

SUPPORT GUIDE FOR THE PREPARATION OF THE VERIFICATION/MODIFICATION REPORT FOR THE OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES

May 2025

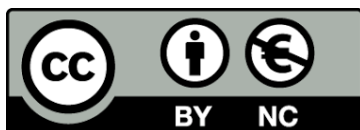


**VALENCIAN AGENCY FOR
STRATEGIC ASSESSMENT
AND FORECASTING**





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INTRODUCTION

Royal Decree 822/2021, of 28 September, establishing the organisation of university education and the procedure for ensuring its quality, stipulates that study programmes leading to official qualifications shall be verified by the Council of Universities.

In accordance with the aforementioned RD 822/2021, it is the quality agencies of the Autonomous Communities registered in the European Register of Quality Assurance Agencies in Higher Education (EQAR) which, after successfully passing an external evaluation in accordance with the *European Standards and Guidelines for Quality Assurance in Higher Education* (ESG), are responsible for processing the quality assurance procedures of the university system within their territorial scope.

The Valencian Agency for Evaluation and Prospective Studies (AVAP) is an external evaluation body registered in the EQAR Register and is therefore responsible for evaluating all quality assurance procedures in the university system in the Valencian Community.

The purpose of this guide is to advise universities on the interpretation of the information requested in Annex II of RD 822/2021, as well as to provide recommendations and/or suggestions for elements that improve official university degree and master's degree programmes, facilitate their evaluation and enable their more appropriate development.

The structure of the guide is based on the evaluation criteria detailed in Annex II of RD 822/2021, providing guidelines for each of them.

The instructions provided in this guide are valid in all cases for official university bachelor's and master's degrees, with paragraphs that apply exclusively to one of these two levels being identified.

After an initial period and with the current experience in these processes, this new version of the guide is presented, adjusted to the content of Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for ensuring its quality and other regulations in force. The contributions of the Degree Verification Committee and the Branch Verification Committees have been taken into account in the preparation process.

GENERAL RULES FOR THE SUBMISSION OF REPORTS

Deadlines for submitting applications:

- The period for submitting applications is:
 - ✓ Verifications and substantial modifications, throughout the year.
 - ✓ Non-substantial modifications, from 1 September to 31 May inclusive.
- For reasons of institutional organisation, economy and good management of public resources, universities must comply with the following deadline: the date of application for a new verification or modification of a qualification must be at least six months after the date of issue of the last verification/modification report for the same qualification, in order to ensure its proper implementation. Non-substantial modifications are excluded from this provision.
- A degree that has not been implemented and taught within a period of two years from the date of obtaining the corresponding favourable decision from the Council of Universities may not be resubmitted for verification or modification.
- Qualifications that are or will be (at least eight months in advance) in the process of accreditation renewal may not be submitted for modification, in order to avoid both procedures colliding in the computer application.

Formats and documentation to be provided:

- The reports on official qualifications submitted by universities for evaluation must comply with the provisions of Royal Decree 822/2021, Annex II ("Model report for the verification of the curriculum of an official university qualification").
- Reports requesting a substantial modification must be submitted in an updated form, i.e. they must not contain highlighted or crossed-out text from previous modifications that have been approved and incorporated into the verified report. In order to do this in sections that are not being modified, it must be clearly stated that "This section is being updated without including any modifications". It is the responsibility of the university and the person submitting the modification not to make any changes to the content of these sections.

In Section "1.10 Justification", any statements from previous amendments shall be deleted or, if it is considered important to retain them, they shall be placed at the end of the document and duly identified.

- In the same modification, once the "marks" of previous modifications have been deleted, different colours must be used for each change that is incorporated. The changes must be incorporated into the report or the corresponding annexes, as well as being cited and justified in the document containing the allegations.

- Changes not specified as such in the initial application and/or in the justification and claims document will not be accepted. Likewise, all modifications cited in these documents must necessarily be transferred to the report.
- Reports must not contain links unless expressly permitted in this guide as stated below:
 - ✓ No documentation may be submitted via links to online repositories (Drive or others). If the documentation to be provided cannot be attached as an annex to the Ministry's application, it may be included in section "1.10 Justification", identifying it appropriately and linking it to the corresponding section.
 - ✓ To show regulations of the centres or the university, links that work correctly to the official websites of the degree, centre or university should be used.
- Joint degree agreements, dual qualifications, and agreements with healthcare entities in the case of health science degrees must be included in the report, signed by all participants and valid.

DIMENSION 1. DESCRIPTION, EDUCATIONAL OBJECTIVES AND JUSTIFICATION OF THE PROGRAMME

The information to be provided under this criterion constitutes the information that the institution will make public and available to students and the general public.

1.1 Name of the programme

1. Full name of the programme

The proposal must establish the name of the degree, bearing in mind that it must be consistent with the proposed curriculum and not mislead about its content, scope or academic and professional effects. Legal and administrative requirements must be taken into account.

The full name of the degree shall be in Spanish, but may be in English or another language if the entire degree is taught in that language.

Full name of the degree:

- Graduate in [name of the qualification] from the University of [Name of the institution]
- Master's Degree in [name of the qualification] from the University of [Name of the institution]

If the name includes two or more fields of study joined by the conjunction "and", for example, Graduate in A and B or Master's Degree in A and B, the academic weight of both fields must be balanced in the curriculum.

The name must accurately reflect the content of the degree, at least the compulsory part of the content that affects all students. For an expression or concept to appear in the name, at least 20% of the compulsory credits of the degree must refer to it (excluding the TFG/TFM).

A bachelor's degree and a master's degree may have the same name provided that the MECES levels are clearly 2 and 3, respectively.

In addition to the name, this section shall indicate whether the degree is *joint* (national or international). In this case, the signed agreement must be attached and the specifications for joint degrees must be complied with.

2. Name in second languages

For a degree to bear the name in Spanish and in a second language, one of the following conditions must be met: it must be bilingual (see criterion 1.8); the entire degree must be taught in that second language; at least one of the student groups must take the credits corresponding to the compulsory subjects in that second language, with the exception, where applicable, of the TFG or TFM and External Academic Internships.

It is not good practice for degrees taught exclusively in Spanish to use words or expressions in a second language in their name, unless it is a term that is widely accepted in the relevant academic or professional community.

3. Names of degrees that qualify for the exercise of regulated professions

The name of *qualifications that qualify for the practice of regulated professions* must comply with the agreement of the Council of Ministers and the corresponding Ministerial Order. Thus, for example, in accordance with the fifth additional provision "Health Science Specialist Qualifications" of RD 822/2021, the name of the qualifications must not be confusing in terms of their name and content with those of the health science specialists regulated in Chapter III of Law 44/2003, of 21 November.

1.2. Field of knowledge to which it belongs

The proposed qualification must be associated with a branch and field of knowledge.

1. The university shall propose the assignment of the qualification to one of the fields of knowledge specified in Annex I of Royal Decree 822/2021, taking into account consistency with the disciplines, training objectives and name of the qualification. The fields of knowledge may be distributed by branches of knowledge, following, as a guide, the provisions of Annex I of this guide. This classification may be used for registration on the SOLRUCT platform, as long as this field remains enabled.

The field of knowledge to which the qualification is assigned must be academically consistent with the content of the modules, subjects or courses that substantially make up the basic training provided in the curriculum.

In the event that there are several disciplines associated with the degree, the field of knowledge closest to the disciplines involved in the degree shall be identified from among those established in RD 822/2021, indicating as the field that relating to the predominant discipline. The relationship between the field of knowledge to which the degree is assigned and its name and learning outcomes will be assessed, as well as the correspondence and suitability of the proposed field of knowledge with the curriculum.

For consistency with the ministerial orders describing degrees linked to regulated professions, the core subjects included therein may be assigned to the field of knowledge of the degree, even though they could in principle be considered to belong to another field (e.g. "chemistry" in a degree in Pharmacy or "mathematics" in engineering). This may be applied extensively to subjects necessary for the basic training of any degree, even if it is not a regulated profession.

At least half of the basic credits of a degree (minimum 60 ECTS in 240 ECTS study plans) must be linked to the same field of knowledge to which the degree is assigned. The rest may be linked to other fields. In degrees of 300 and 360 ECTS, basic training shall include a minimum of 75 and 90 ECTS, respectively.

The field of knowledge is relevant for the recognition of credits in undergraduate degrees. All basic training credits will be recognised between degrees belonging to the same field of knowledge.

2. The **interdisciplinary** field of knowledge is reserved for cases in which cooperation between several disciplines gives rise to a degree that cannot be described using the established fields of knowledge. When the content can be assigned to more than one field, if it is very minor in the second and third fields, it does not make sense for it to be interdisciplinary. Therefore, whenever possible, before assigning a degree to the interdisciplinary field, it shall be assigned to the field with the highest credit load.

Subjects or courses must be linked to the specific field of knowledge that corresponds to them according to their content and educational objectives. They may be assigned to the interdisciplinary field only in cases where it is not possible to assign them clearly and justifiably to a single field of knowledge. If at least fifty per cent of the basic training subjects are not assigned to a specific field, the degree shall be interdisciplinary.

3. **Degree programmes with an open academic pathway** may be organised with subjects/courses from two or more degree programmes belonging to the same field of knowledge or related fields of knowledge.

1.3. Degree mentions and university master's specialisations

1. Given that the name of the degree is unique, if the degree includes **mentions** or **specialisations** in the case of master's degrees, these should not be included in the name, although they must be reflected in the official degree certificate. The name of the mentions on the degree and the name of the specialisations on the master's degree must not be misleading as to their content, level or academic and professional effects. Thus, for example, the name of the mentions or specialisations of the degrees may not lead to confusion in their name and content with those of **health science specialists** regulated in Chapter III of Law 44/2003, of 21 November.

These mentions or specialisations must have their own sufficient and coherent academic content that justifies their relevance and provides a thematic or professional intensification of the curriculum.

The academic justification for these curricular intensifications shall be included in section "1.10 Justification of the Degree". The specific objectives of the mentions and specialisations must also be provided in section "1.11 Main educational objectives of the degree". The structure and curricular details of the mentions or specialisations shall be established in section "4.1 Basic structure of the courses".

If the curriculum provides for the possibility of some students obtaining a specialisation or specialisation, while others follow a generic pathway that does not lead to the award of a specialisation or specialisation, the appropriateness of this proposal must be justified in section "1.10 Justification".

The number of credits (ECTS) associated with each specialisation or minor must be indicated in the corresponding point of this section 1.3, which must be in accordance with the provisions of Articles 13.3 and 16.4 of Royal Decree 822/2021.

2. **Mentions (Bachelor's Degree).** In official Bachelor's Degree programmes, a mention shall be equivalent to at least 20% of the total credit load of a Bachelor's Degree.

3. **Specialisations (Master's).** In official Master's programmes, a specialisation must represent at least 20% of the total credit load of the degree, but may not exceed 50% of the ECTS credits of the curriculum.

4. In general, in both undergraduate and master's degree programmes, the credits for the TFG or TFM cannot be counted towards the credits for the specialisation or minor. If the Bachelor's or Master's degree includes external work experience, the credits associated with this may be

counted as credits for the specialisation, provided that the work experience is specific, consistent and adapted to the content and scope of the specialisation.

5. University degrees that do not comply with these percentages must do so when processing a substantial modification to the curriculum, as is done with all aspects of the report in application of transitional provision 5 of RD 822/2021.

6. It should be noted that subjects/courses leading to a specialisation or specialisation are generally optional, since compulsory subjects/courses are those that all students must take in order to obtain the degree; therefore, in "Dimension 2 Results of the Training and Learning Process", those related to a specialisation or specialisation should not be included. These competencies must be set out in the general explanation of the curriculum, Section "4.1 Basic structure of the courses", and in the corresponding files for the different subjects/courses.

If the degree includes compulsory subjects or courses that form part of a specialisation or minor and must therefore be taken by all students in order to obtain the degree, this must be adequately justified in Section 4.1, since, as indicated above, these subjects or courses are generally considered optional.

7. In addition, special requirements may be included in order to take the different modules or subjects that may affect a mention or specialisation. Mentions or specialisations must be curricular intensifications and may be linked to different centres offering the same degree, taking advantage of their particular human and material resources. Thus, the different specialisations or specialised subjects may be offered at several centres or may correspond to one or more of them. In the above sense, regardless of the existence of specialisations or specialised subjects, there may be subjects that are exclusive to a centre, not necessarily linked to any specialisation or specialised subject.

8. Dual specialisations

In relation to dual mentions, the percentage of ECTS credits developed at the collaborating entity (company, organisation, institution or administration) shall be:

- Between 20% and 40% of the credits, in Bachelor's degrees.
- Between 25% and 50% of the credits in Master's degrees.

It should be noted that dual mentions are not standard mentions, but rather specific curricular structures. These structures are set out in Article 26, Chapter VI of Royal Decree 822/2021, dedicated to specific curricular structures and teaching innovation in official university education.

Annex II of this Guide describes guidelines for the design of dual qualifications.

9. Regulated professions

For verification purposes, a regulated profession is understood to be one for which the Ministry with competence in university matters has defined guidelines that must be met by any study programme leading to the exercise of that profession.

Table 1. Degrees qualifying for regulated professions.

Profession	Agreement of the Council of Ministers	Ministerial Order
Architect	RESOLUTION of 29 July 2010	ORDER EDU/2075/2010
Technical Architect	RESOLUTION of 27 December 2007	ORDER ECI/3855/2007
Dentist	RESOLUTION of 14 February 2008	ORDER CIN/2136/2008
Dietitian-Nutritionist	RESOLUTION of 5 February 2009	ORDER CIN/730/2009
Nurse	RESOLUTION of 14 February 2008	ORDER CIN/2134/2008
Pharmacist	RESOLUTION of 14 February 2008	ORDER CIN/2137/2008
Physiotherapist	RESOLUTION of 7 February 2011	ORDER CIN/2135/2008
Aeronautical Technical Engineer	RESOLUTION of 15 January 2009	ORDER CIN/308/2009
Agricultural Technical Engineer		ORDER CIN/324/2009
Technical Forestry Engineer		ORDER CIN/324/2009
Industrial Technical Engineer		ORDER CIN/351/2009
Technical Mining Engineer		ORDER CIN/306/2009
Technical Naval Engineer		ORDER CIN/350/2009
Technical Public Works Engineer		ORDER CIN/307/2009
Technical Telecommunications Engineer		ORDER CIN/352/2009
Technical Surveying Engineer		ORDER CIN/353/2009
Speech Therapist	RESOLUTION of 5 February 2009	ORDER CIN/726/2009
Early Childhood Education Teacher	RESOLUTION of 17 December 2007	ORDER ECI/3854/2007
Primary Education Teacher	RESOLUTION of 17 December 2007	ORDER ECI/3857/2007
Doctor	RESOLUTION of 17 December 2007	ORDER ECI/332/2008
Optician-Optometrist	RESOLUTION of 5 February 2009	ORDER CIN/727/2009
Podiatrist	RESOLUTION of 5 February 2009	ORDER CIN/728/2009
Occupational Therapist	RESOLUTION of 5 February 2009	ORDER CIN/729/2009
Veterinarian	RESOLUTION of 17 December 2007	ORDER ECI/333/2008

Table 2. Master's degrees that qualify for regulated professions.

