EVALUATION PROTOCOL:

RENEWAL OF ACCREDITATION OF OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES AND OF OFFICIAL MASTER'S DEGREES IN ARTISTIC EDUCATION IN THE VALENCIAN COMMUNITY

July 2025

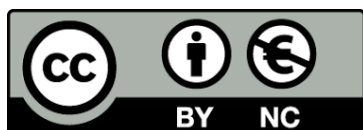## VALENCIAN AGENCY OF STRATEGIC ASSESSMENT AND FORECASTING (AVAP)

AVAP

AGÈNCIA VALENCIANA
D'AVALUACIÓ I PROSPECTIVA

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AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA

1. INTRODUCTION AND APPLICABLE LEGISLATION

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

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

Thus, the adaptation of a cyclical structure consisting of a bachelor's degree, a master's degree and a doctorate, which consecutively incorporated more specialised training in terms of employability or research, has been completed in all the universities that make up the Spanish university system.

Along with a new structure for studies and the incorporation of a training approach focused on student skills, two other principles underpin the broad agreement that is the EHEA. The first is the need to promote more active teaching, based on a teaching-learning methodology in which the lecture shares the limelight with other strategies and ways of teaching and learning that seek to reinforce students' ability to work independently, with the use of new information and communication technologies as one of its main pillars. The second lies in promoting and facilitating the international mobility of our students to study at other universities abroad, especially in other European countries. To achieve this objective, the common model for calculating academic time in credits of the European Credit Transfer and Accumulation System (ECTS) was adopted.

The passage of time and changes in the social context have made it necessary to implement essential reforms to address the existing mismatches between social needs and the university system. To this end, a comprehensive reform of the university legal framework was undertaken, which led to Organic Law 2/2023 of 22 March on the University System (LOSU), which repealed the aforementioned Organic Law on Universities in its entirety.

The accumulation of changes in the organisation of official university education in Spain made it necessary and proportionate to adopt new legislation which, while guaranteeing the principle of legal certainty in the functioning of the Spanish university system, would advance towards an organisation adapted to the demands of society and the disruptive changes taking place in the economy and technology, as well as being more flexible in its components and structure and, at the same time, promoting the necessary effective innovation in teaching.

Thus, Royal Decree 822/2021, of 28 September, establishing the organisation of university education and the procedure for ensuring its quality, was created with the aim of ensuring the quality of university studies as an educational service for the whole of Spanish society. Official university degrees must be

subject to external evaluation procedures in accordance with the European Standards and Guidelines for Quality Assurance in Higher Education (European Standards and Guidelines for Quality Assurance of Higher Education, ESG), in accordance with the provisions of Title II of Organic Law 2/2023, of 22 March, on the University System and in accordance with the provisions of this royal decree.

The quid pro quo for increased university autonomy is that proposals for new courses must undergo an ex ante evaluation process (known as verification) and, after six or eight years, an ex post evaluation process (accreditation), in accordance with the procedure and deadlines established by the Valencian Regional Government, a process which, in any case, must include a visit by experts from outside the university. Between the two processes, universities carry out annual monitoring of the development of the degrees implemented, in accordance with their internal quality assurance system (SAIC).

For their part, Master's degrees in official higher arts education must also undergo an evaluation procedure every six years from the date of their approval, in order to maintain their accreditation, as established in Article 17 of Royal Decree 1614/2009, of 26 October, which establishes the organisation of higher arts education regulated by Organic Law 2/2006, of 3 May, on Education.

Across the board, *Organic Law 10/2022, of 6 September, on comprehensive guarantees of sexual freedom*, establishes in Title III, on training, *the training measures necessary to ensure the specialisation of professionals with direct responsibility for the prevention and detection of sexual violence, as well as comprehensive care, protection and justice, as one of the main guarantees of the application of this organic law*. Universities and educational centres must ensure compliance with these measures.

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

2. PURPOSE

The purpose of this Protocol is to establish the criteria and procedure for the evaluation prior to the renewal of the accreditation of official university degrees and master's degrees registered in the Register of Universities, Centres and Degrees (RUCT) and for official master's degrees in artistic education, to be carried out by the Valencian Agency for Evaluation and Prospective Studies (AVAP), in accordance with the provisions of Royal Decree 822/2021, of 28 September, establishing the organisation of university education and the procedure for ensuring its quality. And in accordance with Royal Decree 640/2021, of 27 July, on the creation, recognition and authorisation of universities and university centres, and institutional accreditation of university centres; and Royal Decree 1614/2009, of 26 October, establishing the organisation of higher arts education regulated by Organic Law 2/2006, of 3 May, on Education.

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

> ➢ Official university bachelor's degrees worth 240 credits must renew their accreditation within a maximum period of six years.
> ➢ Official university bachelor's degrees worth 300 or 360 credits must renew their accreditation within a maximum period of eight years.
> ➢ Official university master's degrees must renew their accreditation within a maximum period of six years.

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

Official Master's degrees in arts education, meanwhile, must undergo an evaluation procedure every six years from the date of their approval in order to maintain their accreditation.

3. SCOPE

This Protocol applies to official university Bachelor's and Master's degrees taught in the Valencian Community by public and private universities, including affiliated centres, which are required to undergo accreditation renewal.

In the case of degrees involving several universities, this protocol shall apply when the administrative body responsible for the degree is a university belonging to the Valencian university system, i.e. when it is the university that requested and processed the application for verification and receives all correspondence and notifications relating to it.

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

Similarly, this Protocol shall also apply to official higher artistic education Master's degrees.

4. OBJECTIVES

The objectives of the evaluation for the renewal of accreditation of official university Bachelor's and Master's degrees and official Master's degrees in arts education are:

> ➢ To ensure the quality of the training programme offered in accordance with the qualification levels established and the criteria developed by the quality agencies.
> ➢ Ensure that the quality of the results obtained in the development of official university teaching corresponds to the commitments made and verified by the relevant assessment body.

> ➢ Provide recommendations and/or suggestions for improvement for the degree programme that support the internal processes for improving the quality of the training programme and its development, and which must be taken into account in future follow-ups and renewals of accreditation.
>
> ➢ Review the incorporation into the operation of the degree programme of the recommendations included in the reports on the verification, modification, renewal and monitoring of the degree programme's accreditation.

