ASPECTS TO BE CONSIDERED BY EVALUATORS OF THE PROGRAMME FOR THE RENEWAL OF ACCREDITATION OF OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES, AND OF OFFICIAL MASTER'S DEGREES IN ARTISTIC EDUCATION

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ASPECTS TO BE CONSIDERED BY EVALUATORS OF THE PROGRAMME FOR THE RENEWAL OF ACCREDITATION OF OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES, AND OF OFFICIAL MASTER'S DEGREES IN ARTISTIC EDUCATION

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D'AVALUACIÓ I PROSPECTIVA

VALENCIAN AGENCY OF STRATEGIC ASSESSMENT AND FORECASTING

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ASPECTS TO BE CONSIDERED BY EVALUATORS OF THE PROGRAMME FOR THE RENEWAL OF ACCREDITATION OF OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES, AND OF OFFICIAL MASTER'S DEGREES IN ARTISTIC EDUCATION

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 skills profile and objectives of the qualification set out in the verification report and/or subsequent modifications, ensuring student-centred learning.

Aspects to consider:
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.
Where applicable, the inclusion of training content on gender equality and the prevention and eradication of sexual violence (Organic Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom).

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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:
There are procedures and mechanisms for consulting stakeholders involved in 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.

Guideline 1.3: The degree 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 and[1] .

Aspects to consider:
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.

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[1] This section includes: an analysis of the appropriate sequencing of training activities, content and assessment systems in each of the subjects/courses and between the different subjects and courses that make up the academic year and the curriculum, so as to avoid gaps and duplication and to facilitate the acquisition of skills by students, with an appropriate workload.

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Coordination mechanisms in the case of subjects/courses that have different groups in the same activity.
The allocation of workload and time planning 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.
The teaching coordination mechanisms between the different modalities in the event that the degree is taught in several modalities (face-to-face, virtual or hybrid) allow students to achieve the same competences regardless of the modality taken.

Guideline 1.4: The admission criteria ensure that students have the appropriate entry profile to begin these studies and, when applied, respect the number of places offered in the verified report and/or any subsequent modifications.

Aspects to consider:
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 subsequent modifications.
The admission profile and 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 admission 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.

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Where applicable, supplementary 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.

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:
The proper functioning of the committees responsible for applying the various regulations.
The consistency of the assumptions applied with those established in the verified report and/or 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.

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CRITERION 2. INFORMATION AND TRANSPARENCY
Standard: Institutions should publish clear, accurate, objective, up-to-date and easily accessible information about their activities and programmes.

Guideline 2.1 Those responsible for the degree programme publish adequate and up-to-date information on the characteristics of the 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:
The verified degree 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 modifications 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 degree accreditation 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 programme accreditation.

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

Aspects to consider:
The ease of access to the description of the degree (including name, credits, centres where it is taught and places offered).
Ease of access to information on the general and specific competences 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.

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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 education institution applicable to students of the degree (permanence, transfer and recognition of credits, appeals against grades, etc.).
If the degree is delivered online or in a blended format but includes face-to-face teaching 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.

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

Aspects to consider:
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 course 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.

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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.

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CRITERION 3.- INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

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

Guideline 3.1. The QAS 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:
The implemented IQAS ensures the continuous collection of information and analysis of learning outcomes.
The implemented SAIC ensures the continuous collection of information and analysis of employability results.
The implemented SAIC guarantees the continuous collection of information and the analysis of the degree of satisfaction of the different stakeholders.
The procedures for continuously collecting information, analysing the results and using them for decision-making and improving the quality of the degree programme have been developed in accordance with the established guidelines.
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.

Guideline 3.2. The SAIC implemented facilitates the process of monitoring, modifying and accrediting the degree programme and ensures

its continuous improvement based on the analysis of objective and verifiable data.

Aspects to consider:
The recommendations included in the evaluation reports for the verification, modification and monitoring of the degree have been analysed within the SAIC and the corresponding actions have been established by those responsible for the degree.
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 qualification and has generated useful information for the groups involved in the qualification.
Where appropriate, modifications have been made to the initial design of the degree programme as a result of information provided by the SAIC, and monitoring of these modifications confirms that they have been effective and have achieved the objectives set.

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:
The SAIC implemented has procedures in place to facilitate the analysis and improvement of planning, teaching development and learning assessment.
The SAIC implemented has procedures in place to facilitate the evaluation and improvement of teaching quality.
Where applicable, the implemented SAIC 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.

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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:
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.
The ratio of teaching staff with and without a doctorate.
Changes in the structure of the academic staff during the period under consideration.
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 degree verification, authorisation and monitoring reports.

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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:
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 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.

Guideline 4.3. The university provides teaching staff with mechanisms for updating and continuing training, taking into account the characteristics of the degree and the teaching-learning process in an appropriate manner.

Aspects to consider:
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, enabling them to address teaching problems related to the teaching-learning process.

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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:
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 amendments 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.

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CRITERION 5.- SUPPORT STAFF, MATERIAL RESOURCES AND SERVICES

Standard: Institutions must 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   Support staff involved in educational activities are adequate in terms of the nature and type of degree programme, the number of students enrolled and the skills to be acquired by them.

Aspects to consider:
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.

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Guideline 5.2 The material resources made available for the development of the degree programme are adequate in terms of the nature and type of degree programme, the number of students enrolled and the skills to be acquired by them.

Aspects to consider:
The characteristics of the classrooms and their equipment in relation to the number of students and the training activities planned.
The characteristics, where applicable, of laboratories, workshops and experimental spaces in relation to the number of students and the training activities planned.
The characteristics of the work and study spaces (libraries, study rooms, meeting rooms, etc.).
The characteristics of the 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.

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Guideline 5.3 The services made available for the development of the degree programme 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:
The characteristics of the administrative secretarial services.
The characteristics of the 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.

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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 expected learning outcomes.**

Aspects to consider:
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 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 intended 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.

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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.

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:
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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CRITERION 7.- SATISFACTION AND PERFORMANCE INDICATORS

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.**

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:
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 training supplements 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.

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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.

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

Aspects to consider:
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 and 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.

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

Aspects to consider:
The reliability of employability indicators.
The evolution of employability indicators in relation to the socio-economic and professional context of the degree programme.
The existence of institutional action plans at the university to facilitate and improve the employability of graduates of the degree programme.
The satisfaction of graduates with the training received and the possibilities of employability.
Employer satisfaction with the training received by graduates and their employability prospects.

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CHANGE CONTROL

Edition	Date	Description of the modification
V.2	01/07	Start of version control for the document Modifications • The title of the document has been modified to include the titles of Higher Artistic Education. • The columns referring to the assessment of each aspect to be considered, in terms of SA (Achieved), SAP (Partially Achieved), NSA (Not Achieved), have been deleted. • The text of the document has been modified where necessary to include references to higher arts education centres. • Reference to Organic Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom is included in Guideline 1.1.

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