Profession	Agreement of the Council of Ministers	Ministerial Order
Architect	RESOLUTION of 28 July 2010.	*ORDER EDU 2075/2010
Civil Engineer	RESOLUTION of 15 January 2009.	ORDER CIN/309/2009
Aeronautical Engineer		ORDER CIN/312/2009
Agricultural Engineer		ORDER CIN/325/2009
Mining Engineer		ORDER CIN/310/2009
Forestry Engineer		ORDER CIN/326/2009
Industrial Engineer		ORDER CIN/311/2009
Naval and Ocean Engineer		ORDER CIN/354/2009
Telecommunications Engineer		ORDER CIN/355/2009
Secondary School Teacher, Vocational Training and Language Teaching	RESOLUTION of 17 December 2007.	**ORDER ECI/3858/2007
General Health Psychologist	RESOLUTION of 3 June 2013.	ORDER ECD/1070/2013

*Repeals Order ECI/3856/2007, of 27 December.

** Ministerial Order amended by Order EDU/3498/2011.

Table 3. Degrees linked to regulated professions

Profession	Agreement of the Council of Ministers	Ministerial Order/ /Legislative reference
Lawyer and Court Representative	RESOLUTION of 7 February 2023.	ROYAL DECREE 64/2023
General Health Psychologist	RESOLUTION of 3 June 2013.	ORDER CNU/1309/2018

Table 4. Master's degrees linked to regulated professions.

Profession	Agreement of the Council of Ministers	Ministerial Order/ /Legislative reference
Lawyer and Court Representative	RESOLUTION of 7 February 2023.	ROYAL DECREE 64/2023

Table 5. Master's degrees linked to professional qualifications

Profession	Agreement of the Council of Ministers	Ministerial Order/ /Legislative reference
Administrative manager	Resolution of 8 February 1963. Resolution of 19 July 2024, of the Secretary of State for the Civil Service, calling for aptitude tests for access to the profession of Administrative Manager, as this is the regulation governing the equivalence of university master's degrees and tests (General Rule 12).	DECREE 424/1963

10. Assignment to MECES Level 3 (Master's Degree) of certain types of Bachelor's Degrees

In accordance with the tenth additional provision of RD 822/2021, Bachelor's degrees of at least 300 credits, comprising a minimum of 60 Master's level credits, may be assigned to Level 3 (Master's) of the MECES by resolution of the Council of Universities.

This provision allows for the possibility of applying for such classification simultaneously with the application for verification of the curriculum. In this case, the university must indicate MECES Level 3 in its application for verification of the official degree, in the section "MECES Level", and must state the application for classification in section "1.10 Justification of the degree".

In the case of degrees that have already been verified, this affiliation may be requested through the Ministry's electronic headquarters, Degree Officialisation Application, where there is a specific option available for this purpose.

1.4. Joint inter-university programmes

1. In the event that several universities jointly organise a single official Bachelor's or Master's degree, a joint verification application must be submitted, accompanied by the corresponding agreement signed and in force between the universities. Proposals for agreements, unsigned agreements, agreements that are not in force or agreements that are not up to date will not be accepted.

The agreement shall specify which university will act as coordinator and will therefore be responsible for submitting the report in the various administrative procedures provided for in RD 822/2021 (verification, monitoring, modification and accreditation), as well as the participation of each university in teaching through its respective teaching staff, the academic and assessment regulations to be followed, responsibility for issuing the degree and managing the files of enrolled students (RD 822/2021).

Likewise, the procedure for modifying or terminating the curriculum must be indicated and information must be provided on the teaching coordination mechanisms, mobility (where applicable) and the quality assurance system adopted for the degree (which may be that of one of the participating universities or one designed specifically for the degree).

The degree report must provide detailed information in section 4.1 on the curriculum adopted by each participating university and the coordination mechanisms between the universities. The quality assurance systems of the participating institutions must be described in section 8.1. It is recommended that this section be completed with consistent information from the different universities, identifying the means of public information available to all stakeholders and, where applicable, the programme's website.

2. Joint international university degrees

- a) In the case of **joint international university degrees**, the provisions of the sixth additional provision of RD 822/2021, of 28 September, shall apply.

"The management of student academic records, academic regulations, the issuance of degrees and the European Diploma Supplement, as well as the price of the academic service provided, shall be reflected in the agreement signed between the universities promoting the joint degree. In any case, the Spanish university or universities will always have a copy of the academic record of the students enrolled."

- b) In the case of **international joint university degrees within the framework of the European Commission's European Universities Programme**, the provisions of the seventh additional provision of Royal Decree 822/2021, of 28 September, shall apply.

International joint degrees may be eligible for the *European Approach for Quality Assurance of Joint Programmes* adopted by the European ministers responsible for higher education ([European Approach for Quality Assurance of Joint Programmes - EQAR](#)), under the terms set out in additional provisions 6 and 7 of Royal Decree 822/2021.

The REACU Protocol of 29 April 2022 ([2022-04-29 REACU-Protocolo Titulos Conjuntos Internacionales.pdf](#)) on the evaluation of international joint university degrees in accordance with the *European approach for quality assurance of joint programmes* will be taken into account.

- c) In the case of international joint university degrees with Erasmus Mundus recognition, the provisions of the eighth additional provision of RD 822/2021, of 28 September, shall apply.

1.5. University centre or centres where the degree is taught

The teaching centre responsible for a degree is the one that assumes responsibility for its delivery and the corresponding assessment processes. It is responsible for coordinating the development of the teaching.

It must be an integrated (own) or affiliated centre of the university. Universities must indicate which centres are involved in teaching the degree. Their name and RUCT code must be provided.

In any case, it must be indicated whether the centre has institutional accreditation or not.

1.6. Teaching mode: face-to-face, hybrid and virtual

1. It must be indicated whether the courses leading to the degree at each centre are taught in person, hybrid, virtual or through a simultaneous combination of these modalities. This is in accordance with the provisions of RD 822/2021 and the guidelines of the Spanish Network of University Quality Agencies (REACU), set out in the document Guidelines and Orientations for the Preparation and Evaluation of Study Plans for Bachelor's and Master's Degrees in different teaching modalities (29 November 2021) - developed in Annex III of this Guide - as well as in the Resolution of 6 April 2021 of the General Secretariat for Universities.

RD 822/2021, in Articles 14.7 and 17.5, establishes that official Bachelor's and Master's degree programmes may be taught in **face-to-face**, **hybrid** and **virtual modes**.

- **Face-to-face teaching mode:** that in which all the teaching activities included in the curriculum are carried out in person (with teachers and students interacting in the same physical space, whether this be the classroom, laboratories or specialised academic spaces).
- **Hybrid teaching mode:** one in which the teaching activity that forms part of the curriculum includes subjects or courses in face-to-face and virtual (non-face-to-face) modes, always maintaining the unity of the educational project and consistency in all the most relevant academic aspects, even if the combination of the two teaching modes requires adaptations to the academic elements. The proportion of non-classroom-based credits for a degree to be considered hybrid shall be **between 40 and 60 per cent** of the total credit load of the degree.
- **Virtual teaching mode:** one in which all the teaching activities included in the curriculum are carried out through academic interaction between teachers and students that does not require the physical presence of both in the same teaching space at the university. This mode of university teaching is fundamentally characterised by its intensive use of digital information and communication technologies. In terms of credit load, a degree may be defined as taught in virtual mode when **at least 80 per cent** of the credits (ECTS) that make up the degree are taught in this teaching mode.

2. Distribution of ECTS by degree according to RD 822/2021

Degree:

ECTS	Basic Training	Subjects or courses	Curricular PAE	TFG
240	60 ECTS	Minimum 6 ECTS	up to 25% *	6/24 ECTS
30	75 ECTS	Minimum 6 ECTS	up to 25% *	6/30 ECTS
360	90 ECTS	Minimum 6 ECTS	up to 25% *	6/36 ECTS

PAE (*) Exception Dual mention (20-40%) or regulated by EU law.

Qualifying degrees: specific regulations, also degrees leading to a qualifying Master's degree

Master's degree:

ECTS	Subjects or courses	Curricular PAE	Master's thesis
60/90/120	Compulsory and optional	Up to 33% (1/3)	6/30

Qualifying degrees: specific regulations.

3. Distribution of ECTS

ECTS credits indicate the volume of learning based on learning outcomes and their associated workload. The workload is an estimate of the time a person usually needs to complete all work activities, such as classes, seminars, projects, practical work, professional internships and independent learning, to achieve the learning outcomes in formal education settings. The usual workload ranges from 1,500 to 1,800 hours per academic year, i.e. one ECTS credit is equivalent to between 25 and 30 hours of work.

Therefore, 1 ECTS can be between 25 and 30 hours. An academic year has a workload of between 1,500 and 1,800 hours (36-40 hours per week), which is equivalent to 60 ECTS of 25-30 hours. Valencian universities use ECTS of 25 hours.

RD 1125/2003, of 5 September, establishing the European credit system and the grading system for official university qualifications valid throughout the national territory, in Article 4.3 distributes the hours as follows:

- Classroom teaching, theoretical or practical.
- Study hours.
- Hours devoted to seminars, assignments, practical work or projects.
- Hours required for the preparation and completion of exams and assessment tests.

In order to standardise terminology and criteria, AVAP defines student training activities by differentiating between teaching activities, independent work, external academic work experience (PAE) and the TFG/TFM:

- **Student training activities (core, compulsory and optional subjects):**

- **Classroom activity: 8-10 hours per 1 ECTS (for online courses, a minimum of 4 synchronous hours per 1 ECTS will be required).**

Includes:

- Theoretical classes (lectures, seminars).
- Practical classes (practical classes, laboratories).

(*) The total number of practical and theoretical classes may not be less than 4 hours.

- Guided asynchronous activities (may include theory, exercises, problems and practical activities).
- Scheduled group tutorials (compulsory).
- Assessment.

- **Independent work (theory and practice) and individual tutorials: 17-15 hours/ECTS.**

- **External Academic Internships (PAE):** must be completed with a minimum of 20 hours of attendance per ECTS. Qualifying degrees, as well as all those with specific regulations, will be adapted to the provisions of their own regulations.
- **TFG/TFM:** these are considered in their entirety as independent work and individual tutorials, although their presentation may be counted as a teaching activity (assessment).

4. Calculation of the modality

ATTENDANCE BY MODALITY		
	MAX	MIN
In-person	100%	80%
Hybrid	60%	40%
Virtual	20%	0%

VARIABLES TO CONSIDER 1 ECTS=25h		
	MAX	MIN
Classroom activity	10	8 hours*
PAE	25 hours	20
TFG/TFM	0	0

*Variable only for Master's degrees

The application for calculating the type of degree can be found on the AVAP website. To do so, you must follow the instructions. Based on the information entered, the system will calculate the type of degree. Once you have completed and saved the form, a PDF file will be generated, which must be included in the report at the end of section 1.10.

An example of how to calculate the type of degree is provided in the last section of Annex III.

In any case, the Branch Verification Committees will assess the suitability of the teaching modalities associated with the degree for achieving the learning outcomes associated with it. Likewise, their assessment is a cross-cutting issue in which the information provided in dimensions 4, 5 and 6 will be involved.

Hybrid and virtual modalities must take into account the provisions of Annex III.

1.7. Total number of credits

As set out in Article 5 of RD 822/2021, study programmes shall be structured in courses of 60 ECTS credits. Master's degrees with a total workload of 90 credits are exempt from this rule, in which case one of the courses may be worth 30 credits.

Bachelor's degrees

1. Bachelor's degrees will have 240, 300 or 360 ECTS credits.

In general, the total number of credits for undergraduate programmes will be 240 ECTS credits, structured in 60-credit courses, or as determined on an exceptional basis for degrees with special regulations.

2. Basic training credits shall represent at least 25% of the total degree. Therefore, 240-credit Bachelor's degrees must include a minimum of 60 credits of basic training, while 300- and 360-credit degrees must include at least 75 and 90 credits of basic training, respectively.

Each of these *basic training subjects* shall have a minimum duration of 6 credits and shall be offered in the first half of the curriculum.

With regard to basic training, RD 822/2021, in Article 14, establishes that this must be linked to the field of knowledge to which the degree belongs, although it does not necessarily have to be 100% identical to it. At least 50% of the basic training credits must be associated with the field of knowledge of the degree, while the remaining credits may correspond to basic subjects in this or other fields, provided that their relevance as initial training for students or their cross-disciplinary nature is justified. Basic training is understood as that which provides the fundamentals and basis of a field of knowledge, without necessarily being specific to a particular degree.

3. In degrees regulated by royal decree or ministerial order, it shall be compulsory to comply with the specific regulations relating to the regulated profession in respect of subjects linked to that profession.

4. In the case of **optional subjects**, the number of credits of this type in which students must enrol must be indicated, and not the total number of optional credits offered by the curriculum.

5. Curricular **External Academic Internships** (PAE) shall not exceed 25% of the total credits of the degree, except in degrees where specific legislation has established another percentage. They should preferably be offered in the second half of the curriculum.

The inclusion of External Academic Internships in the box provided for this purpose in the RUCT implies that these internships must be completed by all students in order to obtain the degree. Proposals that intend to include External Academic Internships that are not compulsory for all students must consider these credits within the optional credits section.

6. The **Final Degree Project** (TFG) will have a minimum of 6 credits for all degrees and a maximum of 24 for 240-credit degrees, 30 credits for 300-credit degrees and 36 credits for 360-credit degrees. It must be carried out in the final phase of the study programme and be aimed at assessing the learning outcomes associated with the degree. It will be defended in a public ceremony.

Master's degrees

7. **The duration** of university Master's degrees will be 60 ECTS, 90 ECTS or 120 ECTS, structured in courses of 60 credits. In the case of Master's degrees with a total load of 90 ECTS credits, one of the academic years may include a credit load of 30 credits. Master's degrees will be divided into compulsory and optional subjects, the Master's Thesis (TFM), External Academic Internships (PAE) if applicable, and other academic activities (Art. 17.1 of RD 822/2021).

8. For degrees regulated by royal decree or ministerial order, it will be mandatory to comply with the specific regulations related to the regulated profession in relation to the subjects linked to that profession. (For degrees that qualify for a regulated profession, it will be mandatory to comply with the specific regulations of the corresponding ministerial order in relation to the subjects linked to that profession).

9. Master's degrees may include **additional training**, which will be defined in ECTS credits, whose credit load may not exceed the equivalent of 20% of the total credits of the degree. Credits for additional training will be considered in the same way as the rest of the credits in the Master's degree programme.

Credits for additional training may or may not be included in the Master's credits, depending on the admission regulations established by each university.

- a) If the additional training is not included in the structure of the curriculum, it must be detailed in section 3.1 of the report as part of the entry and admission requirements. In this case, it will not be counted in criterion 1.7 Total number of credits.
- b) If the additional training forms part of the Master's degree curriculum, it must be counted in section "1.7 Total number of credits for the degree". It is important to remember that the total duration of a Master's degree, with or without additional training, must be 60, 90 or 120 credits. In addition, the Master's degree curriculum must include at least 60 ECTS credits at Master's level (MECES 3).