5. RESULT

The result of the evaluation process for the renewal of accreditation is a report classified as "Favourable", "Favourable with conditions" or "Unfavourable", which shall be sent, where appropriate, to the Council of Universities, among others, so that it may issue the relevant decision on the renewal of the programme's accreditation.

6. DIMENSIONS OF THE EVALUATION

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

a) DEGREE MANAGEMENT: The organisation and management of the curriculum are analysed, reinforcing student-centred learning (including access, teaching coordination mechanisms and credit transfer and recognition systems). the transparency and visibility of the degree in terms of the information provided about it to the various stakeholders and the effectiveness of the Internal Quality Assurance System (IQAS) as a tool for collecting information, analysing it, implementing improvement actions and monitoring them appropriately.

b) INSTITUTIONAL RESOURCES: The analysis covers the suitability of academic and support staff, as well as the material resources, infrastructure and services available to ensure the achievement of the competences defined by the degree.

c) RESULTS: Aspects related to the results of the degree and satisfaction levels are evaluated, as well as their evolution during the course of the degree. In this regard, the mechanisms established by the university or higher arts education centre will be analysed to verify that students have adequately

acquired the competences initially defined for the degree, i.e. that they have achieved the learning outcomes that define the graduate profile. The evolution of the different indicators of academic, professional and personal results will also be analysed.

The relationship between the criteria established in this Protocol for the renewal of accreditation of official university Bachelor's and Master's degree programmes and official Master's degree programmes in the arts in the Valencian Community, and the criteria for internal quality assurance in the European Higher Education Area (ESG 2015)[1] , is as follows:

CRITERIA FOR THE RENEWAL OF ACCREDITATION	ESG 2015 CRITERIA
Criterion 1. Organisation and development	1.2 Programme design and approval
	1.3 Student-centred learning, teaching and assessment
	1.4 Student admission, progress, recognition and certification
Criterion 2. Information and transparency	1.8 Public information
Criterion 3. Internal Quality Assurance System (IQAS)	1.1 Quality assurance policy
	1.7 Information management
	1.9 Continuous monitoring and periodic review of programmes
	1.10 External cyclical quality assurance
Criterion 4. Academic Staff	1.5 Teaching staff
Criterion 5. Support staff, material resources and services	1.6 Learning resources and student support
Criterion 6. Learning outcomes	1.2 Programme design and approval
	1.3 Student-centred learning, teaching and assessment

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[1] Approved by the Conference of Ministers of Education held in Yerevan on 14 and 15 May 2015. Link to the full text: http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Criterion 7. Satisfaction and performance indicators	**1.7 Information management**
	1.9 Continuous monitoring and periodic review of programmes
	1.10 External cyclical quality assurance

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

DIMENSION 1. MANAGEMENT OF THE PROGRAMME

Criterion 1. Organisation and Development

ESG 2015:
1.2 Programme design and approval. Institutions should have processes for the design and approval of their study programmes. Programmes should be designed to meet the objectives set for them, including the expected learning outcomes. The qualification of a programme should be clearly specified and made public and should refer to the exact level of the national qualifications framework for higher education and, consequently, to the European Qualifications Framework for Higher Education.
1.3 Student-centred teaching, learning and assessment. Institutions should ensure that programmes are delivered in a way that encourages students to participate actively in the creation of the learning process and that student assessment reflects this student-centred approach.
1.4 Admission, progression, recognition and certification of students. Institutions should apply consistent, pre-established and public standards covering all phases of the student 'life cycle', e.g. admission, progression, recognition and certification of students.

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

Guidelines to be assessed:

1.1 The implementation of the curriculum and the organisation of the training programme are consistent with the skills profile and objectives of the qualification set out in the verification report and/or subsequent amendments, ensuring student-centred learning.
1.2 The defined graduate profile (and its implementation in the curriculum) remains relevant and is updated in accordance with the requirements of its academic, scientific or professional field.
1.3 The degree has teaching coordination mechanisms (horizontal and vertical articulation between different subjects/courses) that allow for both an adequate allocation of the

	student's workload and adequate time planning, ensuring the acquisition of learning outcomes.
1.4	The admission criteria ensure that students have the appropriate entry profile to begin these studies, and their application respects the number of places offered in the verified report and/or subsequent modifications.
1.5	The application of the various academic regulations (permanence, recognition, etc.) is carried out appropriately and allows for the improvement of academic performance indicators.

Aspects to consider:

Aspects to consider Guideline 1.1.

- The implementation of the curriculum corresponds to the provisions of the verified report and/or subsequent modifications.
- The sequencing of the subjects/courses in the curriculum is appropriate and allows for the acquisition of the learning outcomes expected for the degree.
- The organisation of the training activities and the methodologies used in the different subjects/courses facilitates the acquisition of the expected learning outcomes by students, ensuring student-centred learning.
- The size of the groups is appropriate for the training activities carried out within the different subjects/courses and facilitates the achievement of the expected learning outcomes.
- Where applicable, the adaptation course fulfils its function with regard to the acquisition of skills and knowledge by the students who take it and is in line with the provisions of the degree verification report and/or subsequent amendments.

Aspects to consider Guideline 1.2.

- There are procedures and mechanisms for consulting with stakeholders related to the degree programme to obtain information on the adequacy of the learning outcomes achieved by students and the graduate profile and, where appropriate, these have been reviewed and updated.
- In the case of qualifications leading to a regulated profession, the graduate profile is kept up to date in accordance with the needs and requirements established in the regulations governing the profession.

Aspects to consider Guideline 1.3.

- Vertical and horizontal coordination within the curriculum and between different subjects or courses is adequate and avoids gaps or duplication.

- Coordination mechanisms in the case of subjects/courses that include theoretical and practical or laboratory activities.

- Coordination mechanisms in the case of subjects/courses that have different groups in the same activity.

- The allocation of the workload and the timetable for students is adequate and ensures the achievement of the learning outcomes defined for each subject/course.

- If the degree is taught at several centres, coordination between them allows students to achieve the same competences regardless of the centre where they are studying.

