

# EVALUATION PROTOCOL: VERIFICATION/MODIFICATION OF OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES AND OF OFFICIAL MASTER'S DEGREES IN ARTISTIC EDUCATION IN THE COMUNITAT VALENCIANA

July 2025

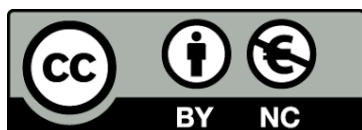


**VALENCIAN AGENCY FOR  
STRATEGIC ASSESSMENT  
AND FORECASTING**

---



AGÈNCIA VALENCIANA  
D'AVALUACIÓ I PROSPECTIVA



© **Valencian Agency for Strategic Assessment and Forecasting**

Plaça de l'Ajuntament, 6

46002 - Valencia

The contents of this work are subject to a Creative Commons Attribution-NonCommercial-NoDerivatives 3.0 licence. Reproduction, distribution and public communication are permitted provided that the author is credited and no commercial use is made of the content.

The full licence can be consulted at: <http://creativecommons.org/licenses/by-ncnd/3.0/es/legalcode.es>

Document created at July 2025 v.2

This is an automatic English translation (DeepL Pro)

## Contents

<b>1. INTRODUCTION AND APPLICABLE LEGISLATION .....</b>	<b>5</b>
<b>2. PURPOSE .....</b>	<b>7</b>
<b>3. SCOPE .....</b>	<b>7</b>
<b>4. OBJECTIVES .....</b>	<b>7</b>
<b>5. RESULT .....</b>	<b>8</b>
<b>6. DIMENSIONS, CRITERIA AND EVALUATION GUIDELINES .....</b>	<b>8</b>
<b>DIMENSION 1. Description, learning objectives and justification of the programme .....</b>	<b>11</b>
<b>DIMENSION 2. Results of the training and learning process .....</b>	<b>12</b>
<b>DIMENSION 3. Admission, recognition and mobility .....</b>	<b>12</b>
<b>DIMENSION 4. Teaching planning .....</b>	<b>13</b>
<b>DIMENSION 5. Academic and teaching support staff .....</b>	<b>14</b>
<b>DIMENSION 6. Resources for learning: materials and infrastructure, practical training and services .....</b>	<b>14</b>
<b>DIMENSION 7. Implementation schedule .....</b>	<b>15</b>
<b>DIMENSION 8. Internal quality assurance system .....</b>	<b>15</b>
<b>7. EVALUATION BODIES .....</b>	<b>16</b>
<b>8. PROCEDURE FOR VERIFICATION AND SUBSTANTIAL MODIFICATION OF DEGREES .....</b>	<b>16</b>
8.1. Deadlines for submitting applications .....	17
8.2. Procedure for verification/substantial modification of a curriculum .....	17
8.3. Appeal procedure .....	19
8.4. Deadlines for submitting applications .....	20
<b>9. PROCEDURE FOR NON-SUBSTANTIAL MODIFICATION OF DEGREES .....</b>	<b>20</b>
9.1. Regulatory framework .....	20
9.2. Determination of the substantial or non-substantial nature of modifications .....	21
9.3. Procedure for non-substantial modifications to non-institutionally accredited centres .....	21
9.3.1. Assessment bodies .....	21
9.3.2. Procedure .....	21
9.4. Verification of non-substantial modifications communicated by institutionally accredited centres .....	22
9.5. Effects of the approval/communication of non-substantial modifications .....	23
<b>ANNEX I: Classification of modifications to official university bachelor's and master's degrees and higher artistic education qualifications .....</b>	<b>24</b>

<b>ANNEX II: Form for communicating or requesting non-substantial modifications to official bachelor's and master's degrees or higher artistic education qualifications.....</b>	<b>34</b>
<b>REVISION REGISTER .....</b>	<b>36</b>

## VALENCIAN AGENCY FOR STRATEGIC ASSESSMENT AND FORECASTING

### 1. INTRODUCTION AND APPLICABLE LEGISLATION

Organic Law 2/2023, of 22 March, on the University System, establishes in Article 5 (dedicated to the quality of the university system) that the promotion and assurance of quality in the university system is a shared responsibility between universities, evaluation agencies and public administrations with competence in this area.

