

TEMPLATE REPORT FOR THE RENEWAL OF ACCREDITATION TO BE PREPARED BY THE UNIVERSITY AND BY THE OFFICIAL ARTISTIC EDUCATION CENTRES

TABLES AND EVIDENCE

July 2025



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



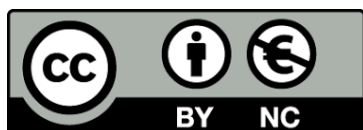
TABLES AND EVIDENCE



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AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA

TEMPLATE OF THE PROGRAMME REPORT FOR THE RENEWAL OF ACCREDITATION

This template is intended to guide universities and official arts education centres in preparing the **programme report for accreditation renewal**. It provides a useful basis for assessing compliance with the criteria and guidelines included in the accreditation renewal process guide. This report should not exceed 30 pages, excluding annexes.

CONTENTS

1. PROGRAMME DETAILS

• Name of the programme
• Field of knowledge
• Mentions/specialities
• University or administrative centre responsible
• In the case of inter-university qualifications, participating universities
• Centre(s) where taught
• Teaching method
• Number of credits
• Language(s) of instruction
• Number of places
• Regulated profession
• Implementation course
• Date of verification or renewal of accreditation

2. PREPARATION AND APPROVAL PROCEDURE

The process leading to the preparation and approval of **the programme report for accreditation renewal** must be detailed, as well as the committees and stakeholders involved in its drafting.

3. COMPLIANCE WITH THE ESTABLISHED PROJECT

This **programme report for the renewal of accreditation** to be prepared by the university must provide a reflection on compliance with the project established in the verification report and, where applicable, any subsequent approved modifications.

The aim is to analyse, on the basis of evidence and indicators, the achievements made in relation to the evaluation criteria and guidelines and, where appropriate, the reasons why they have not been fully achieved and the improvement actions taken or planned (improvement plan).

As this is a single report per degree programme, in the event that the programme is taught at several centres or is inter-university, the analysis must differentiate between the situation at each centre or university when the results do not coincide and, consequently, address the achievements and improvement actions adopted or planned on an individual basis.

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DIMENSION 1. MANAGEMENT OF THE PROGRAMME

Criterion 1. Organisation and development

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

Guideline 1.1. *The implementation of the curriculum and the organisation of the training programme are consistent with the profile of competences and objectives of the degree programme set out in the verification report and/or subsequent modifications, ensuring student-centred learning.*

Aspects to consider for compliance with this guideline:

- 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.

Strengths and achievements:

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

Guideline 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.*

Aspects to consider for compliance with this guideline:

- There are procedures and mechanisms for consulting 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.

Strengths and achievements:

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

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Guideline 1.3. The programme has teaching coordination mechanisms (horizontal and vertical articulation between different subjects/courses) that allow for both adequate allocation of student workload and adequate time planning, ensuring the acquisition of learning outcomes.

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• Vertical and horizontal coordination within the curriculum and between different subjects or courses is adequate and avoids gaps or duplication.
<ul style="list-style-type: none">• Coordination mechanisms in the case of subjects/courses that include theoretical and practical or laboratory activities.
<ul style="list-style-type: none">• Coordination mechanisms in the case of subjects/courses that have different groups in the same activity.
<ul style="list-style-type: none">• The allocation of workload and time planning for students is adequate and ensures the achievement of the learning outcomes defined for each subject/course.
<ul style="list-style-type: none">• If the degree is taught at several centres, coordination between them is adequate and allows students to achieve the same competences regardless of the centre where they are studying.
<ul style="list-style-type: none">• In the case of inter-university degrees, the coordination mechanisms between the different universities are adequate and allow students to achieve the same competences regardless of the university where they are studying.
<ul style="list-style-type: none">• Where applicable, coordination mechanisms between the university or higher arts education centre and external/clinical practice tutors at collaborating centres.
<ul style="list-style-type: none">• The teaching coordination mechanisms between the different modalities, in the event that the degree is taught in several modalities (face-to-face, virtual or hybrid), enable students to achieve the same competences regardless of the modality they study.