- In the case of inter-university degrees, coordination mechanisms between the different universities allow students to achieve the same competences regardless of the university where they are studying.

- Where applicable, coordination mechanisms between the university or higher arts education centre and external/clinical practice tutors at collaborating centres.

- Teaching coordination mechanisms between the different modalities in the event that the degree is taught in several modalities (face-to-face, virtual or hybrid) allow students to achieve the same competences regardless of the modality taken.

Aspects to consider Guideline 1.4.

- The number of students enrolled in the degree programme and their entry profile is consistent with the number of places approved in the verification report and/or its subsequent amendments.

- The entry profile and admission requirements comply with current legislation.

- Where applicable, the body responsible for the admission process, as well as the criteria for assessing merits and the specific admission tests used in the selection system established in the programme, are consistent with the entry profile defined by the training programme.

- In the case of Bachelor's degrees that offer an adaptation course, the ratio between the number of students enrolled and the number of places approved in the verification report and/or its subsequent modifications.

- Where applicable, additional training has been applied in accordance with the provisions of the verification report and/or subsequent modifications and fulfils its function in terms of levelling and the acquisition of the necessary skills and knowledge by the students who undertake it.

Aspects to consider Guideline 1.5.

- The proper functioning of the committees responsible for applying the various regulations.

- The consistency of the cases applied with those established in the verified report and/or its subsequent modifications.

- Where applicable, the adequacy of the recognition of credits awarded for prior training/experience in relation to the skills to be acquired by the student in the degree programme.

Criterion 2. Information and Transparency

ESG 2015:
1.8 Public information. Institutions should publish clear, accurate, objective, up-to-date and easily accessible information about their activities and programmes.

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

Guidelines to be assessed:

2.1 Those responsible for the degree programme publish adequate and up-to-date information on the characteristics of the programme, its development and its results, including information on monitoring and accreditation processes, and facilitate 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 or the system of higher arts education centres at national and international level is easily accessible.
2.3 Students enrolled in the degree programme have timely access to relevant information on the curriculum and expected learning outcomes.

Aspects to consider:

Aspects to consider Guideline 2.1.

• The verified programme report and/or any subsequent modifications are published on the website and are freely accessible.
• The final evaluation report for verification and the various reports on changes to the curriculum, as well as the verification decision by the Council of Universities, are published on the website and are freely accessible.
• The reports on the monitoring and renewal of the accreditation of the degree programme carried out by AVAP are published on the website and are freely accessible.
• The internal monitoring reports for the degree are published on the website, although access is restricted.
• The direct link to the degree in the Register of Universities, Centres and Degrees is available on the website.

- There is a correspondence between the name of the degree as advertised and the name that appears in the RUCT.

- The description of the curriculum and its main characteristics are published on the website and are freely accessible.

- The direct link to the Internal Quality Assurance System for the degree, which includes those responsible, the procedures and the improvement actions implemented, is accessible on the website and is open access.

- The main results of the degree programme (number of new students, enrolment rate, graduation rate, dropout rate, efficiency rate, performance rate and the degree of satisfaction of the different stakeholders) are published on the website and are freely accessible.

- Other results of the degree programme (employability, teaching quality, supply and demand rates for new places, etc.) are published on the website.

- If information about the degree programme is available on several websites of the university (or universities if it is inter-university) or of the centres offering it, there are no contradictions.

- Where applicable, the degree of implementation of the recommendations for improvement included in the follow-up reports or renewal of the degree accreditation.

Aspects to consider Guideline 2.2.

- Ease of access to the description of the qualification (including name, credits, institutions offering it and places available).

- Ease of access to information on the general and specific skills to be acquired by students.

- Ease of access to information on entry and admission requirements for the qualification and, where applicable, special entrance examinations.

- Ease of access to information prior to enrolment (documents to be submitted, places available, etc.).

- Ease of access to information on the structure of the curriculum, modules, subjects and courses, distribution of credits, teaching method or methods, teaching calendar and, where applicable, mentions in Bachelor's degrees or specialisations in Master's degrees and a description of the training pathways.

- If the qualification leads to a regulated profession or allows access to other studies leading to a regulated profession, ease of access to the link to the Order regulating the studies, as well as information on what it means and implies for a qualification to lead to the exercise of a "regulated profession".

- If the degree does not lead to a regulated profession, easy access to information on career prospects for graduates.

- If the qualification includes an adaptation course to the degree, easy access to information covering all aspects of the course.

- Where applicable, easy access to information on additional training and the groups that should take it.

- Ease of access to information on student support programmes or services and available learning resources.
- Ease of access to the regulations of the university or higher arts education centre applicable to students of the degree (permanence, transfer and recognition of credits, appeals against grades, etc.).
- If the degree is taught online or in a hybrid format but includes face-to-face training or practical activities, the ease of access prior to enrolment to the physical location where these will take place.
- Where applicable, the degree of implementation of the recommendations for improvement included in the degree programme monitoring or renewal reports.

Aspects to consider Guideline 2.3.

- Students have access prior to the start of the academic year to information on the timetables for the subjects, the classrooms, the examination calendar and any other information required for the proper monitoring of the implementation of the curriculum.
- The teaching guides for all subjects in the degree programme, including external/clinical work experience and final degree or master's projects, are available to students prior to enrolment.
- The teaching guides contain an adequate description of each subject (skills, bibliography, syllabus, etc.), its training activities and assessment systems and, where applicable, whether it requires the use of specific materials (e.g. computer programmes) or prior knowledge.
- The list of teaching staff includes details of their teaching category.
- Where applicable, information on external/clinical work experience (credits, organisation, type of companies, profile of tutors, etc.) is clear and accessible.
- Information on the development of the final degree/master's project (organisation, type of tutor, criteria for presentation and defence of the project, etc.) is clear and accessible.
- Information on student mobility programmes (organisation of mobility by degree, centres, exchange programmes, etc.) is clear and accessible.

Criterion 3. Internal Quality Assurance System (IQAS)

ESG 2015:

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

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

1.9 Continuous monitoring and periodic evaluation of programmes. Institutions should monitor and evaluate their programmes periodically to ensure that they achieve their objectives and respond to

the needs of students and society. Such evaluations should lead to continuous improvement of the programme. As a result, any measures planned or taken should be communicated to all stakeholders.