The description of the complementary training included in the curriculum must be included in section "4.1 Teaching Plan". These complementary courses may be included without prejudice to the recognition of a certain number of credits to students whose previous training allows for the recognition of subjects established as complementary training.

In any case, the duration of the Master's Degree must be the same for all students, regardless of whether they are taking additional training or not.

10. In the case of **optional subjects**, the number of credits of this type in which students must enrol must be indicated, and not the total number of optional credits offered by the curriculum.

11. When the degree includes **specialisations**, the credits corresponding to these will be considered optional from an overall perspective of the degree, even if enrolment is compulsory in order to obtain the specialisation.

12. The inclusion of **External Academic Internships** in the box provided for this purpose in the RUCT implies that these internships must be completed by all students in order to obtain the degree. Proposals that intend to include External Academic Internships that are not compulsory for all students must consider these credits within the section on optional credits.

In the case of Master's degrees, the number of credits associated with the work experience may not exceed one third of the total credits for the degree.

If the master's degree is declared to be professionally oriented, it is recommended that compulsory external work experience account for at least 10% of the ECTS (6 for a 60 ECTS master's degree, 9 for a 90 ECTS master's degree and 12 for a 120 ECTS master's degree).

13. The **Master's Thesis** (TFM) will be worth between 6 and 30 ECTS credits. These theses must be aimed at assessing the achievement of the learning outcomes associated with the master's degree and must therefore be planned in the final phase of the study plan. They must also be defended in a public ceremony.

14. **Specific features of external academic work experience for bachelor's and master's degrees**

In both cases, undergraduate and master's degree programmes, when the degree has a *professional orientation*, it is recommended that they include work experience placements through which the more professional learning outcomes of the degree can be acquired.

Although internships are usually carried out at the end of the curriculum, they can also be carried out throughout the degree programme, whether undergraduate or master's, and linked

to the different modules. However, this planning must be duly justified in section "4.1 Basic structure of the courses".

External Academic Internships must be appropriate to the intended learning outcomes. Whether this option is feasible will depend on the nature of the degree and the learning outcomes to be acquired.

1.8. Language or languages of instruction

1. The **languages** in which the degree is taught must be specified. For a language that is not official in the Valencian Community (Spanish and Valencian) to be included in criterion 1.8 of the reports as a language of instruction, it must be guaranteed that at least one basic or compulsory subject is taught exclusively in that language, excluding specific language subjects. In general, languages that are only included in optional subjects or that only appear in a particular itinerary should not be included in this section. Students who take subjects in these languages will have this reflected in their European Diploma Supplement.

2. A degree is considered **bilingual** if at least half of the ECTS credits in the curriculum are taught in a language that is not an official language of the Valencian Community, excluding the TFG, TFM and external work experience. In this case, the name of the degree may be "bilingual".

3. The organisation of the teaching of the degree in **languages that are not official** in the Valencian Community must be specified in a coherent manner in the following criteria of the report:

- Dimension 2. Results of the training and learning process.
- Dimension 3.1. Access, recognition and mobility -Level of language proficiency according to the CEFR (Common European Framework of Reference for Languages: learning, teaching and assessment) required of students.
- Dimension 4.1. Basic structure of the courses. -Information on the languages of instruction in the different subject files and the establishment of differentiated groups where appropriate.
- Dimension 5.1. Academic staff. Language proficiency level according to the CEFR required of teachers of these subjects and specification of teaching staff with such accreditation or equivalent language proficiency.

1.9. Number of places offered on the programme

The following must be indicated:

- The total number of places offered at the centre.
- The number of new places for first-year students.

1. **Total number of places offered at the centre:** the total number of places to be offered in the different years of implementation of the degree programme shall be indicated; for example, in a 240-credit degree programme, this will be the number of places planned for the four years of implementation of the degree programme.

All new places offered must be taken into account, including those associated with possible teaching modalities, those for groups in which teaching may be organised, possible calls for applications per academic year, the type of student (full-time/part-time) and dual qualifications.

2. Number of new places for first-year students: indicate the number of new places for first-year students. If a higher number is expected in any of the years, this number of places should be entered under "maximum total number of new places planned at the centre".

This information must be provided for each of the centres where the degree will be taught. Estimates must be appropriate to the material and human resources allocated to the degree (Dimensions 5 and 6).

3. In addition, in the case of **a qualification that combines several teaching modes**, the number of places offered (number of places in the first year) for each mode must be specified.

The total number of places offered by modality, language of instruction and centres offering the programme must correspond to the number of places authorised.

4. It is not necessary to explicitly specify in the report that, in accordance with Articles 15 and 18 of RD 822/2021, in undergraduate and master's degree programmes, at least 5% of places must be reserved for students with a degree of disability equal to or greater than 33% or with permanent educational support needs, as this is directly applicable under current regulations.

In both undergraduate and master's degree programmes, the number of places offered will be particularly important when assessing the sufficiency and adequacy of the human and material resources available for the degree programme (Dimensions 5 and 6).

5. Dual qualifications: the total number of places to be reserved for dual qualifications will be specified and will be set out in the agreement. Their objectives will be specified and justified, and must be in line with those established for the degree programme (see Annex II).

6. Places corresponding to degree adaptation courses, if any, shall not be included in this section, as these will be included in Section 3.1 "Student Access and Admission" of the report.

7. When the Bachelor's or Master's degree is part of a simultaneous **double degree programme**, the total number of places offered for new enrolment shall include both the places for the degree in question and those reserved for students from the other degree involved in the programme.

8. In the event that the Degree is part of a **Degree programme with an open academic pathway** (Article 23 of RD 822/2021), the number of places, from among the total number reserved for students following this pathway, may not exceed 10% of the lowest total number of new places offered by the degrees involved in the pathway. The university must expressly include this type of admission in its enrolment regulations.

Example:

A 240 ECTS degree programme spread over four academic years, with the following distribution of places by mode of delivery:

- 40 new places for face-to-face teaching.
- 100 new places for online teaching.

The degree is also offered as a double degree in face-to-face mode, so the 40 places for face-to-face mode already include the 10 places for access from the other degree that makes up the double degree.

The report shall include:

- Places by modality: Face-to-face 40 / Online 100.
- Number of new places for first year: 140.
- Total number of places offered at the centre: 560 (calculated as 140 x 4 courses).

1.10. Justification of the degree

1. The proposal for the degree must be presented with justification to society, public administrations and the university institution itself. In the degree verification process, it is necessary to briefly justify the academic, scientific, professional and social interest of the degree, providing evidence to support its relevance and importance. Its integration into the strategic planning of the university and the university system of the Valencian Community must be highlighted, as well as its capacity to achieve the proposed results.

In this regard, different types of evidence may be provided:

- Previous experience of the university in teaching degrees with similar characteristics.
- Data and studies on the potential demand for the degree and its interest to society.
- Justification of the existence of national and international references that endorse the proposal and its correspondence with the proposed degree. Some examples are mentioned below:
 - Curricula of Spanish, European and other universities or other international benchmarks of proven quality or interest.
 - Degrees in the catalogue in force at the time of entry into force of Organic Law 4/2007, of 12 April, amending Organic Law 6/2001, of 21 December, on Universities.
 - Documents relating to the procedures for the recognition of current qualifications published by the relevant ministries and professional associations.
 - Others that support the justification of their academic quality or interest.

2. It must also be justified that the chosen teaching method (face-to-face, hybrid, virtual), the language of instruction, when not the official languages, and any specific curricular structures, enable the acquisition of the training and learning outcomes committed to in the proposal, especially in the case of qualifications with a strong practical and experimental content.

3. Qualifications that enable the pursuit of a regulated professional activity

- a) In the case of degrees that qualify for the practice of a regulated professional activity, an external consultation procedure must be carried out with the corresponding professional associations in the University's territorial area for the preparation of the training programme, indicating the results obtained in the consultation. In addition, the suitability of

the proposal must be justified in relation to the regulations governing the professional practice linked to the degree, with express reference to those regulations.

- b) If a bachelor's degree does not lead to the practice of a regulated profession, but taking it is an essential requirement for admission to a master's degree that does give access to that profession, this section must justify how the training proposed in the bachelor's degree meets the conditions set out in the regulations in each case. To date, there are three cases to which this applies:
- Access to the **profession of architect** is achieved with a Master's degree that meets the conditions defined in Order EDU/2075/2010, which also includes the guidelines (in terms of skills and content) that any Bachelor's degree from which the Master's degree can be accessed must meet.
 - Access to the professions of **lawyer and court representative** is achieved after completing the Master's degree and passing the test defined in RD 64/2023. This Royal Decree also defines the competencies that any degree from which these Master's degrees can be accessed must meet.
 - Access to the profession of **general health psychologist** is achieved after completing the Master's degree that meets the requirements established in Order ECD/1070/2013, with the possession of a Bachelor's degree in Psychology being a necessary requirement for access to the same, together with, where applicable, with complementary training that guarantees that the interested party has obtained at least 90 ECTS credits of a specifically health-related nature.

4. Qualifications that enable professional practice and require recognition by official professional associations

Master's degrees linked to access to professional practice (or professional qualifications) that require recognition by the corresponding professional association for the issuance of the professional qualification must undergo an external consultation procedure with the aforementioned professional associations to obtain such recognition (e.g., administrative manager).

5. Qualifications with agreements from the Council of Universities

In the case of qualifications that have been obtained in accordance with agreements established by the Council of Universities, this shall be expressly indicated, as in the following cases, for example:

- Resolution of 8 June 2009, of the General Secretariat of Universities, publicising the Agreement of the Council of Universities, establishing recommendations for the proposal by universities of application reports for official degrees in the fields of Computer Engineering, Technical Computer Engineering and Chemical Engineering.
- Resolution of 18 September 2018, of the General Secretariat of Universities, publishing the Agreement of the Council of Universities of 17 September 2018, establishing recommendations for the proposal by universities of reports for the verification of the official degree in Physical Activity and Sports Sciences.

1.11. Main educational objectives

1. The educational objectives of a degree programme must clearly express its aims and be consistent with the disciplines that comprise it, its purposes and its approach. Their definition is key to ensuring the internal consistency of the degree, which must be aligned with the justification, the corresponding MECES level and the graduate profile.

This consistency must be reflected throughout all elements of the educational design: learning outcomes, educational activities, assessment systems, and the required entry profile.

2. They can be specified in accordance with the purposes established by RD 822/2021 for each level of education in Article 13, in the case of undergraduate university programmes, and in Article 16, in the case of master's degree programmes. Depending on the different levels of the MECES, the educational objectives must adopt different approaches:

- a) At undergraduate level, they focus on providing basic and general training. Their purpose is to enable students to take up professional activities and ensure their comprehensive training.
- b) In Master's degrees, the objectives are geared towards advanced, specialised or multidisciplinary training and must promote academic and professional specialisation or, where appropriate, initial learning in research activities.

3. If the degree includes **specialisations**, in the case of undergraduate degrees, or **specialisations**, in the case of master's degrees, the educational objectives for these must be provided.

4. If the degree has a dual mention, its specific objectives must be specified and justified in this section, and they must be aligned with those established for the degree.

1.12. Specific curriculum structures

As indicated in RD 822/2021, universities may incorporate specific curriculum structures into their study plans. Reference to these structures must be reflected in the European Diploma Supplement (EDS) for students.

Specific curriculum structures refer to academic pathways or curriculum intensifications. The RD specifies three types in Chapter VI (dedicated to specific curriculum structures and teaching innovation in official university education): Dual Mention (Art. 22), Undergraduate Programmes with an open academic pathway (Art. 23) and Academic Programmes for simultaneous double degrees with a specific pathway (Art. 24), although universities may design others in the exercise of their autonomy.

If the design of the degree includes specific curriculum structures, the educational objectives of these specific curriculum structures must be provided (Dimension 1), as well as their description (Section 4.4 of Dimension 4). This information must be provided in PDF format in the specific section reserved by the Degree Officialisation Application for these specific curriculum structures.

In the case of the Dual Mention, the structure of this document is specified in Annex II.

1.13. Methodological strategies for innovation

1. Universities may propose innovative teaching methodologies aimed at achieving better student results in the teaching-learning processes.

This section should only be completed in exceptional cases where the university presents clearly innovative and distinctive strategies in the application of its teaching and learning model. These should not be confused with teaching methodologies themselves, which are provided in Dimension 4.

2. As indicated in RD 822/2021, these methodological innovation strategies will affect the degree as a whole. In addition, they must be consistent with the learning outcomes to be achieved in the degree, its curriculum, the material resources and academic staff available, and must be aligned with the planned training activities and assessment systems.

1.14. Fundamental graduate profiles

This is the set of academic and professional qualifications that a graduate achieves after completing the degree programme. They are specified in the fields of work in which graduates are trained to perform successfully in specific situations or real activities. The most relevant ones must be provided.

The fundamental graduate profiles must be clearly defined and include, where applicable, the effects on the exercise of regulated professional activities. If more detailed information on graduate profiles is required and the character limit of the application does not allow it, this information may be added at the end of the annex corresponding to section "1.10 Justification".

DIMENSION 2. OUTCOMES OF THE TRAINING PROCESS AND LEARNING OUTCOMES

1. Learning outcomes are statements of what a student is expected to know, understand and be able to do at the end of a training and learning process. They are specified in:

- **Knowledge or content** that has been understood through the assimilation of theories, information, data, etc. They are the result of the assimilation of information through learning.

Verbs such as know, identify, recognise, classify, describe, compare, relate, explain, point out, express, analyse, among others, may be used to write content.

- **Skills or abilities** to apply knowledge and use techniques to complete tasks and solve problems. Skills include: cognitive and creative skills involving the use of intuitive, logical and critical thinking; problem-solving skills; technical and practical skills involving dexterity and the use of methods, materials, tools and instruments; or communication skills.

The following verbs can be used to describe skills: make, use, apply, experiment, simulate, demonstrate, execute, compose, create, plan, observe, develop, among others.

- **Competencies:** demonstrated ability to use personal, social and methodological knowledge, skills and abilities in work or study situations and in professional and personal development. These may also include attitudes or values that correspond to professional practice.

2. The learning outcomes of the degree will be acquired mainly through the compulsory subjects of the degree, so this section must include a description of the learning outcomes that all students must acquire during their studies and which are required for the award of the proposed degree. The learning outcomes associated with a degree shall be specified and classified according to whether they refer to knowledge or content, skills or abilities, or competences.

3. The learning outcomes associated with optional subjects, specialisations, specific technologies in engineering degrees regulated by a Ministerial Order that are implemented as specialisations or itineraries should not appear in this section, as they will not be acquired by all students. Such learning outcomes associated with any of the above cases may be reflected in section "4.1 Teaching planning".

4. In undergraduate programmes, the learning outcomes proposed must correspond to the aim of providing students with basic and general training in one or more disciplines, geared towards preparing them for professional activities and ensuring their comprehensive training as citizens.