Strengths and achievements:

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

Guideline 1.4. The admission criteria ensure that students have the appropriate entry profile to begin these studies and, in their application, the number of places offered in the verified report and/or subsequent modifications are respected.

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• 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 modifications.
<ul style="list-style-type: none">• The admission profile and requirements comply with current legislation.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.

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Strengths and achievements:
Weaknesses and improvement actions adopted or to be adopted (improvement plan):

Guideline 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 for compliance with this guideline:

<ul style="list-style-type: none">• The proper functioning of the committees responsible for applying the various regulations.
<ul style="list-style-type: none">• The consistency of the assumptions applied with those established in the verified report and/or subsequent modifications.
<ul style="list-style-type: none">• Where applicable, the adequacy of credit recognition for prior training/experience in relation to the competences to be acquired by the student in the degree programme.

Strengths and achievements:
Weaknesses and improvement actions adopted or to be adopted (improvement plan):

Criterion 2. Information and transparency

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

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

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• The verified degree programme report and/or any subsequent modifications are published on the website and are freely accessible.
<ul style="list-style-type: none">• The final evaluation report for verification and the various reports on modifications to the curriculum, as well as the verification decision by the Council of Universities, are published on the website and are freely accessible.
<ul style="list-style-type: none">• The monitoring and renewal reports for the degree programme carried out by the AVAP are published on the website and are freely accessible.
<ul style="list-style-type: none">• The internal monitoring reports for the degree are published on the website, although access is restricted.
<ul style="list-style-type: none">• The direct link to the degree in the Register of Universities, Centres and Degrees is available on the website.
<ul style="list-style-type: none">• There is a correspondence between the name of the degree advertised and the name that appears in the RUCT.
<ul style="list-style-type: none">• The description of the curriculum and its main characteristics are published on the website and are freely accessible.

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<ul style="list-style-type: none"> The direct link to the Internal Quality Assurance System for the degree, which includes the persons responsible, the procedures and the improvement actions implemented, is available on the website and is open access.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Other results for the degree programme (employability, teaching quality, supply and demand rates for new places, etc.) are also published on the website.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Where applicable, the degree of implementation of the recommendations for improvement included in the programme monitoring or renewal reports.

<p>Strengths and achievements:</p>
<p>Weaknesses and improvement actions taken or to be taken (improvement plan):</p>

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

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none"> Ease of access to the description of the degree (including name, credits, centres where it is taught and places offered).
<ul style="list-style-type: none"> Ease of access to information on the general and specific skills to be acquired by students.
<ul style="list-style-type: none"> Ease of access to information on entry and admission requirements for the degree and, where applicable, special entrance exams.
<ul style="list-style-type: none"> Ease of access to information prior to enrolment (documents to be submitted, places available, etc.).
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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".
<ul style="list-style-type: none"> If the degree does not lead to a regulated profession, easy access to information on career prospects for graduates.
<ul style="list-style-type: none"> If the qualification includes an adaptation course to the degree, easy access to information covering all aspects of the course.
<ul style="list-style-type: none"> Where applicable, easy access to information on additional training and the groups that should take it.
<ul style="list-style-type: none"> Ease of access to information on student support programmes or services and available learning resources.
<ul style="list-style-type: none"> 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.).

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- 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 programme monitoring or renewal reports.

Strengths and achievements:

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

Guideline 2.3. Students enrolled in the programme have timely access to relevant information about the curriculum and expected learning outcomes.

Aspects to consider for compliance with this guideline:

- 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 placements 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.

Strengths and achievements:

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

Criterion 3. Internal Quality Assurance System (SAIC)

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

Guideline 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.

