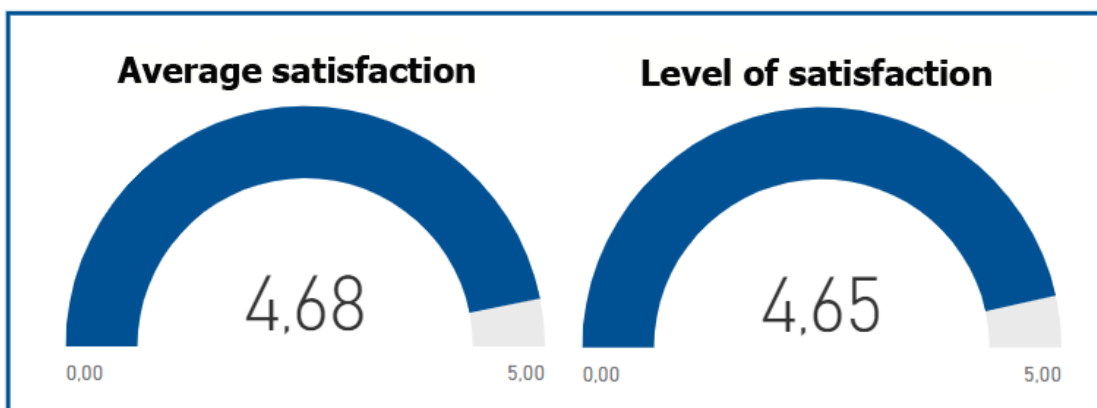
Number of surveys conducted:



Overall average of responses:



Satisfaction values:



The satisfaction measurement survey aims to analyze and learn about the satisfaction of the evaluators who collaborate with AVAP and the applicants for our evaluation processes. Evaluators and Applicants are grouped into the following profiles: reaccreditation evaluators, accreditation committee, R&D Evaluators, Six-year term Evaluators, Degree follow-up evaluators, teaching staff accreditation and University Quality Units.

A survey is sent out in which, for both groups, there is a common question on general satisfaction with the service provided by AVAP at the beginning of the survey and a final question to collect suggestions or comments. In addition, different questions have been launched for each group related to satisfaction with different aspects of the user's experience with AVAP.

The full report with the conclusions from the survey that was sent to stakeholders in January 2021 may be found on this link <https://avap.es/wp-content/uploads/2021/11/Conclusions-report-on-satisfaction-survey-AVAP-January-2021.pdf.pdf>

A new survey will be launched at the end of this year in respect of 2021 evaluation processes.

8. SWOT ANALYSIS

In 2017, a strategic plan was defined for AVAP for the period 2018-2021. For its construction, a SWOT analysis was carried out to be able to make an approximation of the strengths, weaknesses, opportunities and threats of the agency, and thus better understand the situation and direct the strategic plan along the lines of maximizing the strengths and opportunities, while improving AVAP's response capacity to address the weaknesses and threats.

Given that in these first years of the plan there have been readjustments of objectives, a new strategic plan has been defined for the period 2020-2022 (3 years) using the previous one as a starting point.

The following is a summary of the main conclusions of the SWOT analysis carried out by AVAP, which are perfectly transferable to the present day and which have helped us to define this update of the strategic plan for the next three years:

STRENGTHS

- Good consideration among the agents of the Valencian University and R&D&I System.
- Agreed protocols and procedures.
- Public and transparent information.
- Large and diversified panel of qualified evaluators.
- Great capacity for autonomy from political power.

WEAKNESSES

- Low number of technical staff.
- Need for specific training for staff.
- Insufficient social recognition.
- Budgetary dependence on the regional government.
- Need to expand the panel of evaluators in order to have a sufficient number of evaluators available at times of overloaded demand for reports.
- Lack of permanence of technical and administrative staff.

THREATS

- Not being a full member of ENQA and not being registered as a quality agency in EQAR.
- Restrictions on staff modifications.
- Competition with other agencies for new evaluators.
- Dependence on the National Agency for the Evaluation of University Quality (ANECA) in certain procedures.

OPPORTUNITIES

- Possibility to broaden competences and achieve greater international recognition by joining ENQA and EQAR.
- Raising new sources of funding.
- Increased relations and exchanges with REACU member agencies.
- Regional political consensus on the need for a strong university quality agency of its own.
- Demand from universities and other external evaluation bodies for programmes or projects other than those for which AVAP is responsible.