5. In Master's programmes, the purpose of the degree must lead to the acquisition by students of advanced, specialised and multidisciplinary training, aimed at academic or professional specialisation or at promoting initiation into research activities.

6. The learning outcomes proposed in the degree must be clearly and precisely worded and aligned with their level in the Spanish Qualifications Framework for Higher Education (MECES) (regulated by Royal Decree 1027/2011 of 15 July).

Examples of learning outcomes of the training process.**Knowledge or content:**

Know the basic principles and international standards for environmental management in an organisation.

Skills or abilities:

Design work procedures using computerised tools for document management.

Competencies:

Implement environmental management systems in an organisation.

7. Learning outcomes are acquired through activities that allow for the integration of these skills, competencies and knowledge, and must therefore be assessable.

8. Learning outcomes, and in particular competencies due to their direct link to professional and personal development, must be specific to the qualification and not generic. In other words, they must identify the characteristics of graduates in a specific qualification and be distinct from those of other qualifications.

9. If the qualification entitles the holder to practise a regulated professional activity, the curriculum must comply with the provisions established for that qualification in the relevant ministerial orders. The learning outcomes established in those orders must therefore be included in this section of the report. In this regard, and in general, both the competences that appear in "Section 3. Objectives-Competences" of the aforementioned orders and those linked to the modules described therein and to be acquired by all students shall be transferred.

10. The learning outcomes must be based on democratic principles and values and the Sustainable Development Goals in Article 4.2 of Royal Decree 822/2021, insofar as the academic qualification is directly related to them.

11. Learning outcomes must be defined taking into account fundamental rights and equal opportunities between men and women, in accordance with the provisions of Law 3/2007, of 22 March, on effective equality between women and men, the principles of universal accessibility for persons with disabilities (Legislative Royal Decree 1/2003, of 29 November, approving the revised text of the General Law on Persons with Disabilities and their Social Inclusion) and the values inherent in a culture of peace and democratic values (Law 27/2005, of 30 November, on the promotion of education and a culture of peace).

12. In accordance with Article 32 of Organic Law 10/2022, of 6 September, on the comprehensive guarantee of sexual freedom, the degree of compliance with the provisions of this regulation in the field of training shall be taken into account in the evaluation, verification and accreditation of university degree programmes. The absence of content on gender equality and the prevention and eradication of sexual violence without appropriate justification may give rise to an unfavourable report with reasons. Universities shall establish a training programme on the prevention of violence against women and the promotion of equality between women and men, which shall be assessable and accreditable by AVAP in the curricula leading to official

university degrees where this is consistent with their inherent competences. The requirements of Organic Law 10/2022 in Dimension 4.13 shall be taken into account in relation to the planning of teaching.

13. The appropriate number of learning outcomes will depend on the degree in question, but it should be borne in mind that they are defined at degree level and that their number must not exceed the capacity of students to acquire them, the organisational feasibility of the curriculum or the rationality of the assessment system used to evaluate learning progress.

14. The curriculum design should be aimed at enabling students to achieve the intended learning outcomes and, therefore, for each subject/course, it will be necessary to define what students are expected to be able to demonstrate after passing it. In this regard, there should be consistency between the learning outcomes defined for the degree and their development in the Teaching Plan (Dimension 4).

DIMENSION 3. ADMISSION, RECOGNITION AND MOBILITY

This section assesses whether the degree has systems in place to regulate and provide clear information on the different routes of access, admission and guidance for students at the beginning of their studies and whether these systems are adequate.

3.1. Access requirements and student admission procedures

1. Access

With regard to access to undergraduate degrees, the provisions of Article 15 of Royal Decree 822/2021 and Royal Decree 534/2024, of 11 June, regulating the requirements for access to official undergraduate university programmes, the basic characteristics of the entrance examination and the basic regulations governing admission procedures, shall apply.

For Master's degrees, when defining the conditions of access, the provisions of Articles 18.1 and 18.2 of RD 822/2021 must be taken into account.

In the case of Master's degrees that qualify for the practice of a regulated profession, the admission requirements set out in the corresponding Ministerial Order must be met.

University regulations must take into account that, in undergraduate and master's degree programmes, at least 5% of the places offered must be reserved for students with a recognised degree of disability equal to or greater than 33%, as well as for students with permanent educational support needs (Articles 15.3 and 18.6 of RD 822/2021).

If specific entrance exams are required for a degree programme, the report must include the process for these exams and any criteria and/or conditions deemed necessary, which must be appropriate to the characteristics of the degree programme.

2. Admission

The admission criteria must be academic in nature, public, objective, clearly described, not misleading and consistent with the subject area of the degree.

The admission requirements for Master's degrees must include the recommended entry profile, which must be public and available before students enrol. This profile must describe the skills, prior knowledge and level required to ensure that students will benefit fully from the degree.

If languages other than the official languages are used in the educational process, the admission requirements must include the level of knowledge of these languages required of students, in accordance with the European parameters established for this purpose. It is recommended that a minimum level of B2 of the CEFR be required for knowledge of these languages in Bachelor's and Master's programmes.

Likewise, for degrees taught in Spanish and/or Valencian, students who have not previously studied these languages or who do not speak them as their usual language must prove their knowledge at level B2.

The body responsible for the admission process must be indicated. Likewise, the criteria for assessing merits and the specific admission tests used in the selection system established in the degree programme must be provided. In the admission procedure, when a distinction is made between the assessment of objective merits and interviews with candidates, the criteria

used may not be subject to double assessment in the two phases. Where applicable, the main criteria to be assessed in the interview must be specified.

These systems and procedures must include, for students with specific educational needs arising from disability, appropriate support and counselling services, which will assess the need for possible curricular adaptations, itineraries or alternative studies.

In addition, for Master's degrees, when defining the admission criteria, the provisions of Article 18.4 of RD 822/2021 (Conditional enrolment procedures for access to an official university Master's degree) and, where applicable, the ninth additional provision - Academic programmes with successive courses in the field of Engineering and Architecture - must be taken into account.

3. Additional training

If the Master's degree includes **supplementary training**, the student profile that will be required to take these courses, based on their previous training, and those who will be exempt from taking them must be described.

The credit load of the additional training may not exceed 20% of the credit load of the degree.

These additional training may be configured outside the Master's programme or included in it. Section 3.1 must describe the profile of the students who are required to take these additional courses. In any case, it must be ensured that students take at least 60 ECTS credits that develop training and learning outcomes at MECES level 3.

The detailed definition of the subjects (content, learning outcomes, training activities, assessment systems) shall be provided in section "4 Teaching Plan" when the supplements form part of the Master's degree, and in this section 3.1 of the application when they do not.

4. Procedure for changing modality

The conditions under which students may change modality must be indicated, provided that the simultaneous use of different teaching modalities is envisaged in the same academic qualification.

The report must include detailed information on the procedures in place for students to change the mode of delivery (face-to-face, hybrid or virtual), including the period during which this is possible. Changes in mode of delivery must not exceed the number of places established in the report for each mode. The report may also exclude a procedure for changing the mode of delivery.

3.2. Credit transfer and recognition systems

1. The planned systems for credit transfer and recognition must be indicated in order to make student mobility effective, both within the national territory and abroad.

2. **Credit recognition** is understood to mean the acceptance by a university of credits obtained in official courses or its own qualifications, whether at the same or another university, so that they can be counted towards other courses for the purpose of obtaining an official qualification.

In the case of **joint** degrees, it must be ensured that all students are enrolled under the same academic and administrative conditions, regardless of the institution where they are enrolled, and therefore they must be subject to comparable credit recognition regulations and criteria.

In the case of **courses that are discontinued** due to the implementation of the corresponding proposed degree, the recognition must be reflected in the degree to be implemented.

3. The **transfer** implies the inclusion in the academic record and in the European Diploma Supplement (EDS) of all credits obtained in official courses previously taken at the same or another university, even if they have not led to the award of an official degree.

Thus, all credits obtained by students in official studies taken at any university, whether transferred, recognised or taken to obtain the corresponding degree, shall be included in their academic record and reflected in the European Degree Supplement.

Credits corresponding to Final Degree Projects (TFG) or Master's Thesis (TFM) cannot be recognised, except for those specifically developed in a mobility programme.

4. Credits previously obtained by students may be recognised in the new courses to be taken, in accordance with the regulations established by the university for this purpose, which must, in all cases, comply with the following basic rules.

In the case of **Bachelor's degrees**:

- Provided that the degree to which access is sought belongs to the same field of knowledge, up to the totality of the basic training credits may be recognised, respecting the academic and educational coherence of the learning outcomes. The recognition of credits in interdisciplinary degrees must be based on the specific field of knowledge of each of the subjects.
- Credits from other subjects and courses between degrees in the same field of knowledge or in different fields may also be recognised, provided that the academic and educational coherence of the knowledge, competences and skills defined by the subjects or courses to be recognised is consistent with those in the curriculum of the degree to which the student wishes to gain access (Article 10.9 RD 822/2021).
- Students may obtain academic recognition in credits for their participation in **cultural, sporting, student representation, solidarity and cooperation activities at the university**. To this end, the curriculum must provide for the possibility of recognising at least 6 credits for participation in such activities. Under no circumstances may the total number of credits recognised under this provision exceed 10% of the total credits in the curriculum.
- Credits obtained in **non-university higher education** courses related to the learning outcomes of the degree may also be recognised up to a maximum of 25% of the credit load of the degree, and shall apply to basic, compulsory and optional subjects of the degree (Article 130 of Royal Decree 659/2023, of 18 July, implementing the regulation of the Vocational Training System). The link to the agreement between the higher vocational training centre and the university, approved by the governing body of the university and the department responsible for vocational training of the Valencian Regional Government, establishing the relationship between the degrees involved, must be provided in the report.

The minimum number of ECTS to be recognised must also be stated. If required by the agreement, a link to the relevant website must be provided.

- In the event that the university regulations provide for the possibility of a series of credits to be recognised for these cases (accredited work and professional experience, non-university higher education, non-official university education), but the degree programme specifications do not indicate the credits to be recognised (minimum and maximum) in the table in Criterion 3.2, for the purposes of assessment, it shall be understood that such recognition does not apply to the specific degree programme. In section 3.2, a link to the specific regulations shall be provided.

In the case of **the Master's Degree**:

- The transfer of credits between official Master's degrees may be carried out provided that the degrees belong to the same field of knowledge, taking into account the academic and educational coherence of the knowledge, skills and abilities that define the subjects or courses to be recognised with those existing in the curriculum of the degree to which the student wishes to gain access.

5. Accredited work and professional experience may also be recognised in the form of credits, which will count towards the award of an official degree, provided that such experience is related to the learning outcomes inherent in that degree. Credits relating to **non-official university courses or degrees** and **non-university higher education courses** may also be recognised. The recognition of these credits will not include a grade, and therefore they will not count towards the assessment of the academic record.

The recognition of credits in cases of accredited professional and work experience, non-official university courses or university-specific qualifications and non-university higher education courses shall be subject to the following criteria:

- The number of credits recognised on the basis of professional or work experience and non-official university courses (in-house qualifications) may not exceed, **in total**, 15 per cent of the total credits that make up the study programme. In any case, the subjects or courses in the study programme affected by the recognition must be indicated and specified, and they must have a quantitative equivalence in the credits recognised.
- In relation to the recognition of **credits for professional or work experience**, the following must be provided: 1) the part of the curriculum affected by the recognition; 2) a definition of the type of professional experience that may be recognised based on the profile, position, years of experience and dedication. As a guideline, a maximum of 3 ECTS will be recognised for every 6 months of accredited full-time professional experience; and 3) justification of such recognition in terms of learning outcomes, as the graduate profile must be the same. Recognition for professional or work experience shall apply primarily to External Academic Internships, as well as to those subjects or courses in the curriculum that include learning outcomes associated with skills and competences.
- Credits from own degrees may, exceptionally, be recognised at a rate higher than 15% of the total ECTS of the degree and, where appropriate, be recognised in their entirety, provided that the corresponding own degree has been discontinued and replaced by an official degree. In accordance with the RD, internal quality assurance systems shall ensure

the academic suitability of this procedure; in any case, the report on the aforementioned own degree programme must be provided with the information set out in Annex IV of this Guide.

6. In the event that the university regulations provide for the possibility of a series of credits to be recognised for these cases (accredited work and professional experience, non-university higher education, non-official university education), but the report on the qualification does not explicitly indicate the credits to be recognised (minimum and maximum), for the purposes of assessment, it shall be understood that such recognition does not apply to the specific qualification in the table in Criterion 3.2.

3.3. Procedures for organising the mobility of own and host students

Where applicable, the suitability of mobility actions for the educational objectives of the degree must be justified, including information on active collaboration agreements and partnerships for student exchanges in the specific degree programme, calls for applications or mobility grant programmes funded by the participating universities or centres, as well as support units and information systems for outgoing and incoming students. Where applicable, a link to the university's mobility regulations must be included.

DIMENSION 4. TEACHING PLANNING

1. All curricular actions included in the planning of the teaching of the degrees must be aimed at ensuring that students achieve the intended learning outcomes, as defined in dimension 2 of the verification report. Therefore, for each subject or course, it is essential to specify what students are expected to be able to demonstrate upon completion. In this context, it is essential to ensure academic consistency between the learning outcomes defined for the degree and their development in the academic planning. The design of the curriculum must specify all the theoretical and practical training that students must acquire during their training process.

2. When designing and distributing the credits for the Bachelor's and Master's degree curricula, the guidelines set out in Articles 14 and 17 of RD 822/2021 and specified in section 1.7 of this Guide must be observed.

3. A curriculum can be structured around core subjects or courses, compulsory subjects, optional subjects, mixed subjects, in addition to the Final Degree Project or Master's Thesis (TFG/TFM). It may also include external academic placements, seminars, supervised projects or other training activities. Regardless of the structure adopted, the description of the curriculum must include detailed information on the content, learning outcomes, assessment systems and training activities, expressed in terms of academic teaching-learning units. This information is essential for assessing the adequacy and consistency of the curriculum design with the name, educational objectives, graduate profiles and expected learning outcomes of the degree, as well as its correspondence with the MECES level.

The design of the curriculum must also allow for traceability between the teaching modality, languages of instruction, type of modules, subjects or courses, time organisation, training activities and their attendance, teaching methodologies (including, where applicable, specific methodological strategies for teaching innovation), assessment systems and, where appropriate, specific curriculum structures.

4. The organisational units of the curriculum have been defined as follows:

- a) **Module:** an academic unit that integrates one or more subjects, forming an organisational unit within a curriculum. Although it is not compulsory to group subjects into modules, doing so can facilitate the understanding and organisation of the curriculum. A module can be defined according to the nature of the subjects or courses it contains. In general, modules can be defined as theoretical, methodological, technological, or linked to professional or research practice. This grouping may cover a specific period of time or be developed over several periods (for example, in the case of a module consisting of several subjects scheduled in several alternating semesters).
- b) **Subject/Course:** an academic unit that includes one or more courses, forming coherent units from a disciplinary point of view. Royal Decree 822/2021 uses the terms "subject" and "course" interchangeably. It is common to define "course" as the academic unit in which students enrol, while several courses may be grouped together to form a subject. When a subject has a high number of credits and involves the acquisition of numerous learning outcomes, it is necessary to describe in detail the different training activities, assessment systems and content. This information should allow for verification that the subject's curriculum design guarantees the acquisition of these learning outcomes. If a subject-level description is chosen, the names of the courses that comprise it must be provided.