Aspects to consider for compliance with this guideline:

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

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<ul style="list-style-type: none">• The SAIC implemented ensures the continuous collection of information and analysis of results on employability.
<ul style="list-style-type: none">• The SAIC implemented ensures the continuous collection of information and analysis of the degree of satisfaction of the different stakeholders.
<ul style="list-style-type: none">• The procedures that enable information to be collected on an ongoing basis, analysed and used for decision-making and improving the quality of the degree programme have been developed in accordance with the established guidelines.
<ul style="list-style-type: none">• 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.

Strengths and achievements:
Weaknesses and improvement actions adopted or to be adopted (improvement plan):

Guideline 3.2. The implemented SAIC facilitates the process of monitoring, modifying and accrediting the degree and ensures its continuous improvement based on the analysis of objective and verifiable data.

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Where appropriate, modifications have been made to the initial design of the degree programme as a result of the information provided by the SAIC, and the monitoring of these modifications confirms that they have been effective and have achieved the objectives set.

Strengths and achievements:
Weaknesses and improvement actions adopted or to be adopted (improvement plan):

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

Aspects to consider for compliance with this guideline:

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

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<ul style="list-style-type: none">• The SAIC implemented 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.
<ul style="list-style-type: none">• The SAIC implemented has procedures in place to facilitate the evaluation and improvement of employability.
<ul style="list-style-type: none">• The implemented SAIC has procedures in place to facilitate the evaluation and improvement of the response to suggestions, complaints and compliments.

Strengths and achievements:
Weaknesses and improvement actions adopted or to be adopted (improvement plan):

DIMENSION 2. RESOURCES

Criterion 4. Academic Staff

Standard: 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.

Guideline 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.*

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• The professional, teaching and research experience of academic staff in relation to the academic level, nature and competencies defined for the degree, as well as the provisions included in the verified report and/or subsequent modifications.
<ul style="list-style-type: none">• The ratio of teaching staff with and without a doctorate.
<ul style="list-style-type: none">• Changes in the structure of academic staff during the period considered.
<ul style="list-style-type: none">• The profile of the academic staff assigned to the subjects, including external/clinical placements and the Final Degree/Master's Project.
<ul style="list-style-type: none">• Where applicable, the experience of academic staff in virtual or hybrid teaching.
<ul style="list-style-type: none">• In the case of High Performance Groups, the qualifications of the teaching staff to teach in English.
<ul style="list-style-type: none">• Where applicable, the degree of implementation of the recommendations included in the verification, authorisation and monitoring reports for the degree programme.

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

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Guideline 4.2. Academic staff are sufficient in number, have adequate time to perform their duties and encourage innovation in teaching methods.

Aspects to consider for compliance with this guideline:

• The ratio of permanent to non-permanent teaching staff.
• The ratio of full-time to part-time teaching staff.
• Changes in the structure of academic staff during the period under review.
• 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.

Strengths and achievements:

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

Guideline 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.

Aspects to consider for compliance with this guideline:

• 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 appropriate, teacher training in educational technology platforms and virtual or hybrid teaching.
• The existence of procedures for detecting, correcting and assisting teachers, which enable the resolution of teaching problems related to the teaching-learning process.

Strengths and achievements:

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

Guideline 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 for compliance with this guideline:

• Changes in the structure of academic staff during the period under consideration.

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- 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 reports on the verification, authorisation and monitoring of the degree programme relating to the recruitment and improvement of the teaching and research qualifications of academic staff.

Strengths and achievements:

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

Criterion 5. Support staff, material resources and services

Standard: 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.

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

Aspects to consider for compliance with this guideline:

- The characteristics of the support staff (number, qualifications and commitment) involved in the programme's educational 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 degree programme.

Strengths and achievements:

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

Guideline 5.2: *The institution has the material resources available for the development of the degree programme, which are adequate for the nature and type of the degree programme, the number of students enrolled and the skills to be acquired by them.*

Aspects to consider for compliance with this guideline:

- The characteristics of the 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 planned.