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

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

Guidelines to be assessed:

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

3.2 The QAS implemented facilitates the process of monitoring, modifying and accrediting the programme, ensuring its continuous improvement based on the analysis of objective and verifiable data.

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

Aspects to consider:

Aspects to consider Guideline 3.1.

- The implemented SAIC guarantees the continuous collection of information and the analysis of learning outcomes.

- The SAIC implemented guarantees the continuous collection of information and the analysis of employability results.

- The SAIC implemented ensures the continuous collection of information and analysis of the degree of satisfaction of the different stakeholders.

- The procedures that enable information to be collected on an ongoing basis, analysed and used for decision-making and improving the quality of the qualification have been developed in accordance with the established requirements.

- In the case of inter-university degrees and/or degrees taught at several university centres, the actions carried out as a result of the implementation of the SAIC are coordinated across all universities or centres participating in the training programme.

Aspects to consider Guideline 3.2.

- The recommendations included in the evaluation reports for the verification, modification and monitoring of the degree programme have been analysed within the SAIC and the

corresponding actions have been established by those responsible for the degree programme.

- Based on the analysis of objective and reliable data, the SAIC provides information for the development of the processes of monitoring, modification and accreditation of the degree programme and has generated useful information for the groups involved in the degree programme.

- In this case, changes have been made to the initial design of the title as a result of information provided by the SAIC, and monitoring of these changes confirms that they have been effective and have achieved the objectives set.

Aspects to consider Guideline 3.3.

- The SAIC implemented has procedures in place to facilitate the analysis and improvement of planning, teaching and learning assessment.

- The SAIC implemented has procedures in place to facilitate the evaluation and improvement of teaching quality.

- Where applicable, the SAIC implemented has procedures in place to facilitate the evaluation and improvement of the quality of external/clinical placements and mobility programmes.

- The implemented SAIC has procedures in place to facilitate the evaluation and improvement of the degree of satisfaction of the different stakeholders (students, teaching staff, graduates, employers, etc.) involved in the degree programme.

- The implemented SAIC has procedures in place to facilitate the evaluation and improvement of employability.

- The implemented SAIC has procedures in place to facilitate the evaluation and improvement of the response to suggestions, complaints and compliments.

DIMENSION 2. RESOURCES

Criterion 4. Academic staff

ESG 2015:

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

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

Guidelines to be assessed:

4.1 The academic staff of the degree programme have the academic qualifications required for the degree and have adequate professional, teaching and research experience.
4.2 There are sufficient academic staff, who are adequately dedicated to the performance of their duties and encourage innovation in teaching methods.
4.3 The university provides teaching staff with mechanisms for updating and continuing training, taking into account the characteristics of the degree programme 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 monitoring reports for the degree programme relating to the recruitment and improvement of the teaching and research qualifications of the teaching staff.

Aspects to consider:

Aspects to consider Guideline 4.1.

• The professional, teaching and research experience of academic staff in relation to the academic level, nature and competences defined for the degree, as well as the provisions included in the verified report and/or subsequent modifications.
• The ratio of teaching staff with and without a doctorate.
• Changes in the structure of academic staff during the period considered.
• The profile of the academic staff assigned to the subjects, including external/clinical placements and the Final Degree/Master's Project.
• Where applicable, the experience of academic staff in virtual or hybrid teaching.
• In the case of High Performance Groups, the qualifications of the teaching staff to teach in English.
• Where applicable, the degree of implementation of the recommendations included in the verification, authorisation and monitoring reports for the degree programme.

Aspects to consider Guideline 4.2.

• The ratio of permanent to non-permanent teaching staff.
• The ratio of full-time to part-time teaching staff.
• Changes in the structure of the academic staff during the period under consideration.
• The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
• Where applicable, the degree of implementation of the recommendations included in the verification, authorisation and monitoring reports for the degree programme.

- The degree of student satisfaction with tutorial support and, where applicable, the improvement measures established.

Aspects to consider Guideline 4.3.

- The involvement of teaching staff in research, development and innovation activities, and their impact on the degree programme.
- The training and updating of teaching staff in educational innovation, in the use of ICT in teaching-learning processes and/or in assessment systems.
- Where applicable, teacher training in educational technology platforms and virtual or hybrid teaching.
- The existence of procedures for detecting, correcting and assisting teachers, enabling the resolution of teaching problems related to the teaching-learning process.

Aspects to consider Guideline 4.4.

- Changes in the structure of academic staff during the period under consideration.
- Where applicable, the degree of compliance with the commitments included in the verified report and/or subsequent modifications relating to the recruitment and improvement of the teaching and research qualifications of academic staff.
- Where applicable, the level of implementation of the recommendations defined in the verification, authorisation and monitoring reports for the degree programme relating to the recruitment and improvement of the teaching and research qualifications of academic staff.

Criterion 5. Support staff, material resources and services

ESG 2015:

1.6 Resources for learning and student support. Institutions should have sufficient funding to carry out teaching and learning activities and ensure that students are provided with sufficient and easily accessible learning support and resources.

: Institutions should have sufficient funding to carry out teaching and learning activities and ensure that students are provided with sufficient and easily accessible support and resources for learning.

Guidelines to be assessed:

5.1 The institution has support staff who participate in training activities that are appropriate to the nature and type of the programme, the number of students enrolled and the skills to be acquired by them.

5.2 The institution has material resources available for the development of the programme that are adequate in relation to the nature and type of programme, the number of students enrolled and the competences to be acquired by them.

5.3 The institution has support services available for the development of the programme, which are adequate in terms of the nature and type of programme, the number and characteristics of the students enrolled and the skills to be acquired by them.