9. KEY CHALLENGES AND AREAS FOR FUTURE DEVELOPMENT

The self-assessment process carried out in recent months has led us to reformulate and define new challenges for AVAP's immediate future. These challenges may be structured around the following axes, which form part of our strategic plan:

Axis 1. Institutional strengthening

Axis 2. Quality of the Valencian university system

Axis 3. Quality of the Valencian R&D&i system

Axis 4. Foresight for the improvement of the university system, R&D&I and public services in the Valencian Community.

Axis 1 is essentially about improving the efficiency and effectiveness of the organization in order to carry out the tasks entrusted to it under the best possible conditions. To this end, we have set ourselves the following objectives:

- a) Achieving international recognition of AVAP, participating in more relevant European projects and other activities of an international nature, together with achieving full membership of ENQA and being registered as a quality agency in EQAR.
- b) Increase AVAP's visibility, strengthening its presence in social networks so that society recognizes and values the agency's work.
- c) Improve AVAP's internal organization by adding more staff and taking on new actions.
- d) To expand the network of organizations and experts of recognized prestige that collaborate with AVAP, incorporating more and more international experts.
- e) Encourage greater student participation and involvement in AVAP activities by incorporating new initiatives.
- f) Assist Valencian universities to complete their integration in European consortiums within the European Universities Program.

Axis 2 consists of improving the quality of the Valencian university system. To this end, we are going to carry out actions aimed at:

- a) Strengthening the culture of quality in universities.
- b) Improve the quality of university degree evaluation processes.
- c) Improve the quality of teacher evaluation processes.
- d) Improve the quality of the evaluation processes for the creation, modification or suppression of university centres.
- e) Improve the quality of the evaluation processes for the creation, modification or suppression of university degrees.

Regarding Axis 3 and the quality of the Valencian R&D&I system, our future work will focus on:

- a) Ensure and improve the quality of the evaluation processes of R&D&I support and subsidy programs.
- b) To ensure and improve the quality of the evaluation processes of the research activity and knowledge transfer of the staff of universities, public research organizations and other entities.
- c) Ensure and improve the quality of the evaluation processes of university research institutes.

Axis 4 consists of promoting foresight for the improvement of the university system, R&D&I and public services in the Valencian Community. On the one hand, the development of thematic analyses will be promoted based on the information handled by the agency in relation to the evaluation reports. These reports can serve as a basis for institutions and government to establish improvements. On the other hand, a focus will be on the development of reports on different areas of interest linked to the university system, R&D&I and public services in the Comunitat Valenciana with the intention of proposing improvements in the organization for the future.

With this objective in mind, among these actions we propose the preparation of reports on new trends or methodologies related to training and R&D&I. Until a decade ago, practically nobody considered knowledge transfer as a regular activity of the university community, which had to be promoted and evaluated. Today, knowledge transfer is just another activity within the university world, as necessary as teaching and research. A good foresight analysis would identify this trend in advance.

Another relevant case that we intend to address in the coming months revolves around the Learning Factory concept. In countries such as Germany it is already well established. In Spain there are none, but probably within a few years a few will have been implemented, given the enormous advantage they represent both for learning certain technologies and for carrying out pilot tests before investing money in incorporating these technologies into companies. Again, good foresight analysis can help to anticipate this trend.