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<ul style="list-style-type: none"> • The characteristics of the work and study spaces (libraries, study rooms, meeting rooms, etc.).
<ul style="list-style-type: none"> • The characteristics of the bibliographic and documentary resources in relation to the number of students and the training activities planned.
<ul style="list-style-type: none"> • The characteristics, where applicable, of the collaborating centres for external/clinical work experience.
<ul style="list-style-type: none"> • The application of regulations on universal accessibility and design for all, safety, health and the environment.
<ul style="list-style-type: none"> • Where applicable, the capacity, security and operational stability of the technological infrastructure.
<ul style="list-style-type: none"> • Where applicable, the ease of use and accessibility of the technological infrastructure.
<ul style="list-style-type: none"> • Where applicable, the suitability of the design of the technological infrastructure for the number of students and the proposed training activities.
<ul style="list-style-type: none"> • Where applicable, the existence of teaching materials that facilitate virtual learning.
<ul style="list-style-type: none"> • The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
<ul style="list-style-type: none"> • Where applicable, the level of implementation of the recommendations included in the verification, authorisation and monitoring reports for the degree programme.

Strengths and achievements:

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

Guideline 5.3: The institution has services available for the development of the degree programme that are appropriate to the nature and type of the degree programme, the number of students enrolled and the skills to be acquired by them.

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none"> • The characteristics of the administrative secretarial services.
<ul style="list-style-type: none"> • The characteristics of academic guidance services and/or programmes.
<ul style="list-style-type: none"> • The characteristics of professional/clinical practice services and/or programmes.
<ul style="list-style-type: none"> • The characteristics of the career guidance services and/or programmes.
<ul style="list-style-type: none"> • The characteristics of student mobility services and/or programmes.
<ul style="list-style-type: none"> • Where applicable, the characteristics of technical support for students in the case of virtual or hybrid modalities.
<ul style="list-style-type: none"> • The degree of compliance with the commitments included in the verification report and/or subsequent modifications.
<ul style="list-style-type: none"> • Where applicable, the level of implementation of the recommendations included in the verification, authorisation and monitoring reports for the degree programme.

Strengths and achievements:

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

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DIMENSION 3. RESULTS

Criterion 6. Learning outcomes

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

Guideline 6.1: *The training activities, teaching methodologies and assessment systems used are appropriate and in line with the objective of achieving the intended learning outcomes.*

Aspects to consider for compliance with this guideline:

• 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 work experience in relation to the competences to be acquired and the intended learning outcomes.
• The planning and assessment system for Final Degree Projects and Master's Theses 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.

Strengths and achievements:

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

Guideline 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 for compliance with this guideline:

• 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.

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

Criterion 7. Satisfaction and performance indicators

Standard: The results of the training programme indicators are consistent with the design, management and resources made available to the qualification and meet the social demands of its environment through periodic evaluation.

Guideline 7.1. *The evolution of the main data and indicators of the degree 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 the forecasts established in the verified report.*

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• The evolution of the number of new students per academic year in relation to the forecasts made in the verified report and/or subsequent modifications.
<ul style="list-style-type: none">• In the case of Master's degrees, the results of applying the admission criteria in relation to the entry profile defined in the verification report and/or subsequent modifications.
<ul style="list-style-type: none">• In the case of Master's degrees, the effectiveness of the training supplements established in the verification report and/or subsequent modifications.
<ul style="list-style-type: none">• The reliability of the data and indicators provided by the university.
<ul style="list-style-type: none">• The evolution of the graduation rate, in accordance with the subject area and environment in which the degree is offered, and with the forecasts made in the verified report and/or subsequent modifications.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• The evolution of the performance rate, according to the subject area and environment in which the degree is offered.
<ul style="list-style-type: none">• The evolution of the success rate, in accordance with the subject area and environment in which the degree is offered.
<ul style="list-style-type: none">• The relationship between the application of the regulations on permanence and the values of the academic performance indicators.