Aspects to consider:

Aspects to consider Guideline 5.1:

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

Aspects to consider Guideline 5.2:

- The characteristics of classrooms and their equipment in relation to the number of students and the training activities scheduled.
- The characteristics, where applicable, of laboratories, workshops and experimental spaces in relation to the number of students and the training activities scheduled.
- The characteristics of the work and study spaces (libraries, study rooms, meeting rooms, etc.).
- The characteristics of bibliographic and documentary resources in relation to the number of students and the training activities planned.
- The characteristics, where applicable, of the collaborating centres for external/clinical work experience.
- The application of universal accessibility and design for all, safety, health and environmental regulations.
- Where applicable, the capacity, security and operational stability of the technological infrastructure.
- Where applicable, the ease of use and accessibility of the technological infrastructure.
- Where applicable, the suitability of the design of the technological infrastructure for the number of students and the proposed training activities.

- Where applicable, the existence of teaching materials that facilitate virtual learning.
- The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
- Where applicable, the level of implementation of the recommendations included in the verification, authorisation and monitoring reports for the degree programme.

Aspects to consider Guideline 5.3.

- The characteristics of the administrative secretarial services.
- The characteristics of academic guidance services and/or programmes.
- The characteristics of professional/clinical practice services and/or programmes.
- The characteristics of career guidance services and/or programmes.
- The characteristics of student mobility services and/or programmes.
- Where applicable, the characteristics of technical support for students in the case of virtual or hybrid modalities.
- The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
- Where applicable, the level of implementation of the recommendations included in the verification, authorisation and monitoring reports for the degree programme.

DIMENSION 3. RESULTS

Criterion 6. Learning Outcomes

ESG 2015:
1.2 Programme design and approval. Institutions should have processes for the design and approval of their study programmes. Programmes should be designed to meet the objectives set for them, including the expected learning outcomes. The qualification of a programme should be clearly specified and made public and should refer to the exact level of the national qualifications framework for higher education and, consequently, to the European Qualifications Framework for Higher Education.
1.3 Student-centred teaching, learning and assessment. Institutions should ensure that programmes are delivered in a way that encourages students to participate actively in the creation of the learning process and that student assessment reflects this student-centred approach.

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

Guidelines to be assessed :

6.1 The training activities, teaching methodologies and assessment systems used are appropriate and in line with the objective of achieving the expected learning outcomes.
6.2 The learning outcomes achieved meet the objectives of the training programme and are appropriate to its level in the MECES.

Aspects to consider:

Aspects to consider Guideline 6.1:

• The training activities, teaching methodology and assessment systems used in each of the subjects/courses enable the expected learning outcomes to be achieved.
• Where applicable, the planning and assessment system for external/clinical placements in relation to the skills to be acquired and the expected learning outcomes.
• The planning and assessment system for Final Degree Projects and Final Master's Projects in relation to the competences to be acquired and the expected learning outcomes.
• Where applicable, the effectiveness of the mechanisms in place to verify the identity of students in virtual assessment processes.
• The degree of compliance of the assessment system used in each of the subjects/courses in relation to the assessment system specified in the corresponding teaching guide.
• Where applicable, the repeated existence of formal complaints about the grades awarded in a particular subject/course, the results obtained and the measures taken.
• If the degree is taught at several centres or is inter-university, the assessment systems allow students to demonstrate that they have achieved the expected learning outcomes regardless of the centre or university where they are studying.
• The opinion of those involved in the degree programme on the suitability of the training activities, teaching methodologies and assessment systems used in each of the subjects/courses that make up the curriculum.

Aspects to consider Guideline 6.2:

• The academic progress of students and the degree to which the level of demand is appropriate for the acquisition of the competences and learning outcomes of the degree.
• The actual graduate profile in relation to that defined in the verification report and/or subsequent modifications.
• The opinion of those involved in the degree programme on the adequate acquisition of the competences and learning outcomes of the degree.

Criterion 7. Satisfaction and Performance Indicators

ESG 2015:
1.7 Information management. Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
1.9 Continuous monitoring and periodic evaluation of programmes. Institutions should monitor and periodically evaluate their programmes to ensure that they achieve their objectives and respond to the needs of students and society. Such evaluations should lead to continuous improvement of the programme. As a result of the above, any measures planned or taken should be communicated to all stakeholders.
1.10 Cyclical external quality assurance. Institutions should undergo external quality control in accordance with the ESG on a cyclical basis.

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

Guidelines to be assessed:

7.1 The evolution of the main data and indicators of the degree programme (number of new students per academic year, enrolment rate, graduation rate, dropout rate, efficiency rate, performance rate and success rate) is adequate, in accordance with the subject area and the environment in which the degree programme is offered, and is consistent with the characteristics of 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 employability indicators for graduates are appropriate to the socio-economic and professional context of the degree programme.

Aspects to consider:

Aspects to consider Guideline 7.1.

• The evolution of the number of new students per academic year in relation to the forecasts made in the verified report and/or subsequent modifications.
• In the case of Master's degrees, the results of applying the admission criteria in relation to the entry profile defined in the verification report and/or subsequent modifications.
• In the case of Master's degrees, the effectiveness of the additional training established in the verification report and/or subsequent modifications.
• The reliability of the data and indicators provided by the university.

- The evolution of the graduation rate, in accordance with the subject area and environment in which the degree is offered, and with the forecasts made in the verified report and/or subsequent modifications.

- The evolution of the dropout rate, in accordance with the subject area and environment in which the degree is offered, and with the forecasts made in the verified report and/or subsequent modifications.

- The evolution of the efficiency rate, according to the subject area and environment in which the degree is offered, and in line with the forecasts made in the verified report and/or subsequent modifications.

- The evolution of the performance rate, according to the subject area and environment in which the degree is offered.

- The evolution of the success rate, in accordance with the subject area and environment in which the degree is offered.

- The relationship between the application of the regulations on permanence and the values of the academic performance indicators.

Aspects to consider Guideline 7.2.

- The reliability of the results of surveys or other methods used to assess the satisfaction of different stakeholders.

- The satisfaction of stakeholders with the knowledge acquired and skills developed by students.

- The satisfaction of stakeholders with the organisation of teaching (distribution, timetables, workload, practical work, etc.) and with the teaching-learning process (methodologies, training activities, tutorials, mobility and internationalisation, external work experience, etc.).

- The satisfaction of stakeholders with the communication channels used by the degree programme and the content of the information provided.