Bachelor's degrees

5. Study programmes leading to a Bachelor's degree shall have 240 ECTS credits, except for those subject to specific legislation or European Union law, which shall have 300 or 360 credits. Their sequential structure is set at 60 credits per academic year. Joint international degrees arising within the framework of the European Commission's European Universities Programme and those referred to in the sixth additional provision of RD822/2021 shall be exempt from this consideration.

6. The 240-credit study plans must contain a minimum of 60 credits of basic training, of which at least half must be related to the same field of knowledge as the degree, and the rest must be related to other different fields and must be specified in subjects or courses with a minimum of 6 credits each, which must also be offered in the first half of the study plan.

In 300- and 360-credit degree programmes, basic training shall include a minimum of 75 and 90 credits, respectively.

7. If the curriculum includes external academic work experience, this shall have a maximum duration equivalent to 25 per cent of the total credits of the degree, with the exception of those degrees which, under European Union law, must have a different percentage, and shall preferably be offered in the second half of the curriculum. This rule also does not apply to degrees that include a dual qualification, as regulated in Article 22, which must comprise between 20 and 40 per cent of the credits in degree programmes.

8. The final degree project is compulsory and consists of "Final Project" credits. Its purpose is for students to demonstrate their mastery and application of the knowledge, skills and abilities that define the degree. This final degree project will be worth a minimum of 6 credits for all degrees, and a maximum of 24 credits for 240-credit degrees, 30 credits for 300-credit degrees and 36 credits for 360-credit degrees. It must be carried out in the final phase of the study programme. Likewise, final degree projects must be defended in a public ceremony, following the regulations established for this purpose by the centre or, where applicable, the university.

Master's degrees

9. Study programmes leading to a Master's degree shall comprise 60, 90 or 120 ECTS credits, which shall be distributed among compulsory and optional subjects, the Master's thesis, external academic work experience, if applicable, and other academic activities.

10. The curricula of a Master's Degree may include External Academic Internships to reinforce the training of students through activities supervised by the university in entities such as institutions, companies or organisations. These internships must allow students to apply the skills and abilities acquired, or improve their research skills where appropriate. These internships may not exceed one third of the total credit load of the curriculum.

11. The Master's thesis is compulsory and counts as "Final Project" credits. Its purpose is for students to demonstrate their mastery and application of the knowledge, skills and abilities that define the degree. It will be between 6 and 30 ECTS credits. It must be carried out in the final phase of the study programme and defended in a public ceremony, in accordance with the regulations established for this purpose by the centre or, where applicable, the university.

Qualifications that qualify for the practice of a regulated profession

12. In the case of degrees that qualify for the practice of regulated professional activities in Spain, the curricula must comply with the conditions established by the Government and, where applicable, with the applicable European regulations. These curricula must, in any case,

be designed in such a way as to enable the achievement of the learning outcomes required to practise the corresponding profession in the different orders.

Even if the qualification does not request professional attributes, if it is configured as a means of access to qualifications that do, it must also comply with the provisions of the regulations governing the qualification or profession, as appropriate, to which access is sought.

Application of Organic Law 10/2022, of 6 September, on comprehensive guarantees of sexual freedom to academic qualifications that must be verified or modified

13. Pursuant to Article 32.1 of Organic Law 10/2022, in the evaluation, verification and accreditation of university degree programmes, the degree of compliance with the provisions of Title III, relating to training, of that Law shall be taken into account. Thus, the absence of content on gender equality and the prevention and eradication of sexual violence without appropriate justification may give rise to an unfavourable report by the relevant verification or evaluation body.

In general, Article 32.2 of Organic Law 10/2022 establishes the obligation of universities to establish a training programme on the prevention of violence against women and the promotion of equality between women and men in the curricula leading to official university degrees where this is consistent with their inherent competences. In this regard, these training programmes may be structured through specific bachelor's or master's degrees in gender studies, the incorporation of gender-specific content, subjects or courses in the various bachelor's or master's degrees, or even the creation of specialisations, minor subjects or *minors* in gender studies leading to the European Supplement corresponding to the degree. Compliance with these regulations will be examined in particular in academic qualifications related to the fields of knowledge of Social and Legal Sciences (Education Sciences; Social Sciences, Social Work, Labour Relations and Human Resources, Sociology, Political Science and International Relations; Law and Legal Specialities; Gender Studies and Feminist Studies; Journalism, Communication, Advertising and Public Relations) and Health Sciences.

As a specific rule, in accordance with Article 24.1 of Organic Law 10/2022, in relation to training in the teaching and educational field, the inclusion of content aimed at training in the prevention, awareness, detection and education of sexual violence in some of the subjects or courses of the curricula of official university degrees leading to the teaching profession is established (Bachelor's and Master's degrees in the field of Education Sciences).

Similarly, as a specific rule, in accordance with Article 25.1 of Organic Law 10/2022, in relation to training in the health, social care and social services sectors (Bachelor's and Master's degrees in the field of Health Sciences, in particular Nursing and Medicine, as well as Social Work and academic qualifications related to social services - social education or social integration), training content for the prevention, detection, intervention and support of victims of sexual violence shall be included in some of the subjects or courses of the curricula of official university degrees where this is consistent with the competences inherent to them.

4.1. Structure and description of the curriculum

4.1.1. Structure

1. The organisational units that make up the curriculum must be described, using different levels of structure if necessary. A maximum of three levels may be used (modules, subjects and courses).
2. The information on the curriculum must be sufficiently disaggregated to allow for its evaluation and to verify its suitability for achieving the established learning outcomes.
3. For each of the levels (modules/subjects/courses) into which the curriculum is divided, the following information must be specified (in the corresponding files on the electronic platform):

- a) **Name**, which must be consistent with the learning outcomes and content developed in the subject/course.
- b) **Number of ECTS credits**. When assigning credits to each of the subjects/courses that make up the curriculum, the number of hours of student work required to achieve the corresponding learning outcomes shall be calculated. This allocation must include the hours devoted to lectures, theoretical or practical classes, independent (or personal) study, seminars, assignments, practical work or projects, and those required for the preparation and completion of the relevant assessment tests.

The minimum number of hours per credit shall be 25, and the maximum number shall be 30. The allocation of credits and the estimation of the corresponding number of hours shall be understood to refer to students enrolled full-time in university studies for a minimum of 36 and a maximum of 40 weeks per academic year.

- c) **Type**: basic, compulsory, optional, mixed, Final Degree Project (TFG) or Master's Degree Project (TFM) or External Academic Internship (PAE).

A mixed subject shall be understood to be one that encompasses subjects of a different nature.

Compulsory and basic subjects are those that all students must take. Therefore, by their very nature, all subjects related to a specific course, specialisation or speciality will be optional from the general point of view of the curriculum.

The Final Degree Project (TFG) and Master's Degree Project (TFM), due to their nature, must be defined independently. The same applies to External Academic Internships when they are compulsory.

The nature of External Academic Internships (PAE) must be applied exclusively when this subject or course is compulsory for all students on the degree programme. If the EAP subject is not compulsory for all students, it must be considered an optional subject. This includes cases where the degree is structured into specialisations or specialisations, where EAP subjects may be differentiated according to the established curricular intensifications.

- d) For basic subjects/courses, the field of knowledge must be specified, following the guidelines established in section "1.2 Field of knowledge to which it belongs". Duration and location of the subject/course within the curriculum. The corresponding time unit and the number of ECTS credits to be taken in that time unit (annual, semester, four-month, quarterly) must be indicated.
- e) **Learning outcomes.** For each subject/course, the specific learning outcomes must be indicated, linking them to those established in Dimension 2 of the report, so as to ensure consistency with the curriculum design of the degree programme.

If the curriculum includes optional subjects/courses, their specific training and learning outcomes must be recorded in the PDF in Section 4.1. These outcomes should not be included in Dimension 2, as they will not be developed by all students on the degree programme, but only by those who take these optional subjects or courses.

4.1.2. Description

1. A brief **overview of the** chosen **structure** of modules, subjects or courses that will make up the curriculum and how they will be sequenced over time must be included, as well as the languages used in the training process, with the organisation of groups in different languages, where appropriate.

2. If the curriculum is delivered **in more than one teaching-learning modality** (face-to-face, hybrid, virtual), the way in which the information for each of these modalities will be presented in the different modules and subjects/courses must be described. For each delivery modality, all information relating to the curriculum must be provided. It must be ensured that the different teaching modalities allow all students to achieve the same training and learning outcomes.

3. Where applicable, possible **training pathways** must be justified and described, such as mentions in degrees, specialisations in master's degrees, differentiated groups according to the language of instruction, deployments adapted to the characteristics of each centre, double degrees with specific pathways or any other type of pathway that students may follow in the curriculum.

This section shall indicate the specific learning outcomes that are specific to these training pathways and which, therefore, are not acquired by all students. Similarly, it shall indicate in which modules/subjects/courses of the pathway these learning outcomes are expected to be worked on.

In addition, special requirements may be included in order to take the different modules or subjects, specialisations or specific pathways in which the curriculum is developed.

4. In the case of eminently practical modules/subjects/courses offered in a hybrid and/or virtual format, a justification of the suitability of the format for the acquisition of the established learning outcomes must be included.

5. Regardless of the teaching modality of the degree, the External Academic Internships of official degrees shall be face-to-face. Exceptionally, with specific justification appropriate to the training plan, they may be taught in a virtual or hybrid format.

6. **Teaching coordination systems.** Actions aimed at coordinating training activities and assessment systems must be described in order to ensure horizontal (within the course) and vertical (throughout the degree) interaction. At least the agents involved and the mechanisms and procedures to be used to ensure adequate coordination must be specified. Coordination systems shall be considered particularly important in joint or inter-university degrees.

7. The PDF attached to Criterion 4.1 shall include a detailed description of the main level of structuring selected (subject/course) in file format. This file shall detail the following aspects, in accordance with the guidelines set out in point 3 of section 4.1.1, corresponding to the "Structure of the Study Plan" in this guide:

- a) **Name.**
- b) **Number of credits.**
- c) **Type** (core, compulsory, optional, mixed, Final Degree or Master's Project, External Academic Internship).
- d) **Field of knowledge.** (In the case of basic subjects/courses).
- e) **Temporal distribution** in the curriculum.
- f) The **learning outcomes** that students will acquire. The learning outcomes established for the degree will be linked to each subject/course. The university may describe other learning outcomes, not included in the list in Dimension 2 of the report, which correspond to optional subjects/courses. A specific, clearly identified section will be created for this purpose. If the curriculum includes mixed subjects, i.e. subjects that include both compulsory and optional credits, it must be made clear which part of the content is identified with the compulsory learning outcomes and credits and which part with the optional learning outcomes and credits.
- g) The planning of the **training activities** to be carried out in each module/subject/course (as applicable). For each of these training activities, the number of hours to be devoted to them, the percentage of attendance required and, in the case of the virtual modality, the percentage of the training activity that involves synchronous interaction between students and teachers shall be established.

Subjects/courses are not classified by modality (face-to-face, hybrid or virtual) as is the case with the degree. The descriptive information on the percentage of attendance and synchrony in the hours of training activities for each subject/course will be used as a reference in the calculations to determine the teaching modality of the degree, as established in section "1.6. Teaching modality: face-to-face, hybrid and virtual" of Dimension 1.

The percentage of face-to-face attendance refers to face-to-face attendance in the strict sense, which implies the physical and synchronous presence of teachers and students at the teaching centre to carry out the teaching activity, in line with the provisions of RD 822/2021 in its article 14.7.

In justified cases, when teaching activities take place in person at a university centre and, at the same time, synchronously at another university centre, always under the coordination of university staff at both centres, such activities may be considered in person in both cases. The resources and staff required to carry out these activities must be detailed in Dimensions 5 and 6 of the verification report.

The percentage of student/teacher interaction (or percentage of synchronism) measures synchronous but not physical interaction between these agents. It does not influence the determination of the teaching modalities of the degree, but rather provides information on what percentage of the non-face-to-face training activity involves interaction, offering necessary information to assess the acquisition of the learning outcomes associated with

the module/subject/course. The percentage of synchronism must be indicated in the virtual and hybrid modalities.

It should be noted that independent work by students is not considered a teaching activity per se. Independent work will not be taken into account in the calculations to establish the modality of the qualification.

As indicated in section 1.6, paragraph 3 of this Guide, training activities consist of teaching activities and independent work by students. It should be noted that the normal standards for a face-to-face degree programme are that the teaching activities of the subjects should comprise between 8 and 10 face-to-face hours per ECTS, and any proposals outside these margins must be justified. The standards for online or blended degree programmes are based on synchronous interactivity of at least 4 hours per ECTS.

The training activities, the hours dedicated to them and the percentages of face-to-face and synchronous interaction must be consistent with the number of credits associated with the module/subject/course, the content and the learning outcomes that students must acquire.

In the case of learning outcomes that are acquired through practical classes and activities, the percentage of attendance must be adequate for the acquisition of these learning outcomes.

In the subject/course External Academic Internships, the training activity consisting of the effective completion of these internships at the affiliated centres must represent at least 80% of the total hours of training activities assigned to the ECTS credits of the subject/course.

- h) **Teaching methodologies.** The main teaching methodologies associated with the training activities of each subject/course must be described, ensuring that they are in line with the achievement of the established learning outcomes.
- i) **The contents** of the subjects/courses must be detailed in sufficient detail to assess their consistency with the training activities, the credits assigned, the learning outcomes and their correspondence with the levels of the Spanish Qualifications Framework for Higher Education (MECES).
- j) If the description of the teaching plan is provided at subject level (the most basic level), the subjects included in it must be listed.
- k) **Assessment systems.** The assessment systems to be used to evaluate the learning outcomes achieved in the module/subject/course must be detailed, as well as the weighting of each one. This weighting shall be specified in a range with a lower and upper limit; the lower limit may not be "0" under any circumstances and the difference between the ranges may not exceed 30%.
The assessment systems must be specific to the nature of the different subjects or courses and consistent with the learning outcomes to be achieved by the students, the training activities and the teaching methodology used.
- l) **Languages in which the subjects/courses will be taught.** Prior to the start of each academic year, students must be informed of the languages in which each subject/course will be taught if it has been specified that several languages will be used in the training process.
- m) A section for **comments**, which may include comments, clarifications or additional information on each subject/course. This section is optional.

8. Subjects. If the subjects are also specified as courses, the following information must be provided: type, ECTS credits, timetable, languages of instruction.

4.2 Basic description of teaching activities and methodologies

This section of the verification report must include a complete list of the training activities and teaching methodologies used in the different subjects/courses that make up the curriculum, including an adequate description of each one. The training activities and teaching methodologies linked to each subject/course must correspond strictly to the nomenclatures defined in this list, ensuring coherence and consistency throughout the report.