Strengths and achievements:
Weaknesses and improvement actions adopted or to be adopted (improvement plan):

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

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• The reliability of the results of surveys or other methods used to assess the satisfaction of different stakeholders.
<ul style="list-style-type: none">• The satisfaction of stakeholders with the knowledge acquired and skills developed by students.
<ul style="list-style-type: none">• The satisfaction of stakeholders with the organisation of teaching (distribution, timetables, workload, practical work, etc.) and with the teaching and learning process (methodologies, training activities, tutorials, mobility and internationalisation, external work experience, etc.).
<ul style="list-style-type: none">• The satisfaction of stakeholders with the communication channels used by the degree programme and the content of the information provided.
<ul style="list-style-type: none">• The satisfaction of stakeholders with the facilities and infrastructure used for the educational process: classrooms, laboratories, library, workspaces, collaborating and support centres, etc.
<ul style="list-style-type: none">• The satisfaction of stakeholders with the attention received by students (welcome programmes, guidance, learning support, etc.).
<ul style="list-style-type: none">• The satisfaction of stakeholders with graduation rates, dropout rates and the employability of the degree programme.

Strengths and achievements:

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

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

Aspects to consider for compliance with this guideline:

<ul style="list-style-type: none">• The reliability of employability indicators.
<ul style="list-style-type: none">• The evolution of employability indicators in relation to the socio-economic and professional context of the degree programme.
<ul style="list-style-type: none">• The existence of institutional action plans at the university to facilitate and improve the employability of graduates of the degree programme.
<ul style="list-style-type: none">• The satisfaction of graduates with the training received and their employability prospects.
<ul style="list-style-type: none">• Employer satisfaction with the training received by graduates and their employability prospects.

Strengths and achievements:

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

4. TABLES AND EVIDENCE

4.1 TABLES

The report prepared by the university or official arts education centre for the renewal of accreditation must be accompanied by the four tables listed below. The information contained in these tables is one of the elements

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that should help in drafting the assessment of the achievements obtained in each of the guidelines and criteria on which the evaluation for the renewal of the accreditation of official bachelor's and master's degrees is based.

➤ Table 1: Evolution of the relationship between the categories or types of teaching staff teaching on the degree programme and the number of ECTS credits taught by each of them, for each academic year since the implementation or renewal of the accreditation until the last complete academic year prior to the drafting of the report.
➤ Table 2: Academic results in the subjects that make up the curriculum in the last complete academic year prior to the drafting of the report.
➤ Table 3: Evolution of the main indicators and overall data on the teaching staff for each academic year since the implementation or renewal of the accreditation until the last complete academic year prior to the drafting of the report.
➤ Table 4: Evolution of the main indicators and data on supply and demand for the degree programme for each academic year since the implementation or renewal of accreditation until the last full academic year prior to the drafting of the report.

Table 1. Evolution of the relationship between the categories or types of teaching staff teaching on the degree programme and the number of ECTS credits taught.

PROGRAMME:

Centre

TEACHING STAFF		Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Link to additional information
University professors	Total number of students							
	No. of credits taught							
	Percentage of the degree							
University School Professors	Total number of staff							
	No. of credits taught							
	Percentage of the degree							
Permanent teaching staff	Total number							
	No. of credits taught							
	Percentage of degree							
University tenured faculty	Total number							
	No. of credits taught							
	Percentage of the degree							
	Total number of staff							

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TEACHING STAFF		Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Link to additional information
University School Teaching Staff	No. of credits taught							
	Percentage of the degree							
Contract teaching staff with doctorate	Total number of staff							
	No. of credits awarded							
	Percentage of the degree							
Teaching staff Assistant Doctor	Total number of staff							
	No. of credits taught							
	Percentage of the degree							
Teaching Assistant	Total number of staff							
	No. of credits taught							
	Percentage of the degree							
Associate teaching staff	Total number of staff							
	No. of credits taught							
	Percentage of the degree							
Other teaching staff	Total number							
	No. of credits taught							
	Percentage of the degree							
Total number of teaching staff who have participated in teaching the degree								
Total credits taught								

The completion of the grey column is not mandatory.