- The satisfaction of stakeholders with the facilities and infrastructure used for the educational process: classrooms, laboratories, library, workspaces, collaborating and support centres, etc.

- The satisfaction of stakeholders with the attention received by students (welcome programmes, guidance, learning support, etc.).

- The satisfaction of stakeholders with graduation rates, dropout rates and the employability of the degree programme.

Aspects to consider Guideline 7.3.

- The reliability of employability indicators.

- The evolution of employability indicators in relation to the socio-economic and professional context of the degree.

- The existence of institutional action plans at the university to facilitate and improve the employability of graduates of the degree programme.

- Graduate satisfaction with the training received and employability prospects
- Employers' satisfaction with the training received by graduates in the degree programme and employability prospects.

7. ACCREDITATION RENEWAL PROCEDURE

In order to ensure transparency in the evaluation procedure for official undergraduate and master's degrees and official master's degrees in arts education, this section describes the sequence of activities to be carried out by the different agents involved in the accreditation renewal process.

7. 1. Publication of the call for applications

The Regional Ministry responsible for universities publishes one or more calls for applications each year in the Official Gazette of the Valencian Regional Government (DOGV), establishing the deadlines, the documentation to be provided and the procedure to be followed by universities applying for the renewal of accreditation for an official university degree or master's degree or an official master's degree in arts education.

7.2. Application for renewal of accreditation

In accordance with Article 34 of Royal Decree 822/2021, university centres that are not institutionally accredited must renew the accreditation of their official university degrees in accordance with the established procedure, which will be decided by the Council of Universities on the basis of the mandatory and binding report of AVAP. To initiate this procedure, the university shall submit an application to the Council of Universities through the corresponding application of the Ministry of Universities. The application for renewal of accreditation received shall be forwarded, within a maximum period of 5 working days, to AVAP, so that it can verify that the curriculum is being implemented in accordance with its initial project, through an evaluation that must include, in all cases, a visit by experts from outside the university, with the participation of at least one student, and which will conclude with the preparation of a mandatory evaluation report for the Council of Universities.

Once the accepted applications have been received, AVAP plans the entire procedure to be followed, contacting the university to request the submission of documentary evidence, including a self-assessment report prepared by the university in accordance with the template provided by AVAP, as well as the schedule for the visit of the External Evaluation Committee, ensuring that the university has a minimum of thirty calendar days to prepare for the external evaluation visit.

For its part, Royal Decree 1614/2009, of 26 October, establishing the organisation of higher arts education regulated by Organic Law 2/2006, of 3 May, on Education, establishes in Article 17.1 that

Master's degrees in official higher arts education must undergo an evaluation procedure every six years from the date of their approval, in order to maintain their accreditation. The procedure for the evaluation of these degrees, as far as AVAP is concerned, shall be the same as for official university degrees.

7.3. Establishment of External Evaluation Committees

These Committees shall be responsible for visiting the University or educational centre and reviewing one or more degrees, which may be grouped according to subject matter. AVAP shall select and publish on its website the members of the External Evaluation Committees and shall notify the university or official arts education centre of their composition, accompanied by a brief curriculum vitae of each of the members. The university or educational centre will have a period of five days to exercise, where appropriate, the right to challenge the members selected by AVAP, stating the reasons for doing so.

Once this period has elapsed, AVAP will proceed to appoint and definitively establish the corresponding External Evaluation Committee, which will be composed of:

a)	A chairperson with an academic background and experience in the verification, authorisation, monitoring or accreditation of qualifications.
b)	A variable number of academic and/or professional members to be determined based on the number of qualifications to be evaluated and the diversity of their academic fields, preferably with experience in the verification, authorisation, monitoring or accreditation of qualifications as members of evaluation committees.
c)	One student member, preferably from the academic field or branch of the qualifications to be evaluated, preferably with training in evaluation processes.
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, who shall act as secretary.

The members of the External Evaluation Committee are appointed by the AVAP Directorate and sign the AVAP code of ethics, committing themselves to comply with its principles of independence, confidentiality, objectivity, excellence and transparency.

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

•	Conflict of interest: Evaluators must not have any direct relationship with the university being evaluated or its territorial area.
•	Previous experience: Previous participation in evaluation processes will be considered a positive factor.

- Level of satisfaction: AVAP must not have received any formal complaints about their performance as an evaluator.
- Territorial representation: Evaluators must come from university systems other than that of the Valencian Community.
- Parity: AVAP shall ensure that the composition of the Committee is balanced between men and women.

7.4. Analysis of the self-report and evidence of the degree programme carried out by the University

Once the deadline for submitting the self-assessment report and evidence established by this Protocol has expired, and once AVAP has verified that the documents have been correctly uploaded to the evaluation platform , it shall provide the External Evaluation Committee with access to the documentary evidence of the degree for the purpose of the visit, as well as any support tools that may facilitate its work, such as report templates and models, and permanent access to the IT tool managed by AVAP.

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

- The latest version of the verified report, including any favourably reported modifications requested by the qualification.
- The degree verification report and, where applicable, the modification reports.
- The evaluation report for the authorisation of the qualification prepared by AVAP.
- The annual internal monitoring reports for the title.
- The external monitoring reports prepared by AVAP, if any.
- The latest external evaluation report prepared by the External Evaluation Committee in accordance with the model set out in the annexes, if any.
- The latest accreditation renewal report, if any.
- Evidence obtained from the Internal Quality Assurance System (SAIC).
- Certification reports on the implementation of the SAIC, if available.
- Certification reports on the implementation of models for evaluating the teaching activity of university teaching staff, such as those derived from the DOCENTIA programme.
- Indicators from the Integrated University Information System (SIIU).
- Indicators developed by AVAP based on information provided by the university.
- The self-report on the degree programme prepared by the university or official arts education centre for the renewal of accreditation, in which the university or educational centre justifies that the results obtained meet the objectives for which the degree programme was designed. The structure and content of this report must be adapted to the model set out in the annexes.
- The tables and indicators detailed in the annexes

In addition to the above, the university or educational centre must upload all documentation relating to the "Evidence to be provided during the visit of the External Evaluation Committee" to the platform at least one week before the date of the visit. In the specific case of EV1 (relating to the list of subjects), the External Evaluation Committee must send the university or educational institution the list of subjects at least one month before the date of the visit.