GLOSSARY OF TERMS

ACC	Agencia Andaluza del Conocimiento
ACCUEE	Agencia Canaria de Calidad Universitaria y Evaluación Educativa
ACPUA	Agencia de Calidad y Prospectiva Universitaria de Aragon
ACSUCYL	Agencia para la Calidad del Sistema Universitario de Castilla y Leon
ACSUG	Agencia para la Calidad del Sistema Universitario de Galicia
ACU	Agencia para la Calidad del Sistema Universitario de Cataluña
ANECA	Agencia Nacional de Evaluación de la Calidad y Acreditación
AQUIB	Agencia de Calidad Universitaria de las Islas Baleares
AVAP	Agència Valenciana d'Avaluació i Prospectiva
CEE	External Evaluation Committee
CVAEC	Commission for Accreditation and Quality Assessment in the Valencian University System
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register for Higher Education
ESG	Standards and guidelines for quality assurance in the European Higher Education Area
IQAS	Internal Quality Assurance Systems
MADRI+D	Fundación para el conocimiento Madrid
REACU	Spanish Network of University Quality Assurance Agencies
RUCT	Register of Universities, Centres and Titles
SAR	Self Assessment Report
SIIU	Integrated University Information System
SWOT	Strengths, Weaknesses, Opportunities, and Threats
ToR	Terms of Reference
UA	Universidad de Alicante
UCH-CEU	Universidad Cardenal Herrera CEU
UCV	Universidad Católica San Vicente Mártir
UEV	Universidad Europea de Valencia
UJI	Universitat Jaume I de Castellón
UMH	Universidad Miguel Hernández de Elche
UNIBASQ	Agencia de Evaluación de la Calidad y Acreditación del Sistema Universitario Vasco
UPV	Universitat Politècnica de València



ANNEXES

ANNEX I. History and values of the universities of the Comunitat Valenciana

Below is a summary of the history and profile of the universities of the Comunitat Valenciana, based on the information provided by the universities on their official websites:

A) Province of Castellón

Jaume I University of Castellon (UJI)

Established in 1991, the UJI has positioned itself as a friendly university characterized by its personal attention, smooth-running management procedures and the high levels of participation of its members in university life, due, among other things, to its convenient size, with about 15,000 students, and its integrated, modern, functional and sustainable campus.



<https://www.uji.es/>

B) Province of Valencia

University of Valencia (UV)

The University was founded over five centuries ago by the Juries of Valencia, and has become a modern, public university that teaches all areas of knowledge: social, economic and legal sciences, experimental sciences, engineering, health sciences, educational sciences and humanities.

More than 45,800 undergraduate students and 8,600 postgraduate students take classes taught by more than 3,300 professors, lectures and researchers at our campuses (Blasco Ibáñez, Burjassot-Paterna and Tarongers) with the support of over 1,700 administration and service staff.

The University is a reference within the university framework, ranked second in Europe in receiving Erasmus students and fourth among Spanish universities in the research field. According to the most prestigious international rankings, the University is ranked fourth in Spain.



<https://www.uv.es/>

Polytechnic University of Valencia (UPV)

The UPV is a public, dynamic and innovative institution dedicated to research and teaching that, while maintaining strong bonds with the social environment in which it carries out its activities, advocates for a solid presence abroad. It is a young university that celebrated its 50th anniversary during the 2018-2019 academic year.

Its community is made up of around 34,000 students, 3,600 lecturers and researchers and 1,500 administration and services professionals distributed among its three campuses located in Alcoy, Gandía and Valencia.



At present, the UPV comprises 13 university centres, of which nine are higher technical schools, two are faculties and another two, higher polytechnic schools. In addition, it has a Doctoral School and three affiliated centres (Florida University, Berklee College of Music and EDEM Business School).

<http://www.upv.es/>

Universidad Católica de Valencia San Vicente Mártir (UCV)

San Vicente Martir University of Valencia approaches the education of university students in search of a rich and complete training. Its main objective is that they acquire a humanistic and scientific training as corresponds to studies of great impact on the future of our society. It also seeks the integration of knowledge in the Catholic tradition itself. A personalized and tutored monitoring of the students is carried out, observing an individualized education, training them with scientific rigor, through specialized teachers, and offering them at all times the necessary support from the Psychopedagogical Attention and Guidance Service.



<https://www.ucv.es/>

Cardenal Herrera University - CEU

With almost 50 years of experience, this is the first non-public university to be established in the Valencian Community. The University is privately run but at the service of the general public. It was the first university in Valencia to offer programs in areas such as pharmacy, journalism and veterinary and the first to offer dual degrees. Also it is the first to establish the role of the personal university tutor.



An innovative development strategy has turned CEU UCH into the most international university in the region. More than a quarter of students at the university are from abroad (26%) and the university has a clear focus on preparing our students for today's globalized world. At present, the University has students from more than 70 countries.

<https://www.uchceu.es/universidad-valencia>

International University of Valencia

This is an international online university that shares with the most classical universities respect for higher education.