In the case of private or Church universities, as well as affiliated centres, this table must be drawn up in accordance with the university's own figures for contract and/or statutory teaching staff, accompanied by a description of these figures at the bottom of the table.

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Table 2. Academic results in the subjects that make up the curriculum¹

TITLE:

Centre

Academic year:

Subject	Total students enrolled	Percentage of students enrolled for the first time	Course pass rate	Percentage of failures	Percentage of non-attendees	Course success rate	Percentage of students passing on first enrolment out of the total number of students enrolled on first enrolment

¹ The information referring to performance indicators (columns from performance rate onwards) excludes students whose credits in this subject have been recognised, adapted or validated.

The performance rate for the subject indicates the percentage of students who pass the subject out of the total number of students enrolled (regardless of whether they take the assessment).

The pass rate for the subject indicates the percentage of students who pass it out of the total number of students who take the assessment.

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Table 3. Evolution of the main indicators and overall data for teaching staff on the programme

PROGRAMME:

Centre

TEACHING STAFF	Academic year 20xx- 20xx	Academic year 20xx- 20xx	Academic year 20xx- 20xx	Academic year 20xx- 20xx	Academic year 20xx- 20xx	Academic year 20xx- 20xx	Link to additional information
Total number of teaching staff who have participated in teaching the degree							
Total number of PhDs							
PDI doctor rate							
Full-time teaching staff rate							
Permanent teaching staff ratio							
Number of teaching staff accredited by ANECA or one of the regional evaluation agencies, who are not career civil servants in the teaching staff of public universities.							
Total number of six-year periods of service for all teaching staff							
Total number of five-year periods for all teaching staff							

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

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Table 4. Evolution of the main indicators and data on supply and demand for the programme

PROGRAMME:

Centre

	Verified report data	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Academic year 20xx-20xx	Link to additional information
Number of new students per academic year								
Student/teacher ratio								
(in the case of Degree Adaptation Courses) Number of places per course								
Graduation rate (as defined by SIU)								
Dropout rate (as defined by SIU)								
Efficiency rate (as defined by SIU)								
Performance rate (as defined by SIU)								
Overall student satisfaction with the degree								
Student satisfaction with teaching staff								
Degree of student satisfaction with resources								
Degree of satisfaction of teaching staff with the degree								
Degree of satisfaction of graduates with the degree								
Employer satisfaction with the degree								
Enrolment rate								
Supply and demand rate for new places								

In the fields for which the forecast is requested in the verified report and only values at degree level and not at centre level are given, the overall data for the degree must be included.

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4.2 EVIDENCE

Together with the **programme report prepared by the university for the renewal of accreditation**, the evidence detailed below must be provided. The information contained in this evidence is essential for assessing the achievements in each of the guidelines and criteria on which the evaluation for the renewal of accreditation of official bachelor's and master's degrees is based.