Within the same period, applicants must make available to AVAP the documentation that will serve as the basis for the evaluation of the qualifications, in accordance with the models updated in this Protocol and through the established evaluation platform. The information must be uploaded to the platform as separate files in pdf format, with a reference to the corresponding evidence in the file name, to ensure that the External Evaluation Committee and the Degree Evaluation Committee can access the content. Links to information in the cloud (i.e. outside the platform) will not be valid, unless expressly indicated by the protocol for specific evidence.

The members of the External Evaluation Committee analyse all the documentation relating to the qualification and verify that they have all the necessary documentation to prepare the evaluation report. If any evidence is found to be missing, they must notify the AVAP technicians responsible for this process as soon as possible.

7.5. Visit

a) Proposed agenda for the visit

In accordance with the schedule for the visit planned between AVAP and the university or higher arts education centre, the External Evaluation Committee shall propose to the university or educational centre, at least one month in advance, an agenda for the visit specifying the date and time of the meetings to be held with the groups involved in the degree programme (management team, degree coordinators, teaching staff, students, administrative and service staff, graduates, employers, etc.) and the facilities to be visited. The university must return the duly completed agenda to the External Evaluation Committee at least one week before the date of the visit.

Once the agenda proposed by the External Evaluation Committee has been accepted, the university or educational centre shall prepare:

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

b) Sharing of the individual analysis carried out.

One week before the visit, the External Evaluation Committee will hold a telematic meeting to share the aspects that each of the Committee members has identified individually, through prior analysis based on the evidence. To this end, the Committee shall determine the aspects to be highlighted during the visit, as well as:

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

7.6. Conduct of the visit

When the External Evaluation Committee is formed, AVAP determines whether the visit will be carried out in person or online, if circumstances so require.

In accordance with the agenda, the External Evaluation Committee carries out the visit (in person or online) to the centre(s) to which the degree programme to be evaluated is attached. The maximum duration of the visit is three days and may include the external evaluation of several degree programmes.

In addition to consulting the evidence provided and visiting the facilities, the External Evaluation Committee holds scheduled hearings with the groups involved in the degree programme (management team, degree coordinators, teaching staff, students, administrative and service staff, graduates, employers, etc.).

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

7.7 External Evaluation Report

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

Each member of the External Evaluation Committee will prepare an individual report. This report must contain a detailed and reasoned analysis of the degree of compliance with each and every one of the

criteria and guidelines for the renewal of accreditation. For each criterion and guideline, a reasoned explanation of the aspects to be considered (Annex 4.2.), the notable strengths and the areas for improvement identified must be provided. This report is prepared on the basis of the assessment of:

a) The self-assessment report on the degree programme prepared by the university or official arts education centre.

b) The body of evidence provided by the university or official arts education centre.

c) The visit to the facilities where each training programme is carried out, including interviews with agents related to the degree.

Based on the individual reports, evidence and impressions gathered, the academic member of the External Evaluation Committee for the degree programme will coordinate the drafting of a report, which will be reviewed by each member of the committee so that they can contribute suggestions and proposals. The academic member will incorporate the suggestions and proposals made by all members of the Committee and finalise the report. The Chair of the Committee will review the report and sign it, sending it to AVAP within a maximum of seven days from the date of the visit.

After verification by AVAP technicians that the report meets all the requirements and includes the assessment of all criteria in a consistent manner, will forward it to the Degree Evaluation Committee.

7.8 Evaluation of the qualification by the Qualification Evaluation Committee (CET)

In order to make the accreditation renewal process more objective and rigorous, following the visit of the External Evaluation Committee and the issuance of the External Evaluation Report, the degree will be evaluated by the Degree Evaluation Committee, which will act by speciality and as a collegiate body.

After reviewing all the documentation in the file for each official university degree and taking into account the External Evaluation Report prepared by the External Evaluation Committee, in accordance with Article 34.5 of Royal Decree 822/2021, the Degree Evaluation Committee prepares a justified proposal for a report on the renewal of accreditation.

Each of the seven criteria will be evaluated by the Degree Evaluation Committee according to four levels:

Passed with distinction	The standard corresponding to the criterion is fully achieved. In addition, it is an example that exceeds the basic requirements and good practices can be identified.
Achieved	The standard corresponding to the criterion is fully achieved.
Partially achieved	The standard is achieved, but specific areas for improvement have been identified.
Not achieved	The criterion does not meet the minimum level required to achieve the corresponding standard.

The report must also be assessed overall and justified, and may be:

a) Favourable for the renewal of accreditation.
b) Favourable for the renewal of accreditation, with conditions.
c) Unfavourable for the renewal of accreditation.

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

A **"Favourable with prescriptions"** report is envisaged for those university degrees that contain aspects that must necessarily be reviewed or improved. In this case, the report shall contain a list of prescriptions. As established in Article 28 of Royal Decree 822/2021, monitoring shall be carried out three years after the effective implementation or renewal of the accreditation, with special emphasis on degrees that have received this rating.

In the event of an "Unfavourable" report and depending on the nature of the deficiencies observed, the aspects that must be modified by the university in order to obtain a favourable report may be indicated. In addition, when a degree is taught at several centres (own and/or affiliated) of the same university, a proposal may be included to remove the participation of the centre or centres where serious breaches occur that prevent the issuance of a favourable report.

For the purposes of this procedure, the following are considered grounds for an unfavourable accreditation report:

Deficiencies that, although requiring correction, have not been corrected after being pointed out in the verification, modification, monitoring and/or renewal report.
Failure to comply with clear and objective commitments made in the verified report or in subsequent amendments thereto regarding academic staff, support staff, material resources and services.

Under no circumstances can a favourable accreditation report be obtained if the assessment is "Not achieved" in any of the following criteria:

Criterion 4. Academic staff
Criterion 5. Support staff, material resources and services
Criterion 6. Learning outcomes

The above does not exclude that, depending on the nature of the degree and its teaching-learning modality, the identification of serious deficiencies in other criteria may lead to the issuance of an "Unfavourable" report.