4.3 Basic description of the assessment systems

1. A complete list of the assessment systems for the different subjects/courses that make up the curriculum must be provided, including an adequate description of each one. It is essential that the assessment systems described for each subject/course are consistent and use the same nomenclature established in this list throughout the entire report.

2. The assessment system for External Academic Internships must include a report by the academic tutor, a report by the professional tutor or the company and/or institution, and a report by the student. The academic tutor will supervise the achievement of each student's learning outcomes, establishing a percentage for the professional tutor and another for the academic tutor in the assessment.

3. The report shall specify that the final projects for the Bachelor's and Master's degrees must be defended in a public ceremony, as indicated in RD822/2021, following the regulations established for this purpose by the centre or, where applicable, the university.

The defence of the TFG and TFM may be carried out by videoconference in any of its forms, provided that:

- a) A person representing the university ensures the identity of the student defending the TFG/TFM.
 - b) The defence is public, either where the student is present or where the panel is present.
 - c) There is the possibility of synchronous interaction between the student and the panel.
4. Links to the current regulations of the university or centre on External Academic Internships and Final Projects, whether Final Degree Projects (TFG) or Final Master's Projects (TFM), as appropriate, must be included.

5. As indicated in the REACU Document of 15 January 2020, "In application of these criteria, assessment systems must ensure adequate control of the authorship of assessment tests and that they have been carried out by the student without external assistance. This may be justified by the face-to-face nature of the assessment system, or by an appropriate combination of technology and human resources, which ensure the identification of students and control of

the environment, for proper assessment, through the demonstration of the achievement of each student's learning outcomes."

In the case of degrees with a significant part of the assessment being non-face-to-face, the system for controlling authorship of the assessment systems shall be detailed in section "6.1 Justification of the material resources and services available".

4.4 Basic description of specific curriculum structures

The specific curriculum structures for the degree programme must be stated in the curriculum report and justified in Dimension 1. In these cases, this section 4.4 shall provide information to assess their consistency and suitability with the objectives and learning outcomes of the degree programme.

The university must ensure that those who follow them achieve the fundamental learning outcomes of the official university degree containing these specific curriculum structures.

In the case of the Dual Mention, the structure and content of this document are set out in Annex II of this guide.

DIMENSION 5. ACADEMIC AND TEACHING SUPPORT STAFF

This dimension assesses the suitability of teaching staff and other human resources (support staff) necessary to guarantee the quality of teaching and ensure that students achieve the learning outcomes set out in the degree programme.

A detailed description of the basic profiles of the teaching staff and other human resources necessary and available to adequately implement the proposed curriculum must be provided.

5.1. Academic staff and teaching staff

1. The suitability of the teaching staff assigned to the degree programme is assessed on the basis of their academic specialisation, their commitment in terms of hours and their teaching and research experience. Factors that may affect their commitment are also taken into account, such as the teaching methods (face-to-face, blended or online), the number of students and their distribution in groups, the languages of instruction and the existence of external academic placements.

2. For a correct assessment of this section, the report must differentiate between the staff who will be directly involved in teaching the degree programme and, where applicable, those who are expected to be hired.

3. With regard to the specialisation of teaching staff, as a general guideline that may vary according to the characteristics of the degree programmes, the following is established:

- In Bachelor's degrees, the appropriate qualification of teaching staff is linked to the area of knowledge to which the subjects and the teacher themselves are assigned.
- In Master's degrees, the level of specialisation required is higher and must be reflected in the description of the academic profile of the teaching staff.

4. The university must specify the teaching staff planned to ensure the proper implementation of the degree programme. Clear and organised information must be provided specifying the teaching profiles as a whole and also each individual case, without the need to provide names. The profiles may be described in aggregate form by fields of knowledge (in relation to teaching) or areas of knowledge of the teaching staff involved. The teaching profile refers to the teaching staff's experience in teaching specific subjects and programmes related to the subject matter of the proposed degree.

5. To this end, **Table 5A** shall provide the following **information** on the proposed degree, **aggregated by areas or fields of knowledge**:

- Name of the area or field of knowledge.
- ECTS credits for new hires in the area required to teach the degree.
- Teaching commitment in ECTS per area or field of knowledge.
- Number of teachers per area or field of knowledge involved in the degree.
- Number of accredited and non-accredited PhDs per area or field of knowledge involved in the degree.

- Academic categories of teaching staff by area or field of knowledge involved in the degree.
 - In the case of public universities: number of full professors (CU), number of university lecturers (TU) and contract staff in their various categories.
 - In the case of private universities, the categories must be defined (indicating their possible equivalence to the categories described above) and the number of teaching staff in each category must be indicated. It must also be specified whether the teaching staff has been positively evaluated by a quality agency.
- Number of ECTS credits for the subjects or courses assigned to each area or field of knowledge.

Table 5A Aggregate information by area or field of knowledge

Name of area of knowledge				
New enrolment (ECTS)				
ECTS credits awarded for the qualification				
Academic category	Number	% accredited	% doctor	ECTS credits in the degree
Category 1				
Category 2				
Category 3				
Category 4				
.....				
.....				
.....				

6. **Table 5B** shall provide the following **information** regarding the proposed degree, **organised by teaching profiles**:

- Identification of the academic staff profile.
- Academic training.
- Area or field of knowledge.
- Academic category.
- Dedication (TC, TP), indicating the maximum number of credits that can be taught for each type of dedication.
- Accreditation (YES/NO).
- Doctorate (YES/NO).
- Years of teaching experience.
- Research or professional field (only for master's degrees).
- Subjects or courses to be taught.
- Language level, if the degree is taught in a second language that is not an official language. If teaching is provided in a second language that is not one of the official languages of the Valencian Community, the teaching staff involved must demonstrate at least a C1 level of the CEFR or equivalent in that language.
- For non-accredited and/or non-doctoral teaching staff, the following must also be provided:

- Teaching merits (in the case of non-accredited teaching staff). Years of teaching experience and subjects taught in the last five years. If applicable, whether they have recognition of their teaching work by any agency.
- Research or professional merits where applicable (in the case of teachers without a PhD). Indicate the lines of research associated with the profile.

Table 5B Information regarding the degree organised by teaching profiles

No	Academic training	Field of knowledge	Academic category	Full-time/part-time	Accredited (Y/N)	Doctorate (Y/N)	Years of teaching experience	Research or professional field*	Subjects taught	Language level**

* Only for master's degrees

** Only if the subject is taught in a second non-official language

7. It should be noted that the curriculum must ensure the availability of teaching staff appropriate to the degree, in terms of teaching and research and/or professional experience, as well as in sufficient numbers to enable it to be taught over time under the same academic conditions.

In both Bachelor's and Master's degrees, if there are several cohorts per year, it is important to clarify the commitment of each teacher in accordance with the planned academic calendar. The number of hours per teacher to be devoted to TFG/TFM tutoring and External Academic Internships must also be specified.

To this end, the information shall be organised as set out in **Table 5.C**. In the event that a degree is taught simultaneously in several modalities (face-to-face, hybrid, virtual), a Table 5C must be attached for each modality.

Table 5.C Teaching requirements of the curriculum

Deployment of the curriculum			Teaching staff		
Subject	No. of students	Total credits taught	Teacher profile	Credits taught	Teaching or synchronous activity hours
Subject 1			Profile n1		
			Profile n2		
Subject 2			Profile n3		
			Profile n4		
Subject 3			Profile n5		
.....

8. Joint or Inter-University Degrees

Both for Bachelor's and Master's degrees:

- Agreements must be in place to organise the incorporation of teaching staff from the different participating universities, provided that this has not been explicitly stated in the agreement.
- The academic/research/professional profile of all teaching staff from the different participating universities must be described in the same terms as above.

9. Dual Mention

If the degree includes a Dual Mention, it must be clearly specified which teachers participate in the dual pathway. Annex II of this Guide contains all the information on dual mentions.

10. Academic staff required

For both official Bachelor's and Master's degree programmes, if all the academic staff are not available at the time of submission of the report:

- A provisional timetable for the incorporation of the necessary staff who are not available in accordance with the profiles defined in Table 5.B must be attached.
- The university must explicitly commit to ensuring that the teaching staff will guarantee the proper implementation of the degree programme at all times during its development. This commitment must be reflected in the degree programme report, specifically in dimension 5.

5.2. Teaching support staff and other necessary human resources

1. The support staff necessary and directly involved in the degree programme must be specified, indicating their connection with the university, their professional experience and their suitability for the areas of knowledge related to the degree programme. If no specific support staff is required, this shall be expressly stated.

Support staff shall be specified in terms of profiles, without the need to include names or CVs. The experience of the support staff available must be adequate to teach the degree programme at each and every one of the campuses.

2. The support staff specialising in the IT management of the teaching platform used must be specified, together with a general description of the IT unit.

3. If the qualification has tutors, advisors or similar figures and combines several teaching methods, the specific commitment of this staff to each of the methods must be specified.

4. The participation of teaching and support staff in the mechanisms for verifying student identity and the integrity of the assessment processes must be detailed, especially in the case of online teaching.

5. For both official undergraduate and master's degree programmes, if at the time of submission of the report not all teaching support staff are available, a recruitment forecast must

be made to ensure the viability of the proposal, taking into account the structure of the curriculum, the number of credits to be taught, the areas of knowledge involved, the number of students and other relevant variables. In this case:

- A provisional schedule for the incorporation of the necessary staff who are not available must be attached.
- The university must explicitly commit to ensuring that teaching support staff will guarantee the proper implementation of the degree programme at all stages of its development. This commitment must be reflected in the degree programme report, specifically in dimension 5.

5.3. Mechanisms to ensure equality between men and women and non-discrimination against persons with disabilities

The mechanisms available to the degree programme to ensure that the recruitment of teaching and support staff is carried out in accordance with the criteria of equality between men and women and non-discrimination against persons with disabilities must be made explicit.

Likewise, the measures established by universities in the ongoing training of university teaching staff and administrative and service personnel to incorporate content aimed at training in the prevention, awareness and detection of sexual violence, in accordance with Article 24.3 of Organic Law 10/2022 of 6 September on the comprehensive guarantee of sexual freedom, must be specified.

DIMENSION 6. RESOURCES FOR LEARNING: MATERIALS AND INFRASTRUCTURE, PRACTICES AND SERVICES

6.1. Justification of the adequacy of the material resources and services available

1. This Dimension will assess whether the material resources, infrastructure, practices and services necessary for the development of the activities in the curriculum are adequate to ensure all the expected outcomes of the training and learning process.
2. The curriculum must provide for sufficient equipment and infrastructure, both in the participating universities and in the collaborating institutions, justifying their suitability for the training objectives. Specifically, the key material resources and services of the proposed degree programme must be identified and described (laboratories, computer rooms, scientific, technical, humanistic or artistic equipment, special equipment, library and reading rooms, availability of new technologies – internet, virtual teaching campus, etc.). Only information relating to the resources and infrastructure assigned to the delivery of the proposed degree programme should be provided.
3. Key material resources and services are understood to be the infrastructure and equipment that are essential for the development of the proposed degree programme. In cases where there are several centres, either owned or affiliated, the resources and services available at each of them must be indicated.
4. In all cases, the criteria of universal accessibility and design for all must be observed, in accordance with the provisions of Royal Legislative Decree 1/2013, of 29 November, approving the revised text of the General Law on the Rights of Persons with Disabilities and their Social Inclusion.
5. In the event of other entities participating in the development of training activities, information on the agreements signed governing such participation must be included. Specifically, sufficient information must be provided to demonstrate that the material resources and services available at the collaborating entities guarantee the development of the planned training activities.
6. For degrees with a large practical and experimental component, a description of the facilities or laboratories and their equipment for carrying out the practical work must be provided.
7. If the degree programme requires infrastructure outside the university, a list and brief description of the corresponding agreements in force must be provided, including, as a minimum, for each of the facilities, the conditions of use (space, availability, number of places, material and equipment for practical activities) that allow for an assessment of whether these material resources are sufficient to cater for the number of students envisaged in the report.
8. Student support and guidance services must be indicated, including a description of the diversity services available at the university. This information may be supplemented by links to public documents or websites.
9. In hybrid and virtual teaching modalities, the technological infrastructure available for the specific development of the degree programme (such as virtual platforms or similar systems) must be described and an explanation provided of how this technology is used to ensure the proper development of the training activities and achieve the learning outcomes committed to. Specifically, details should be provided on resources related to distance information systems,

including software used for communication with students and access to teaching resources such as proprietary materials, databases, online journals or digital books, among others.

The characteristics of the identity and authorship control system for the submission of activities and completion of assessment tests by students must be specified.

If the degree is taught online and/or assessment systems that do not require physical attendance prevail, the university must describe in detail the identity and authorship control system for the submission of activities and the completion of assessment tests by students.

The implementation of two-factor authentication for access to resources or the virtual platform is not considered sufficient to guarantee the integrity of the assessment processes. The university must also have a *proctoring* system, or a similar technological solution, that allows for the reliable verification of student identity and supervision of the completion of tests, ensuring that the principles of authenticity, transparency and equal conditions are met in all assessment processes, and that the acquisition of all corresponding Learning Outcomes is reliably demonstrated.

6.2. Procedure for the management of External Academic Internships ()

1. External Academic Internships (PAE) are training activities for university students, the aim of which is to enable them to apply and complement the knowledge acquired during their academic training, facilitating the acquisition of skills. PAEs can be carried out as part of the curriculum (compulsory and optional) or extracurricular. Specific regulations must be in place regarding their organisation and operation, as established in RD 822/2021 (art. 11.5), and a link to these regulations must be provided.

2. The description of these External Academic Internships must include the following information:

- a) The organisation, operation and procedure established for assigning placements to students.
- b) In the case of qualifying degrees in which external academic work experience is an integral part of the curriculum, such as degrees in Health Sciences (Degrees in Medicine, Nursing, Master's Degree in General Health Psychology and others), or degrees that qualify or are related to access to regulated professions, such as the Master's Degree in Law and Advocacy, as well as qualifying degrees in Education Sciences, the agreements signed with the relevant institutions must be provided, in accordance with the degree report and current legislation.

Where applicable, the report must justify that the affiliated centres comply with the provisions of Order SSI/81/2017, of 19 January, which publishes the Agreement of the Human Resources Commission of the National Health System, approving the protocol establishing basic guidelines to ensure and protect the right to privacy of patients by students and residents in Health Sciences.

- c) In general, study plans that include compulsory or optional PAEs must be accompanied by the agreements or a list of the entities, institutions, organisations and companies with which an agreement has been signed or is planned. An estimate of the number of places planned for each of them must be included. This information must make it possible to verify the adequacy and sufficiency of these agreements in relation to the

number of places offered, as well as the different training objectives and graduate profiles of the degree programme.

- d) Students must be informed, prior to enrolment, of the location and headquarters (town and province) of each of the institutions or companies with which there is an agreement for the completion of the specific external work experience for this degree.
- e) Information must be provided on the requirements that PAE professional tutors must meet in order to carry out their professional training activities.

6.3. Provision of material resources and services

In the exceptional case that the facilities necessary for the delivery of the proposed degree are not available, it will be necessary to indicate the dates committed for their commissioning, as well as to include a formal commitment of their availability when the degree begins to be delivered, issued by the person responsible for the institution.