The International University of Valencia - VIU was created in 2008 by the Valencian Government (Generalitat Valenciana) as a public entity, teaching for the first time in the 2010-2011 academic year the first official degrees. In 2013, Grupo Planeta acquired the majority of the shareholders, integrating it into "Planeta Formación y Universidades", an international network of educational institutions with more than 100,000 students from 114 nationalities and present in Spain, Andorra, France, Italy, North Africa, United States and Colombia.

<https://www.universidadviu.es/>



European University of Valencia

The European University of Valencia considers academic excellence as one of its strategic pillars. Thus, its educational model has embraced the principles of the European Higher Education Area based on holistic learning of the person. In this model, the teacher is a leader and a mentor who accompanies students throughout their college lives. Students, meanwhile, plan their own training path by developing the knowledge, skills, abilities, and values that today's society demands. The model puts special emphasis on the student's maturity and autonomy, so that the student learns to adapt to an increasingly complex and constantly changing world.



<https://universidadeuropea.es/en/valencia>

C) Province of Alicante

University of Alicante

This is an open, responsible and transparent university that encourages participation and the reuse of open data with effective support of Information Technology.

Although relatively young, there is a strong scientific and academic credibility which has allowed the University to adapt to social changes and to the needs of the environment and lead a change of economic



model based on research, innovation, entrepreneurship and actual transfer of knowledge. The university's community is made up of about 3,800 academic and administrative staff members and over 32,000 students enrolled in official degrees. Their human capital is focused on overcoming the challenges of today's society with their high-quality, innovative and well organised citizen-oriented services.

<https://www.ua.es/>

Miguel Hernández University of Elche

This is a young university that is committed to incorporate innovation and excellence to climbing positions among the best Universities. According to different quality indicators, the University Miguel Hernández is among the best of the Spanish universities in the parameters of innovation and technological development, in teaching and in the field of industry, innovation and infrastructures.

The university is based on an integrating and consensus-based project, based on the recognition of diversity and differences between campuses, areas of knowledge and the people who make up the university community.

This is a public university that teaches in all areas of knowledge. They offer 26 degrees, 2 Double degrees and 50 master's degrees in four campuses, distributed from north to south of the province



of Alicante in the towns of Altea, Sant Joan d'Alacant, Elche and Orihuela.

<https://www.umh.es/>

ANNEX II. Legislation applicable to higher education

The Valencian university system is governed by the following State and Regional regulations:

Universities and university centres:

- Organic Law 6/2001 of 21 December 2001 on Universities.
- Royal Decree 420/2015, of 29 May, on the creation, recognition, authorisation and accreditation of universities and university centres.
- Law 4/2007, of 9 February, on the coordination of the Valencian University System.
- Resolution of 7 March 2018, of the General Secretariat for Universities, issuing instructions on the procedure for the institutional accreditation of public and private university centres.
- Law 8/2007, of 2 March, of the Generalitat de la Generalitat, on the Organisation of Higher Centres of Artistic Education and the creation of the Higher Institute of Artistic Education of the Valencian Community.
- Law 5/2002, of 19 June 2002, of the Generalitat, on the creation of the Valencian Council of Universities and the Valencian Commission for Accreditation and Quality Assessment in the Valencian University System.

Evaluation of official university degrees:

- Royal Decree 822/2021, of 28 September, which establishes the organization of official university studies and the procedure for quality assurance.
- Law 2/2008, of 17 April, of the Generalitat, on the Valencian System of Higher Education Degrees and Accreditations.
- Order 86/2010, of 15 November, of the Regional Council of Education, which establishes the procedure for the implementation of official university degree, master's and PhD degrees in the universities of the Valencian Community.
- Art. 37 of Law 4/2007, of 9 February, of the Generalitat, on the Coordination of the Valencian University System.
- Art.35 of Organic Law 4/2007, of 12 April, which modifies Organic Law 6/2001, of 21 December, on Universities.
- Royal Decree 1002/2010, of 5 August, on the issuing of official university degrees.
- Royal Decree 412/2014, of 6 June, which establishes the basic regulations for admission procedures to official university degrees.
- Royal Decree 22/2015, of 23 January, establishing the requirements for issuing the European Supplement to the degrees regulated in Royal Decree 1393/2007, of 29 October, which establishes the organization of official university education and modifies Royal Decree 1027/2011, of 15 July, which establishes the Spanish Qualifications Framework for Higher Education.
- Royal Decree 195/2016, of 13 May, establishing the requirements for the issuance of the European Supplement to the Doctoral Degree.