Evidence to be provided by AVAP

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

Evidence to be provided with the report for renewal of degree accreditation²

Code	Criteria	Evidence	Period
E0	All	Current degree programme description verified by ANECA	In the academic year prior to the report being written.
E1	1 2 3 4 6 7	Link to the degree programme website.	In the current academic year
E2	1	Reports or documents containing the conclusions of internal and external consultation procedures to assess the relevance and updating of the graduate profile of students on the degree programme.	From the implementation of the degree programme to the academic year prior to the drafting of the report.
E3	1	Reports or documents containing the mechanisms, agreements and conclusions of the coordination between subjects, courses or equivalents, both in terms of overall aspects and between theory and practice.	From the implementation of the degree programme to the academic year prior to the report being written.
E4	1	Admission criteria applicable to the degree and results of their application.	From the implementation of the degree programme to the academic year prior to the report being written.
E5	1	List of students who have obtained credit recognition for other university degrees, work experience, own degrees or non-university higher education. The visiting panel may choose a series of favourable resolutions or reports to assess the adequacy of the recognition granted (period considered-degree).	From the implementation of the degree programme to the academic year prior to the report being written.
E6	3	Information and documentation on the Internal Quality Assurance System in relation to the following aspects of the degree: Design, review and improvement of its objectives and competencies; management and handling of student complaints; student support and guidance mechanisms; management and improvement of mobility and external/clinical placements; mechanisms to support and promote employability; and mechanisms for collecting and analysing results and indicators.	From the implementation of the degree programme to the academic year prior to the report being written.

² If the degree is taught at more than one centre and/or is inter-university, evidence must be provided for each centre and/or university. When indicated in the period "since the implementation of the degree", this should be understood as "since the implementation or renewal of the degree accreditation".

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E7	3	(if applicable) Certificate of implementation of the Centre's Internal Quality Assurance System (AUDIT)	Academic year of award.
Code	Criteria	Evidence	Period
E8	3 4	Certificate of implementation of DOCENTIA or academic staff evaluation process through programmes similar to DOCENTIA and its results.	From the implementation of the degree programme to the academic year prior to the report being written.
E9	4	Existence of plans for innovation and improvement in teaching or teacher training, mobility programmes for teachers, training courses on IT platforms, etc., and teacher participation in these.	Last two academic years prior to the report being written.
E10	5	(for degrees requiring support staff for practical training) Brief description of support staff, their training and refresher courses, mainly related to practical activities, except for those corresponding to central university services.	Last two academic years prior to the report being written.
E11	5	(for virtual or hybrid teaching) Brief description of the technological platform supporting teaching, as well as the teaching materials used in the teaching process.	From the implementation of the degree programme to the academic year prior to the report being written.
E12	5	Brief description of the infrastructure (classrooms, laboratories, libraries, computer rooms) available for teaching the degree programme.	Last academic year prior to the report being written.
E13	5	Brief description of the services, programmes or actions providing academic, professional and mobility support and guidance for students.	From the implementation of the degree programme to the academic year prior to the report being written.
E14	5 6	(if there are external/clinical placements as part of the curriculum) List of final placement reports produced by students, including the collaborating centre/organisation	From the implementation of the degree programme to the academic year prior to the report being written.
E15	5 6	List of TFG/TFM graded with indication of the tutor and examination board	From the academic year of graduation of the first class to the academic year prior to the report being written.
E16	6 7	Reports on stakeholder satisfaction surveys	From the implementation of the degree programme until the academic year prior to the report being written.
E17	7	Documentation or reports containing studies on the employment status or employability of graduates of the degree programme.	From the academic year following the first graduating class until the academic year prior to the report being written.
E18	1	University or centre regulations on permanence and/or progress.	From the implementation of the degree programme until the academic year prior to the report being written.
E19	1 2 6 7	Report issued by the Student Delegation on the development of the degree programme	From the implementation of the degree programme to the academic year prior to the report being written.

This evidence 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.

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Other optional evidence to be provided with the report for the renewal of the degree accreditation³

Code	Criteria	Evidence	Period
E20	1	List of students participating in mobility programmes	From the implementation of the degree programme to the academic year prior to the report being written.
E21	1 7	If available, studies carried out on the application of the university's regulations on permanence and/or progress and their impact on different graduation, dropout, performance and success rates, etc.	From the introduction of the degree programme to the academic year prior to the report being written.
E22	2	Intranet, virtual campus or other similar learning resources made available to students	From the implementation of the degree programme to the academic year prior to the report being written.
E23	3	Documents reflecting the periodic review or audit of the SAIC implemented and its results	From the implementation of the degree programme to the academic year prior to the report being written.
E24	4	Plan for the incorporation of academic staff	From the implementation of the degree programme to the academic year prior to the report being drafted.
E25	4	Support staff recruitment plan	From the introduction of the degree programme to the academic year prior to the report being written.
E26	4	Resource allocation plans	From the implementation of the degree programme to the academic year prior to the report being written.