If certain facilities are strictly necessary to begin teaching the degree programme, it will also be essential to have alternative facilities available, the availability of which must be indicated in the report, to ensure that students can carry out their educational activities during the transitional period.

DIMENSION 7. IMPLEMENTATION SCHEDULE

7.1. Timetable for the implementation of the degree programme

1. The chronological sequence of the implementation of the degree programme and, where applicable, the discontinuation of the previous programme must be indicated. The implementation by universities of study programmes leading to official degrees may be carried out simultaneously, for one or more academic years, or progressively, in accordance with the timetable set out in the corresponding study programme.

If the entire curriculum is implemented simultaneously, the acquisition of all learning outcomes must be guaranteed. In any case, detailed information on the planning adopted must be provided.

2. It should be borne in mind that the nature of the planned timetable (whether simultaneous or progressive implementation) will have an impact on the aspects indicated in dimensions 5 and 6.

3. In the event that the new degree replaces another pre-existing degree, the implementation period for the new degree must be specified, along with the period established for the discontinuation of the curriculum belonging to the old degree.

4. The gradual or complete implementation of a new degree must respect the rights of students from degrees that are being phased out.

7.2. Procedure for adaptation, where applicable, to the new curriculum by students from the previous university structure

The procedure to be followed to ensure that students on existing degree programmes can make an orderly transition without being adversely affected by the process must be described, and an adaptation table must be included showing the equivalences between the subjects or courses in the previous version and those in the new proposed curriculum.

7.3. Courses that will be discontinued due to the implementation of the proposed degree programme

1. The official university courses that will be discontinued due to the implementation of the corresponding degree programme must be specified.

2. In the event that credits from non-official university courses are recognised in a percentage greater than the 15% established by RD 822/2021, reference to the discontinuation of the degree programme in question shall be made in section "3.2. Credit transfer and recognition system".

DIMENSION 8. INTERNAL QUALITY ASSURANCE SYSTEM

8.1. Internal Quality Assurance System (SAIC)

1. The Internal Quality Assurance System (SAIC) applicable to the degree to be verified shall be identified, which must comply with the criteria and guidelines for quality assurance in the European Higher Education Area (ESG).

To this end, a link shall be provided to the SAIC documentation, indicating:

- Whether it is an externally certified SAIC.
- Its scope in relation to qualifications, which may refer to a specific qualification, the institution responsible for the qualification or a general system of the university.

2. In the case of an application involving more than one university, an SAIC must be provided, which may have been designed specifically for the qualification or may be that of one of the participating universities. No more than one IQAS will be accepted for a qualification.

3. If the degree programme's quality control system does not have a certified SAIC, the system to be implemented must include, at a minimum, the systematic collection and analysis of the satisfaction of all groups involved in the degree programme.

4. For information on the design and development of quality assurance systems in higher education, please consult the guides and examples produced by AVAP within the AUDIT-AVAP 2024 programme. (See: <https://avap.es/es/educacion-superior/acreditacion-institucional/certificacion-del-saic/>).

8.2. Public information

1. The means of public information aimed at meeting the needs of students, from their admission to the university until the completion of their training and learning process, and of other stakeholders involved, as well as society in general, must be identified and described.

2. Public information, accessible to students, other relevant stakeholders and society in general, should include at least the following elements:

- Name of the qualification.
- Centre responsible for the degree.
- Teaching method of the degree. In the case of hybrid or virtual modalities, specify whether there is an obligation to attend any modules, subjects or courses in person, specifying the place of delivery, timetable and other necessary information.
- Languages in which the degree is taught.
- Number of places available for new students.
- Admission criteria.
- Admission requirements or special tests, if applicable.
- Entry profile.
- Student welcome and orientation procedures.
- Graduate profiles.
- Regulated professions for which it provides training, if applicable.

- Educational objectives.
- Learning outcomes.
- Curriculum structure.
- Course guides for subjects/courses.
- Description of teaching staff (access to their teaching and research profiles).
- Information on degree coordination.
- Academic timetables.
- Regulations (attendance, transfer and credit recognition, TFG/TFM, external internships).
- Description of material resources and services available.
- Satisfaction results from different groups.
- Current report.
- External evaluation reports on the degree programme.
- Information on mobility: procedures, agreements and university regulations.
- Information on external academic placements (partner organisations).
- SAIC manual, structure and procedures.
- Mailbox for complaints, claims, suggestions and compliments.

APPENDIX I. Distribution of areas of knowledge among the branch verification committees

Royal Decree 822/2021, of 28 September, establishing the organisation of university education and the procedure for ensuring its quality, replaces the previous five branches of knowledge with 32 fields of knowledge listed in Annex I.

On 27 May 2022, REACU drew up guidelines and recommendations for the preparation and evaluation of modifications to study programmes to adapt them to the fields of knowledge (https://avap.es/wp-content/uploads/2022/06/2022-05-27_REACU-DO_AdaptacionAmbitosConocimiento.pdf). Based on this document, the distribution of fields of knowledge among the AVAP Branch Verification Committees (CVR) is as follows:

Arts and Humanities:

- Philology, classical studies, translation and linguistics.
- History of art and artistic expression, and fine arts.
- History, archaeology, geography, philosophy and humanities.
- Cultural industries: design, animation, film and audiovisual production.
- Interdisciplinary.

Social and legal sciences

- Economics, business administration and management, marketing, commerce, accounting and tourism.
- Education
- Social sciences, social work, labour relations and human resources, sociology, political science and international relations.
- Law and legal specialisations.
- Gender studies and feminist studies.
- Cultural industries: design, animation, film and audiovisual production.
- Journalism, communication, advertising and public relations.
- Interdisciplinary.

Science

- Biology and genetics.
- Biochemistry and biotechnology.
- Environmental sciences and ecology.
- Earth sciences.
- Physics and astronomy.
- Mathematics and statistics.
- Chemistry.
- Interdisciplinary.

Health sciences

- Physical activity and sports science.

- Biology and genetics.
- Biochemistry and biotechnology.
- Agricultural sciences and food technology.
- Biomedical sciences.
- Behavioural sciences and psychology.
- Nursing.
- Pharmacy.
- Physiotherapy, podiatry, nutrition and dietetics, occupational therapy, optics and optometry, and speech therapy.
- Medicine and dentistry.
- Veterinary science.
- Interdisciplinary.

Engineering and architecture

- Architecture, construction, building and urban planning, and civil engineering.
- Biochemistry and biotechnology.
- Agricultural sciences and food technology.
- Cultural industries: design, animation, film and audiovisual production.
- Electrical engineering, electronic engineering and telecommunications engineering.
- Industrial engineering, mechanical engineering, automatic engineering, industrial organisation engineering and navigation engineering.
- Computer and systems engineering.
- Chemical engineering, materials engineering and environmental engineering.
- Interdisciplinary.

CLARIFICATION

Some fields are in different committees depending on their focus, apart from the interdisciplinary field. These are:

- **Physical activity and sports sciences:**
 - In the part related to Education Sciences, it is associated with Social and Legal Sciences.
 - In all other areas, it is associated with Health Sciences.
- **Behavioural sciences and psychology:**
 - In the area related to Social Sciences and Human Resources, it is associated with Social and Legal Sciences.
 - In the rest, it is associated with Health Sciences.
- **Cultural industries: design, animation, film and audiovisual production:**
 - In Humanities for the part related to design, animation and film (in part).
 - In Social Sciences and Law for the cinematography (in part) and audiovisual production aspects.
 - In Engineering and Architecture for animation (video game industry and related computer science).

- **Biology and genetics:**

- In Science.
- In Health Sciences for the part of Human Biology and genetics associated with medicine and medical therapies.

- **Biochemistry and biotechnology:**

- In Science.
- In Health Sciences for the part on Biochemistry and Biotechnology applied to human health.
- In Engineering and Architecture for the technological part of Biotechnology.

- **Agricultural sciences and food technology:**

- In Health Sciences for Food Technology.
- In Engineering and Architecture for Agricultural Sciences and partly for Food Technology.

ANNEX II. Guidelines for the inclusion of dual mentions

1. The purpose of this annex is to establish basic guidelines and directives for the inclusion of the Dual Mention in the reports on official university bachelor's and master's degrees referred to in Article 22 of Royal Decree 822/2021, which establishes the organisation of university education and the procedure for ensuring its quality, following the Evaluation Protocol for the inclusion of the Dual Mention REACU 2 March 2022 ([2022-03-02_REACU_ProtocoloEvaluacionInclusionMencionDual.pdf](#)).

As indicated in RD 822/2021, *"Official university bachelor's and master's degrees may include the Dual Mention, which involves a common training project carried out complementarily at the university centre and at a collaborating entity, which may be a company, a social or trade union organisation, an institution or an administration, under the supervision and educational leadership of the university centre, and whose objective is to adequately train students to improve their comprehensive education and employability"*.

2. The inclusion of the Dual Mention may be made through the verification procedure referred to in Article 26 of RD 822/2021, in the case of new proposals for official university degrees, or through the modification procedure regulated in Articles 32 and 33 of the aforementioned RD, in the case of already verified university degrees and master's degrees. In this case, the inclusion of Dual Mentions or changes to existing ones will be considered a substantial modification.

3. It should be noted that the Dual Mention does not refer to either a more intensive curriculum or a specific training pathway, and is not comparable to the mentions referred to in Article 13 of the aforementioned Royal Decree; it is a specific curricular structure and is therefore included in Chapter VI of RD 822/2021.

4. If the application for this Mention involves an increase in the number of places, this must also be approved by means of the corresponding substantial modification.

5. In Dimension 1 of the verification report, criterion "1.1 Description", section 1.3.b) "Dual Mention", the Dual Mention shall be registered and the corresponding Educational Collaboration Framework Agreements with the collaborating entity or entities (companies, organisations, institutions or administrations) shall be attached, duly signed. A specific model agreement shall be included in accordance with the contents established in Article 22.3 of RD 822/2021.

In addition, it shall be specified that students shall have a tutor appointed by the university and a tutor appointed by the entity, company, organisation, institution or administration, who shall jointly supervise the development of the training project, under the leadership of the university tutor. Universities shall ensure the the conditions for carrying out the activities included in the contract and which facilitate the training development in the partner entity are appropriate.

It shall also specify the maximum number of places per academic year offered by each collaborating entity.

6. All other specific information relating to the Dual Qualification must be compiled in a single document attached to section 4.4 of the degree programme report. The information to be provided is described below by category.

Structure of Section 4.4:**4.4.1. Description, training objectives and justification of the degree**

The following information must be included in the section corresponding to dimension 1:

1. Total number of places offered in the Dual Qualification, which must match those appearing in the collaboration agreements provided. It should be noted that the total number of new places offered in the degree programme will include those associated with the Dual Qualification.
2. Number of credits in the curriculum that will be developed at the collaborating entity (company, organisation, institution or administration), taking into account that:
 - In the case of Bachelor's degrees, between 20 and 40 per cent of the degree credits will be completed at the collaborating entity.
 - In the case of Master's degrees, between 25 and 50 per cent of the degree credits will be completed at the collaborating entity.

These percentages must include those corresponding to the final project for the degree or master's degree.

3. An academic justification for the proposed Dual Qualification must be included, along with references to similar academic qualifications that support it, as well as the relationship between this pathway and the socio-economic characteristics of the area of influence of the degree.

The Dual Mention is a mixed training project that combines university education with training at a collaborating organisation, with both institutions sharing responsibility for the students' education. Therefore, the justification for the Dual Mention must clearly highlight its uniqueness compared to other training models, such as those based on "External Academic Internships".

In dual training, there are two complementary training environments (the university and the collaborating organisation), so it must be made clear how each agent has been involved in the planning, design, implementation and review of the training project.

4.4.2. Results of the training and learning process

The learning outcomes of the Dual Mention will necessarily be those of the degree itself. In this sense, if the same degree contemplates the acquisition of learning through a Dual Mention and through an ordinary route, both routes will share the same learning outcomes; the Dual Mention is only an alternative route to achieving these outcomes. Therefore, the learning outcomes to be recorded, in general, in the training project for the minor will be those of the degree, and it is not necessary to include anything related to this criterion.

Any learning outcomes that may be associated with optional credits specific to the Dual Qualification are included in the files for each optional subject included in dimension 4 of this annex.

4.4.3. Admission, recognition and mobility

1. The selection criteria for students to be admitted to the Dual Specialisation must be considered in the event that demand exceeds the number of places available for that specialisation. Likewise, the process for assigning students to the collaborating entities must

be described. In both cases, these selection criteria must be graded, academic in nature, public, clearly described, not misleading and consistent with the subject area of the degree.

2. The academic and employment conditions under which students will enrol and study the Dual Qualification must be described.

3. It must be made clear that students enrolled in the Dual Qualification may withdraw from it, provided that they have not completed more than half of the credits required to obtain the Dual Qualification and that they follow the procedure established for this purpose.

4. Likewise, given that the Dual Specialisation includes training activities that are professional activities that must necessarily be remunerated, it shall be expressly stated that the legal relationship between the collaborating entity and the students shall be governed by the contract for dual university training referred to in Article 11.2 of the revised text of the Workers' Statute and its implementing regulations (alternating training contract), as well as by any other applicable labour regulations.

4.4.4. Planning of teaching

1. The layout and structure of the Dual Mention training project shall be provided, clearly stating that the design of the project coordinates and integrates the training activities at the university with those carried out at the collaborating entity. The dual training project must be fundamentally oriented towards the acquisition by students of the learning outcomes defined for the degree.

2. In the case of degrees that offer a dual pathway and a non-dual pathway, it must be taken into account that both pathways must meet the same learning outcomes, those defined for the degree in Criterion 2, with the dual project being only an alternative way of acquiring them. Therefore, both pathways must be consistent and compatible with each other.

3. In general, the definition of the training project for the Dual Mention shall comply with the specifications in Dimension 4 of this Guide. The organisational units (modules, subjects, courses and their possible combinations) that make up the training project must be described. In any case, the information on the training project for the Dual Mention must be sufficiently detailed to allow for its evaluation.

4. For each of the organisational units that make up the curriculum, the following shall be specified:

- Name.
- Number of ECTS credits.
- Type (basic, compulsory, external work experience, final project).
- Place of delivery (university centre, collaborating entity, both).
- Learning outcomes.
- Training activities, for each one, hours allocated and percentage of attendance expected during those hours (university centre) and/or tasks to be carried out, how often and how long each one takes to complete (collaborating entity).
- Contents.
- Assessment systems and their weighting.

5. It must be made clear that the final assessment of the subject will be carried out by the professor responsible for it at the university, taking into account the assessment by the tutor from the collaborating entity of the activities carried out in the same.

6. The timetable for the training project's curriculum structure must be provided, indicating, for each subject/course, the credits, academic year and period of delivery. In the case of alternating subjects/courses, the credits/hours to be taken at the collaborating institution and the credits/hours to be taken at the university must also be specified.