In accordance with Article 34.5 of Royal Decree 822/2021, the university may submit arguments within 20 working days of the proposed report. The same document shall differentiate, where applicable, between the content of the arguments in the strict sense and the detection of simple factual, material or arithmetic errors, which may be listed at the end of the document in accordance with the following format:

COMMUNICATION OF ERRORS OF FACT	
Factual error no. x	
Reference to the criterion and guideline in which the factual error appears and its location within the External Evaluation Report.	
Reference to the place within the file where the correct information appears	

Errors of fact are those that **necessarily have** the following characteristics:

1) they are simple elementary mistakes in names, dates, arithmetic operations or transcriptions of documents;
2) the error can be identified by considering only the information contained in the file;
3) the error is obvious and clear, without the need to resort to interpretations of applicable legal rules;
4) there is no fundamental alteration in the meaning of the act (there is no material error when its assessment involves a value judgement or requires a legal qualification).

The university or official arts education centre may provide clarification on the deficiencies detected and submit an improvement plan to remedy them. This improvement plan must be specific, setting out objectives, responsible parties and monitoring indicators, including a timetable for implementing the changes to be made within a period not exceeding three years.

With the exception of the improvement plan, no claims incorporating aspects or information not contained in the set of prior documentary evidence on which the provisional report was based will be accepted.

In the event that a degree is taught at several centres (own and/or affiliated) of the same university and the provisional report proposes the elimination of the participation of the centre or centres where serious breaches occur, the final report may be favourable if the university undertakes in its allegations that, once the accreditation has been renewed, if applicable, the degree programme report will be amended to exclude the centre in question from offering the degree and its removal will be requested from the Regional Ministry responsible for universities.

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

At the same time, the report of the External Evaluation Committee will be published on the AVAP website.

7.9 Final resolution of the procedure

The Council of Universities, once it has received the AVAP report, will issue its **final decision**.

If the report is favourable (or favourable with conditions), a favourable decision will be issued. If the report is unfavourable, a decision rejecting the renewal of accreditation will be issued.

The decision must be reasoned and shall state the remedies available against it, the administrative or judicial body before which they must be brought and the time limit for bringing them. If the time limits have elapsed without the corresponding decision having been issued, the administrative silence shall be deemed to be favourable.

The Council of Universities shall notify the decision to renew or not renew the accreditation within three working days of its approval to the university that requested the degree, and shall also notify the Valencian Regional Government, the AVAP and the Ministry of Universities.

In the event that a degree does not renew its accreditation, the degree shall be declared "to be discontinued" and an entry to that effect shall be made in the RUCT. As a result, the Generalitat Valenciana shall determine the progressive extinction of its curriculum on an annual basis, starting from the academic year following that in which the aforementioned decision was made, and shall declare its definitive extinction when this occurs for the purposes of its registration in the RUCT.

In any case, both the Valencian Regional Government and the university, within the scope of their respective powers, shall take the appropriate measures to guarantee the academic rights of students who are enrolled in these programmes.

8. COMPLAINTS AND APPEALS PROCEDURE

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

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

Responses to complaints, suggestions and/or expressions of gratitude shall be provided by the head of AVAP, as the responsible body. Complaints, suggestions and/or expressions of gratitude shall be handled by the head of the Higher Education Quality and Innovation Service or the Prospective Management and Public Services Service, in relation to those affecting units and services within their remit.

Once the complaint, suggestion and/or expression of gratitude has been submitted, the body responsible for processing it will open an information file and carry out the investigations and procedures it deems appropriate. Among the actions to be taken, it must obtain the relevant information from the unit or service directly affected.

With regard to the **appeals procedure**, the university may challenge the formal outcome of the process, i.e. the final decision on the renewal of accreditation issued by the Council of Universities.

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

If the appeal is admitted for processing, it must be assessed by the Council of Universities' Commission for the Verification and Accreditation of Study Plans. The Commission shall be made up of academic and professional experts who have not participated in the evaluation procedure to date.

The Committee may refer the file to the AVAP, in accordance with the aspects detected that warrant further assessment. Once AVAP report has been received, the Committee shall draw up a draft resolution and send it to the Standing Committee of the Council of Universities for a final decision.

At AVAP, the collegiate body responsible for issuing the report referred to in the previous paragraph is the Protocols and Appeals Committee.

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

The Protocol and Appeals Committee is composed of:

a)	A chairperson with a legal background and experience in the verification, authorisation, monitoring or accreditation of qualifications
b)	A variable number of academic and/or professional members with experience in university quality assurance processes, preferably in the field of law.
c)	One student member with training in evaluation processes.
d)	A secretary with a technical background assigned to AVAP, with a voice but no vote.

Once the procedure has been completed, the Council of Universities shall notify the RUCT of the decision on the accreditation renewal procedure, so that the favourable renewal or non-renewal of the accreditation can be included in the degree file. The corresponding decision shall put an end to the administrative procedure in accordance with the provisions of Article 114.1.b) of Law 39/2015, of 1 October. If the deadlines have expired without the corresponding decision on the appeal having been issued, it may be deemed to have been rejected.

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

9. CONTROL OF CHANGES

Edition	Date	Description of the modification
V.3.	01/07/2024	Start of version control for the document Modifications: • The time the university has to return the final agenda to the External Evaluation Committee has been changed: now, a maximum of one week before the visit. • Modification of the procedure for reporting factual errors, to include it as part of the appeals procedure. • The deadlines for submitting evidence to be provided during the visit of the External Evaluation Committee have been specified. • The deadlines for sending and confirming the visit agenda have been modified. • The procedure has been modified so that the External Evaluation Committee's report will be published on the AVAP website once the final report has been notified.
V.4.	01/07/2025	• The title of the document has been amended to include the titles of official higher education art degrees at Master's level. • The reference to higher artistic education qualifications has been modified throughout the document. • A reference to *Organic Law 10/2022 of 6 September on comprehensive guarantee of sexual freedom* is included. • Point 7.4: the obligation to upload evidence to the established platform is expressly established, as is the prohibition on doing so via links to the cloud. • Point 7.7: a reference to the format of external evaluation reports is included.