Title tracking:

- Royal Decree 822/2021, of 28 September, which establishes the organization of official university studies and the procedure for quality assurance.
- Art. 27 of Royal Decree 861/2010, of 2 July, which amends Royal Decree 1393/2007, of 29 October, which establishes the organization of official university education.
- Resolution of 14 January 2013, of the President of the Valencian Agency for Assessment and Foresight, amending the Resolution of 15 December 2010, which approved the protocol for monitoring official university degrees in the Valencian Community.

Renewal of degree accreditation:

- Royal Decree 822/2021, of 28 September, which establishes the organization of official university studies and the procedure for quality assurance.
- Royal Decree 967/2014 of 21 November establishing the requirements and procedure for the homologation and declaration of equivalence to an official university degree and academic level and for the validation of foreign higher education studies, and the procedure for determining the correspondence to the levels of the Spanish framework of qualifications for higher education of the official degrees of Architect, Engineer, Graduate, Technical Architect, Technical Engineer and Diploma, amending Royal Decree 1393/2007.
- Royal Decree 195/2016, of 13 May, establishing the requirements for the issue of the European Supplement to the University Doctorate Degree, amending Royal Decree 1393/2007.
- Royal Decree 1509/2008, of 12 September, which regulates the Registry of Universities, Centres and Degrees.
- Royal Decree 861/2010 of 2 July 2010, amending Royal Decree 1393/2007.
- Royal Decree 534/2013, of 12 July, amending Royal Decree 1393/2007.
- Royal Decree 99/2011, of 28 January, regulating official doctoral studies.

Autonomous Community allowance:

- Decree 174/2002, of 15 October 2002, of the Valencian Government, on the Regime and Remuneration of Contracted Teaching and Research Staff in the Valencian Public Universities and on Additional Remuneration for University Teaching Staff.
- Resolution of 21 January 2011, of the president of the Agència Valenciana d'Avaluació i Prospectiva, establishing the criteria and procedure for the assessment of individual merits for the establishment of additional remuneration linked to individual teaching, research and management merits of civil servant teaching and research staff, regulated by Decree 174/2002, of 15 October, of the Valencian Government.
- Decree 161/2014, of 3 October, of the Consell, on the transitional regime of application by the Valencian public universities of the additional remuneration of university lecturers regulated in Decree 174/2002, of 15 October.

Evaluation of R&D&I:

- Royal Decree 63/2006, of 27 January, approving the statute for research personnel in training has been repealed by Royal Decree 103/2019, of 1 March, approving the statute for pre-doctoral research personnel in training.
- Decree 104/2008, of 11 July, of the Consell, creating and regulating the Delegate Commission of the Consell for Scientific Research and Technological Development.
- Decree 199/2008, of 12 December, of the Consell, amending Decree 104/2008, of 11 July, which created and regulated the Delegate Commission of the Consell for Scientific Research and Technological Development.
- Law 2/2009, of 14 April, of the Generalitat, on the Coordination of the Valencian Scientific Research and Technological Development System.
- Royal Decree 63/2006, of 27 January, approving the statute of research personnel in training.
- Decree 197/2010, of 26 November, of the Consell, regulating the Register of Research Institutes and Centres and the Register of Research and Development Personnel of the Valencian Community.
- Law 14/2011, of 1 June, on Science, Technology and Innovation.

Research evaluation of contract teaching staff:

- Decree 99/2014, of 27 June, of the Consell, regulating the remuneration component related to in-service teacher training and other activities for the improvement of the quality of teaching.
- Resolution of 23 November 2017, of the National Commission for the Evaluation of Research Activity, publishing the specific criteria approved for each of the fields of evaluation.
- Order of 2 December 1994 establishing the procedure for the evaluation of research activity in implementation of Royal Decree 1086/1989, of 28 August, on the remuneration of university teaching staff.

Legislation of the Administration of the Generalitat Valenciana:

- Agreement of 10 March 2017, of the Consell, of approval of the II Plan for equality of women and men of the Administration of the Generalitat.
- Law 2/2015, of 2 April, on Transparency, Good Governance and Citizen Participation of the Valencian Community.