4.4.5. Academic and teaching support staff

In addition to what is specified in Dimension 5 of this Guide:

1. The academic staff directly involved in the dual project and tutoring activities must be specified, indicating their academic category, their type of relationship with the university, their experience in dual training or equivalent and, where applicable, their teaching and/or research experience. Their involvement/dedication to the dual project and the non-dual project that may be included in the degree must be clearly stated and differentiated.

2. In accordance with Article 22.3 of RD 822/2021, the student shall have a tutor appointed by the university and a tutor appointed by the collaborating entity, who, under the leadership of the university tutor, and jointly, shall ensure the development of the training project and shall be identified in the dual project.

In the case of the tutor from the collaborating entity, their professional and academic profile and experience in dual training or similar will be specified, as well as the time they will make available to students of the Dual Mention.

3. It must be demonstrated that the number of professional and academic tutors and their commitment is sufficient, considering the number of students participating in the dual project, and that their academic and professional profiles are appropriate for the objectives to be achieved.

4.4.6. Learning resources: materials and infrastructure, practical training and services

The suitability of the collaborating entities participating in the project shall be justified, considering the nature and objectives of the degree containing the Dual Mention, and that they have the necessary operational, human and material resources to serve the students and implement the dual training project. In determining the suitability of the collaborating entity, the following shall be taken into account:

- The training and learning outcomes developed through professional activity at the collaborating entity must be consistent with the graduate profile of the corresponding degree and with its MECES level.
- The collaborating entity must have sufficient and appropriate departments, services, facilities and equipment for the training activities to be carried out and appropriate to the learning outcomes to be acquired in its environment.
- The list of jobs, tasks and activities to be carried out at the collaborating entity and their suitability for the learning outcomes to be acquired by the students.

ANNEX III. Guidelines for submitting information on degrees in hybrid or virtual formats

The following is a compilation of the specific aspects of the different dimensions with regard to the teaching modalities:

GUIDELINES

DIMENSION 1. DESCRIPTION, TRAINING OBJECTIVES AND JUSTIFICATION OF THE QUALIFICATION

The degree proposal must indicate the teaching modality or modalities in which it will be taught, in accordance with the types described in this document.

The number of places offered in each teaching modality must be identified. The total number of places for new students must correspond to the sum of the places in each modality. In all qualifications, regardless of their teaching modality, the number of places offered is of significant importance when assessing the sufficiency and adequacy of the human and material resources available for the qualification (Dimensions 5 and 6). In all cases, these resources must guarantee the optimal organisation of the educational process, ensuring that students can acquire all of the expected learning outcomes.

The University's regulations on student retention must establish the conditions according to the type of teaching. If these conditions differ for different types of teaching, it must be clearly stated how the change in type affects students.

The relevance of the modality or modalities proposed for the acquisition of the learning outcomes defined in the degree must be adequately justified and specific national and/or international references must be provided.

DIMENSION 2. RESULTS OF THE TRAINING AND LEARNING PROCESS

The outcomes of the training and learning process must be specified in terms of knowledge or content, competences and skills or abilities that all students must acquire, in accordance with the provisions of dimension 2 of the guide.

DIMENSION 3. ADMISSION, RECOGNITION AND MOBILITY

The specific admission tests and criteria must be identical for all students, regardless of the mode of delivery of the degree.

The procedures for organising mobility (national and international) for both home and host students must be provided and the impact on teaching modalities must be justified. Mobility may be offered to allow students to complete part of their studies by taking subjects in other programmes with corresponding competences.

The report must include detailed information on the procedures in place to enable students to change the mode of delivery (face-to-face, hybrid or virtual), including the period during which this is possible. Changes in the mode of delivery by students must not exceed the number of places established in the report for each mode.

DIMENSION 4. TEACHING PLANNING

The curriculum must be consistent with the teaching method proposed for the degree. If applicable, the specific curriculum structures linked to the different teaching methods must be described. The teaching activities and methodologies and the assessment systems proposed must be defined for each teaching modality. These aspects must also be specified in the subjects and/or courses that make up the curriculum, together with the expected learning outcomes, so as to provide a clear overview of the proposal for each modality in which the degree is to be taught.

If the curriculum is delivered in more than one teaching-learning modality (face-to-face, hybrid, virtual), the way in which the information for each of these modalities will be presented in the different modules and subjects/courses must be described. For each teaching modality, all information relating to the curriculum must be provided.

The corresponding file for each subject or course must describe the training activities, teaching methodologies and specific assessment systems for each modality, ensuring their consistency. It must be ensured that the different teaching modalities allow all students to achieve the same training and learning outcomes.

For each training activity in the subjects or courses, the number of hours of study, the percentage of attendance of those hours and, in the case of the virtual mode, the percentage of the training activity that involves synchronous interaction between students and teachers must be specified.

Subjects/courses are not classified by modality (face-to-face or virtual). The total information on the percentage of attendance and synchrony in the hours of educational activities for each subject/course will be taken as a reference in the calculations to determine the teaching modality of the degree.

The percentage of face-to-face attendance refers to face-to-face attendance in the strict sense, which implies the physical and synchronous presence of teachers and students at the teaching centre to carry out the teaching activity, in line with the provisions of RD 822/2021 in its article 14.7.

In justified cases, when teaching activities take place in person at a university centre and, at the same time, synchronously at another university centre, always under the coordination of university staff at both centres, such activities may be considered face-to-face in both cases. The resources and staff required to carry out these activities must be detailed in Dimensions 5 and 6 of the verification report.

In the case of eminently practical subjects/courses offered in a hybrid and/or virtual format, a justification of the suitability of the format for the acquisition of the established learning outcomes must be included.

Regardless of the teaching modality of the degree, External Academic Internships shall be face-to-face. Exceptionally, with specific justification and in accordance with the training plan, they may be taught virtually or in a hybrid format.

DIMENSION 5. ACADEMIC AND TEACHING SUPPORT STAFF

Given the particularities of the different teaching modalities and the diversity of existing pedagogical models, the University must present the structure, profile and role of the academic staff involved in teaching the degree programme in each modality, as well as their level of commitment.

The University must report the maximum number of students per teacher it expects to have for each group in the case of virtual or hybrid degrees, as well as the maximum number of final projects and students in External Academic Internships that each teacher can supervise.

The University must provide information on qualified teaching support staff with experience in virtual or hybrid teaching environments. For degrees taught in virtual mode, or those where online assessment procedures prevail, the teaching support staff responsible for verifying the identity of the person taking the test and supervising the assessment process must be specified in order to ensure that students do not receive external support that is not permitted under the assessment rules, thereby preserving the integrity, fairness and transparency of the assessment processes.

DIMENSION 6. LEARNING RESOURCES: MATERIALS AND INFRASTRUCTURE, PRACTICES AND SERVICES

The higher education institution must ensure that teaching staff (both in-house and external collaborators/consultants) have access to teaching and technological support infrastructure at all times.

Virtual learning environments (teaching system or platform, virtual campus, learning management systems, technological tools) are a particular focus for teaching delivered in hybrid and virtual modes.

The institution shall provide specific information on:

- The technical and material resources available to meet the objectives in hybrid and virtual modalities, demonstrating that they support the defined teaching and learning methodology and the expected number of students. In other words, their functionalities must be described.
- How the reliability and security of the system is guaranteed, as well as its availability (duplicates, redundancy systems, control systems, maximum number of simultaneous connections) and access.
- The mechanisms employed to guarantee student identity and control the environment to prevent fraud.
- If applicable, the certifications available for the virtual teaching system or platform.
- Service agreements or contracts, if the virtual teaching system or platform is outsourced.
- Guaranteed access for students to digital learning resources, as well as the availability of information on how to use those resources.
- The mechanisms by which the usability of *the software* and accessibility for students with special educational needs are ensured.

For degrees taught online, or those with assessment systems that do not require attendance, the university must detail and justify the mechanisms for identity control, authorship and supervision of the procedures used to carry out the various online assessment activities and tests.

Double authentication alone does not guarantee the integrity of the assessment processes. It is essential to implement a *proctoring* system or other equivalent technological solution that verifies the identity of students, supervises the conduct of tests and ensures that students demonstrate the achievement of Learning and Training Outcomes.

DIMENSION 7. IMPLEMENTATION SCHEDULE

Implementation schedules must be specified for each modality if they differ.

DIMENSION 8. INTERNAL QUALITY ASSURANCE SYSTEM

The Internal Quality Assurance System (SAIC) must ensure the quality of programmes, regardless of the modalities offered.

EXAMPLE OF MODALITY CALCULATION

Below is an example of how to calculate the modality for a degree worth 240 ECTS, with 24 ECTS for PAE and 12 ECTS for the TFG.

Distribución ECTS	Nº ECTS	Horas presencialidad por 1 ECTS
Actividad lectiva (AL)	204	Cumplimentar tabla por asignaturas
PAE*	24	25
TFG/TFM**	12	0
TOTAL ECTS	240	

* PAE: Prácticas Académicas Externas Curriculares

** No se considerarán las horas de defensa de TFG/TFM

¿Cuántas horas tiene la actividad lectiva para 1 ECTS? 10

VARIABLES A CONSIDERAR PRESENCIALIDAD 1ECTS=25h		
	MÁXIMO	MÍNIMO
Actividad lectiva	10h	8h*
PAE	25h	20h
TFG/TFM	0h	0h

* Sólo para Máster

Subject/Course	ECTS	Face-to-face hours per 1ECTS	Virtual hours per 1ECTS	Classroom hours per subject/course
Subject 0	6	1	0	6
subject 1	6	10	0	60
subject 2	6	10	0	60
subject 3	6	10	0	60
subject 4	6	10	0	60
subject 5	6	10	0	60
subject 6	6	10	0	60
subject 7	6	10	0	60
subject 8	6	10	0	60
subject 9	6	10	0	60
subject 10	6	0	10	0
subject 11	6	0	10	0
subject 12	6	0	10	0
subject 13	6	0	10	0
subject 14	6	0	10	0
subject 15	6	0	10	0
subject 16	6	0	10	0
subject 17	6	0	10	0
subject 18	6	0	10	0
subject 19	6	3	7	18
subject 20	6	3	7	18
subject 21	6	3	7	18
subject 22	6	3	7	18
subject 23	6	3	7	18
subject 24	6	3	7	18

subject 25	6	3	7	18
subject 26	6	3	7	18
subject 27	6	0	10	0
subject 28	6	0	10	0
subject 29	6	0	10	0
subject 30	6	0	10	0
subject 31	6	0	10	0
subject 32	6	0	10	0
subject 33	6	0	10	0
subject 34	0	0	0	0
subject 35	0	0	0	0
subject 36	0	0	0	0
subject 37	0	0	0	0
subject 38	0	0	0	0
TOTAL SUBJECTS	204			744
PAE	2	25	0	600
TFG/TFM	12	0	0	0
TOTAL	240	0	0	1

Based on the data entered, the calculation of the modality is obtained directly:

AUTOCÁLCULO MODALIDAD		
Cálculo % presencialidad	Horas	%
Presencialidad actividad lectiva	744	36
Total presencialidad (Actividad lectiva + PAE)	1344	51
MODALIDAD:		HÍBRIDO

ANNEX IV. Guidelines for submitting applications for recognition of credits from own degrees (bachelor's and master's)

1. The purpose of this annex is to provide guidelines for providing information on the recognition of credits from own degrees, in the event of requesting full recognition of said own degree or a percentage greater than 15% of the total credits of the study plan, as provided for in Article 10 of RD 822/2021.

Exceptionally, credits from own degrees may be recognised at a percentage higher than that indicated in the previous paragraph or, where applicable, be recognised in their entirety, provided that the corresponding own degree has been discontinued and replaced by an official degree.

To this end, the following information on the own degree shall be included:

2. In "Section 3. Admission, Recognition and Mobility" of the verification report, the criteria for the recognition of credits from own qualifications shall be specified and justified.

3. In "Section 3.2. Credit transfer and recognition system", Document associated with the specific qualification, the specific aspects of the specific qualification to be recognised shall be provided in accordance with the following structure:

a. Description of the specific degree:

- Name of the institution-specific qualification: university and centre(s).
- Teaching modality or modalities in which the institution's own degree was taught: face-to-face, hybrid, virtual.
- Number of places offered: if the degree was offered in two modalities, the number of students for each modality shall be indicated.
- Number of credits and duration of the course: the total number of credits that make up the degree must be included, regardless of whether some of these can be recognised for different activities.
- Editions of the degree to be recognised: the edition or editions of the degree to be recognised must be specified. If there are several editions of the degree to be recognised, the information indicated in this document (description of the degree, objectives and competences, access and admission of students, etc.) must be provided for each one.

b. Objectives and/or Learning Outcomes

The objectives and/or learning outcomes of the specific qualification shall be described and their correspondence with the learning outcomes of the official qualification in which they are to be recognised shall be established.

c. Student access and admission

Information must be provided on the academic profile required for admission to the specific degree and the criteria for access and admission of students.

d. Learning outcomes and teaching planning

The description of the teaching planning for the institution's own qualifications must be based on a detailed and justified comparative analysis of the learning outcomes acquired

in the new Bachelor's or Master's degree programme with respect to the training content of the previous programmes.

In this regard, it will first be necessary to provide a comparison between the basic characteristics of the programme that is being discontinued and the new programme in order to assess their correspondence, specifically:

- Modules/subjects/courses/thematic units of the specific degree programme compared to the modules/subjects of the official degree programme.
- Old credits compared to ECTS credits, detailing the theoretical and practical hours involved.

This information may be indicated in a summary table such as the one below:

Modules/subjects of the specific degree	LRU/ECTS credits	Theoretical hours	Practical hours	Modules/subjects of the official degree	ECTS credits/hours

Secondly, each of the modules/subjects/thematic units of the specific degree must be detailed, indicating for each one, at least:

- Name.
- Number of credits.
- Teaching method.
- Objectives and/or learning outcomes to be acquired by the student.
- Brief description of contents.
- Teaching-learning methodology.
- Assessment systems.

If the degree includes external work experience, a description of this must be provided in accordance with the above terms.

Likewise, the criteria for grading and obtaining the average grade for the degree programme must be indicated.

Finally, it should be noted that the Final Degree Project and the Final Master's Project cannot be recognised.

e. Academic staff

The human resources available for the programme to be recognised must be described. Aggregate information must be provided on the academic staff associated with the degree programme, their academic rank, type of relationship with the university, their teaching, research and/or professional experience, and their suitability for the fields of knowledge related to the degree programme.

A correspondence shall be established between these teaching staff and those of the official degree to which it is to be equated.

f. Material resources and services

The material resources and services associated with the specific degree must be described.

For degrees with a large practical component, a description of the laboratories for practical work must be provided, as well as a list of agreements that allow students to access the centres where they can carry out their practical work.

g. Adaptation mechanisms and courses to be discontinued

Information must be provided on the period established for the discontinuation of the curriculum corresponding to the institution's own degree.

The procedure for adapting students from the specific degree programme to the official degree programme must also be described.

REVISION REGISTER

REVISION NO.	DATE	DESCRIPTION OF MODIFICATION
1	April	Guide in its initial version.
2	May	Update: the wording of the entire document is revised to clarify the different concepts.