This evidence must be uploaded to the platform as separate PDF files, whose names must always include a reference to the corresponding evidence, in order to guarantee access to its content by the External Evaluation Committee and the Degree Evaluation Committee.

³ If the degree is offered at more than one institution and/or is inter-university, evidence must be provided for each institution and/or university. When the period "since the implementation of the degree" is indicated, this should be understood as "since the implementation or renewal of the degree accreditation".

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Evidence to be provided during the visit of the External Evaluation Committee⁴

Code	Criteria	Evidence	Period
EV1	4	List of teachers who have taught each of the four subjects/courses of the degree selected by the AVAP External Committee, accompanied by a brief curriculum vitae for each of them, provided that this CV is not available on the degree's website. The purpose of the CV is to analyse the suitability of the teaching staff's profile for the subject they are teaching. Therefore, regardless of the format in which it is presented, the CV must indicate the academic training, teaching status, teaching experience (including the number of years of service, or equivalent), area or field of knowledge, lines of research and most relevant results. A maximum length of 300 words is recommended for each CV.	Last academic year prior to the report being written
EV2	1	Where applicable, for each centre where the degree is taught, at least three favourable decisions on the recognition of credits per academic year and each of the possible reasons (other university degrees, work experience, own degrees or non-university higher education). To be selected by the university.	From the implementation of the degree to the academic year prior to the report being written.
EV3	5 6	(in the case of external/clinical work experience) Three work experience reports per academic year carried out at three different collaborating entities for each centre where the degree is taught. To be selected by the university.	From the implementation of the degree programme to the academic year prior to the report being written.
EV4	6	All exams and assessment tests taken by three enrolled students (safeguarding their identity) in each of the four subjects/courses selected by the AVAP External Committee and by each centre where the degree is taught: one with a final grade higher than 7, another with a final grade between 5.0 and 5.9, and another with a final grade between 4.0 and 4.9.	Last academic year prior to the report being written.
EV5	6	Three final degree or master's projects (with the student's identity protected) must be provided, selected by the university and by each centre where the degree is taught: one with a final grade higher than 7.5, another with a final grade between 6.5 and 6.9, and another with a final grade between 5.0 and 5.5.	Last academic year prior to the report being written.
EV6	5	In the case of degrees leading to a regulated profession in the field of Health Sciences, a copy of all current agreements with collaborating centres for the completion of curricular internships/clinical placements.	

⁴ If the degree is taught at more than one centre and/or is inter-university, evidence must be provided for each centre and/or university.

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5. CHANGE CONTROL

Edition	Date	Description of the modification
V.	25/09	<p>Start of version control for the document</p> <p>Modifications</p> <ul style="list-style-type: none">• The title data table has been modified.• The wording of criterion five has been modified, completing the text.• EV6 has been included in the section on Evidence to be provided during the External Evaluation Committee visit.
V.	02/07/2025	<ul style="list-style-type: none">• The title of the document has been modified to include a reference to higher arts education centres. The same reference has been included throughout the protocol.• The method for providing documentation has been modified to indicate that it must be uploaded in PDF format, removing the option to provide a link.• Tables 1, 3 and 4 are amended. Table 1 includes permanent teaching staff. Table 3 includes total number of teaching staff who have participated in teaching the degree, the rate of permanent teaching and research staff and the number of teachers accredited by ANECA or regional agencies. Table 4 includes the student/teacher ratio.• For E5, the following text is added: "The visiting panel may choose a series of favourable resolutions or reports to assess the adequacy of the recognitions made (period considered-title)."



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