ANNEX III. Evolution of academic and research staff at the universities of the Comunitat Valenciana

TABLE - ACADEMIC AND RESEARCHING STAFF												
Academic Year	Universidad de Alicante	Universidad Miguel Hernández de Elche	Universitat Jaume I	Universidad Politécnica de Valencia	Universitat de València	Cardenal Herrera-CEU	Universidad Católica de Valencia San Vicente Mártir	Universidad Europea de Valencia	Universidad Internacional Valenciana	Comunitat Valenciana	Spain	% Comunitat Valenciana /Spain
2015-16	2.136	1.159	1.221	2.650	4.229	883	1.006	301	23	13.608	118.094	11,5
2016-17	2.201	1.162	1.288	2.689	4.328	885	873	344	26	13.796	120.383	11,5
2017-18	2.248	1.183	1.299	2.736	4.382	974	788	285	42	13.937	122.910	11,3
2018-19	2.268	1.204	1.312	2.728	4.500	987	830	240	72	14.141	125.471	11,3
2019-20	2.305	1.243	1.293	2.684	4.632	978	847	251	243	14.476	127.383	11,4
Per gender												
Male	1.391	752	684	1.840	2.542	497	462	109	108	8.385	72.738	11,5
Female	914	491	609	844	2.090	481	385	142	135	6.091	54.645	11,1
Per age												
< 30 years old	37	36	19	9	56	29	24	18	14	242	2.719	8,9
30 - 34 years old	98	72	61	77	198	114	84	42	51	797	7.333	10,9
35 - 39 years old	217	117	141	164	416	185	104	53	51	1.448	13.013	11,1
40 - 49 years old	818	452	454	1.008	1.259	353	325	85	89	4.843	39.316	12,3
50 - 59 years old	819	405	486	991	1.692	238	238	38	34	4.941	43.607	11,3
60 - 64 years old	227	119	101	285	654	50	58	14	-	1.511	14.294	10,6
> 65	89	42	31	150	357	9	14	-	-	694	7.101	9,8
Per nationality												
Spanish	2.258	1.233	1.272	2.629	4.561	965	827	235	231	14.211	123.511	11,5
Foreigner	47	10	21	55	71	13	20	16	12	265	3.872	6,8
European Union	32	7	19	41	48	9	15	11	4	186	2.546	7,3
Rest of Europe	4	0	0	0	5	-	0	0	0	10	180	5,6
USA&Canada	-	0	0	10	-	0	0	-	0	13	230	5,7
Latin America	8	-	-	4	8	-	4	-	8	43	663	6,5
North Africa	0	0	0	0	-	0	0	0	0	-	57	-
Rest of Africa	0	0	0	0	0	0	0	0	0	0	18	0,0
Asia & Oceania	-	0	0	0	7	0	-	-	0	11	178	6,2
Per type of centre												
Universities	2.284	1.148	1.293	2.564	4.494	978	847	251	243	14.102	120.245	11,7
Affiliated centres	21	95	0	120	138	0	0	0	0	374	7.138	5,2
Per category												
Public employee	937	406	471	1.591	1.905	0	0	0	0	5.310	42.341	12,5
Hired employees	1.357	834	817	1.082	2.676	978	847	251	243	9.085	84.282	10,8
Emeritus professor	11	-	5	11	51	0	0	0	0	81	760	10,7

Source: <https://pegv.gva.es/es/temas/sociedad/educacion/estadistica-de-personal-de-las-universidades>

ANNEX IV. Evolution of administration and services staff in the universities of the Comunitat Valenciana

TABLE - ADMINISTRATIVE STAFF												
Academic Year	Universidad de Alicante	Universidad Miguel Hernández de Elche	Universitat Jaume I	Universidad Politécnica de Valencia	Universitat de València	Cardenal Herrera-CEU	Universidad Católica de Valencia San Vicente Mártir	Universidad Europea de Valencia	Universidad Internacional Valenciana	Comunitat Valenciana	Spain	% Comunitat Valenciana/España
2015-16	1.233	453	614	1.510	1.854	357	359	49	63	6.492	59.404	10,9
2016-17	1.248	503	634	1.537	1.853	294	379	58	74	6.580	60.285	10,9
2017-18	1.305	527	640	1.564	2.011	326	395	57	87	6.912	61.908	11,2
2018-19	1.352	548	649	1.546	2.020	334	416	73	108	7.046	63.281	11,1
2019-20	1.401	580	668	1.547	2.111	341	444	75	142	7.309	64.848	11,3
Per gender												
Male	589	229	263	707	744	106	193	21	37	2.889	25.167	11,5
Female	812	351	405	840	1.367	235	251	54	105	4.420	39.681	11,1
Per age												
< 25 years old	0	-	11	4	-	-	18	-	-	46	482	9,5
25 - 29 years old	4	7	23	22	19	21	43	5	21	165	1.752	9,4
30 - 34 years old	18	34	19	27	48	27	73	24	36	306	2.878	10,6
35 - 39 years old	71	73	54	67	93	57	70	11	27	523	5.195	10,1
40 - 44 years old	276	132	128	250	302	81	69	15	34	1.287	9.000	14,3
45 - 49 years old	363	135	155	379	358	77	65	8	13	1.553	11.405	13,6
50 - 54 years old	341	96	145	404	533	38	53	7	6	1.623	14.041	11,6
55 - 59 years old	218	68	85	234	444	25	31	-	-	1.110	12.343	9,0
60 - 64 years old	102	31	41	148	285	11	18	-	0	637	7.307	8,7
> 65	8	-	7	12	26	-	4	0	0	59	445	13,3
Per nationality												
Spanish	1.389	575	655	1.515	2.104	322	434	67	137	7.198	63.771	11,3
Foreigner	12	5	13	32	7	19	10	8	5	111	1.077	10,3
European Union	7	-	5	15	6	16	6	7	-	67	628	10,7
Rest of Europe	-	-	0	-	-	0	-	0	0	6	54	11,1
USA&Canada	0	0	0	8	0	0	0	0	0	8	71	11,3
Latin America	-	-	5	5	0	-	-	-	-	22	218	10,1
North Africa	0	0	-	0	0	-	0	0	0	-	20	-
Rest of Africa	0	0	0	0	0	0	0	0	0	0	21	0,0
Asia & Oceania	-	0	-	-	0	-	0	0	0	6	65	9,2
Per type of centre												
University	1.398	550	668	1.405	2.016	341	444	75	142	7.039	62.102	11,3
Affiliated centre	-	30	0	142	95	0	0	0	0	270	2.746	9,8
Per category												
Public Employee	1.362	441	565	1.394	1.915	0	0	0	0	5.677	33.822	16,8
Hired employees	38	138	85	147	194	341	444	75	142	1.607	30.596	5,3
Emeritus professor	-	-	15	6	-	0	0	0	0	25	430	5,8

Source: <https://pegv.gva.es/es/temas/sociedad/educacion/estadistica-de-personal-de-las-universidades>

ANNEX V. Evolution of research staff in the universities of the Comunitat Valenciana

TABLE - RESEARCHING STAFF												
Academic Year	Universidad de Alicante	Universidad Miguel Hernández de Elche	Universitat Jaume I	Universidad Politécnica de Valencia	Universitat de València	Cardenal Herrera-CEU	Universidad Católica de Valencia San Vicente Mártir	Universidad Europea de Valencia	Universidad Internacional Valenciana	Comunitat Valenciana	Spain	% Comunitat Valenciana /España
2015-16	236	115	83	400	734	14	23	-	-	1.605	17.138	9,4
2016-17	254	136	113	434	852	9	34	-	-	1.832	18.134	10,1
2017-18	257	144	121	465	835	22	15	-	-	1.859	19.190	9,7
2018-19	282	194	124	527	871	30	28	-	-	2.057	19.879	10,3
2019-20	270	198	130	522	887	39	14	-	-	2.060	19.574	11
Per gender												
Male	142	94	69	312	459	18	11	-	-	1105	10465	10,6
Female	128	104	61	210	428	21	-	-	-	955	9109	10,5
Per age												
< 25 years old	15	26	6	24	101	10	-	-	-	184	2030	9,1
25 - 34 years old	192	129	85	345	557	20	9	-	-	1337	12368	10,8
35 - 44 years old	54	33	34	130	180	7	-	-	-	439	4011	10,9
45 - 54 years old	8	10	5	19	40	-	-	-	-	86	909	9,5
55 - 64 years old	-	0	0	4	8	0	0	-	-	13	232	5,6
> 65	0	0	0	0	-	0	0	-	-	-	24	-
Per nationality												
Spanish	228	171	116	418	724	38	14	-	-	1.709	16.708	10,2
Foreigner	42	27	14	104	163	-	0	-	-	351	2.866	12,2
European Union	8	8	6	29	80	-	0	-	-	132	1.237	10,7
Rest of Europe	7	0	-	-	13	0	0	-	-	24	199	12,1
USA&Canada	0	0	0	0	4	0	0	-	-	4	71	5,6
Latin America	21	11	7	51	36	0	0	-	-	126	848	14,9
North Africa	-	5	0	4	-	0	0	-	-	12	90	13,3
Rest of Africa	-	0	0	0	0	0	0	-	-	-	33	-
Asia & Oceania	-	-	0	17	28	0	0	-	-	51	388	13,1

Source: <https://pegv.gva.es/es/temas/sociedad/educacion/estadistica-de-personal-de-las-universidades>

ANNEX VI - Standard and Guidelines for assessment procedures

Standard and Guidelines of the Degree Authorization programme:

Standard 1. Adequacy of teaching staff to teach the Bachelor's or Master's degree to be introduced

Guidelines to be assessed:

- | |
|--|
| a) The academic staff foreseen for the teaching of the degree meets the level of academic qualifications required for the degree and has adequate teaching and research experience, reviewing the information analysed in the verification report. |
| b) The foreseen academic staff is sufficient and has the appropriate dedication for the development of its functions, reviewing the information analysed in the verification report. |

Standard 2. Adequacy of the number of places offered by the university, in the degree programme to be implemented, to the demand of its socio-economic environment in order to avoid the oversupply of places and the duplication of costs

Guidelines to be assessed:

- | |
|--|
| a) The supply of places is adequate to the demand of the socio-economic environment. |
| b) Ratio between demand and the number of places offered at Valencian universities for identical or similar degrees already in place |

Standard 3. Degree of labour market integration of graduates

Guidelines to be assessed:

- | |
|---|
| a) The expected graduation rate is adequate according to the subject area and the cultural, social and economic demand. |
| b) The University has resources to promote the employability of future graduates. |
| c) The fit between the university's graduate competence profiles and the competence demands of the professional world. |

Standard 4. Area of influence of the degree, in such a way as to maintain territorial balance in terms of the map of degree programmes, bearing in mind the needs of Valencian society

Guidelines to be assessed:

- | |
|---|
| a) The area of influence of the degree maintains the territorial balance of the degree map. |
| b) The area of influence of the title responds to the needs of Valencian society. |

Standard and Guidelines of the Degree Monitoring Programme:

Standard 1. Organisation and development

Guidelines to be assessed:

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

Standard 2. Information and transparency

Guidelines to be assessed:

- 2.1 Those responsible for the degree programme publish adequate and updated information on the characteristics of the training programme, its development and results, including information on the monitoring and accreditation processes, facilitating access to this information for people with functional diversity.
- 2.2 The information necessary for decision-making by students and other stakeholders in the 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.

Standard 3. Internal Quality Assurance System (IQAS)

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.

Standard 4. Academic 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.

Standard 5. Support staff, material resources and services

Guidelines to be assessed:

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

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

5.3 The support 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.

Standard 6. Learning outcomes

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.

Standard 7. Satisfaction and performance indicators

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.

Standard and Guidelines of the Degree Renewal Programme:

Standard 1. Organization and Development

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.

Standard 2. Information and Transparency

Guidelines to be assessed:

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

2.2. The information necessary for decision-making by students and other stakeholders in the national and international university system is easily accessible.

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

Standard 3. Internal Quality Assurance System (IQAS)

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.

Standard 4. Academic 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.

Standard 5. Support staff, material resources and services

Guidelines to be assessed:

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

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

5.3 The support services made available for the development of the degree are adequate 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.

Standard 6. Learning Outcomes

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.

Standard 7. Satisfaction and Performance Indicators

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.

AVAP



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