Royal Decree 822/2021, of 28 September, establishing the organisation of university education and the procedure for ensuring its quality (which developed the now repealed Law 6/2001, of 21 December, on Universities), in addition to establishing the organisation of university education, defines the following in Article 25: "3. The quality assurance procedures involving all official university degree programmes are those of verification, monitoring and modification, as well as the renewal of degree accreditation. To this end, the quality agencies shall jointly establish the quality assessment protocols that govern them."

This same decree, in Article 26, paragraph 5, describes the procedure for verifying official study programmes and indicates that quality agencies shall carry out a quality verification report on the official university degree programme report (which shall be mandatory) and that this shall be carried out in accordance with the protocols that these agencies have jointly agreed upon for the entire university system.

Based on this article, with regard to quality agencies, the same RD 822/2021, indicates that it is the quality agencies of the Autonomous Communities registered in the European Register of Quality Assurance Agencies in Higher Education (EQAR) that, (after successfully passing an external evaluation in accordance with the *European Standards and Guidelines for Quality Assurance in Higher Education* (ESG), shall be responsible for processing the quality assurance procedures of the university system within their territorial scope.

Royal Decree 1027/2011, of 15 July, establishing the Spanish Qualifications Framework for Higher Education (MECES), in Articles 6 and 7 and in its annex, establishes the MECES levels. Thus, at the Bachelor's degree level, level 2 of the MECES, are the university Bachelor's degrees and Bachelor's degrees in higher arts education, and at the Master's degree level, level 3 of the MECES, are the university Master's degrees and Master's degrees in arts education.

The Valencian Agency for Evaluation and Prospective Studies (AVAP) is an external evaluation body registered in the EQAR Register and is therefore responsible for processing all quality assurance procedures for the university system and higher arts education in its territorial scope, i.e. in the Valencian Community.

Furthermore, in relation to joint protocols, in order to comply with the provisions of RD 822/2021, the Spanish Network of University Quality Agencies (REACU) approved on 13 January 2022 the Evaluation Protocol for the verification of university study programmes leading to official university degrees and master's degrees.

On the other hand, and in line with university education, Law 1/2024, of 7 June, regulating higher arts education and establishing the organisation and equivalencies of professional arts education, Article 58 (dedicated to quality assurance in higher arts education) establishes that the promotion and quality assurance of higher arts education is a shared responsibility of the centres, quality assessment agencies and the competent educational authorities, with common quality assurance criteria that

facilitate the evaluation of teaching and centres, taking as a reference the *European Standards and Guidelines for Quality Assurance in Higher Education* (ESG).

Law 1/2024, in Articles 8.2 and 11.3, determines that the curricula of official Bachelor's and Master's degrees in higher arts education must undergo a verification process to ensure that they comply with the basic content established therein, while preserving the academic autonomy of the institutions. In order to pass this process, the competent educational administration shall establish agreements with the National Agency for Quality Assessment and Accreditation or, where appropriate, with the quality agency of the autonomous community, provided that it is registered in the European Quality Assurance Register (EQAR) and the European Association for Quality Assurance in Higher Education (ENQA). Articles 58 and 59 of the aforementioned Law stipulate that, in order to carry out this evaluation, the agencies dependent on the regional educational administrations, in this case the Valencian Agency for Evaluation and Prospective Studies ( r AVAP), must establish procedures with relevant and significant quality indicators for quality assurance of the curricula of official higher arts education qualifications, which shall include, in addition to those relating to the verification and validation of qualifications, those determined for their evaluation and monitoring and for the renewal or modification of their accreditation.

The Valencian Agency for Evaluation and Prospective Studies (AVAP) is responsible for designing and implementing the corresponding evaluation and quality plans for higher arts education in the Valencian Community, in accordance with the provisions of Article 39 of Decree 82/2009, of 12 June, of the Regional Government, approving the Statutes of the Higher Institute of Artistic Education of the Valencian Community (hereinafter ISEACV), and Article 22 of Decree 48/2011, of 6 May, of the Regional Government, establishing the organisation of higher arts education and determining the regulatory framework for the implementation of the curricula corresponding to official graduate degrees in the different higher arts education programmes within the Valencian Community.

Likewise, Royal Decree 1614/2009, of 26 October, establishing the organisation of higher arts education regulated by Organic Law 2/2006, of 3 May, on Education, it is established that the Ministry of Education shall send the curriculum for official Master's degrees in Higher Artistic Education to the National Agency for Quality Assessment and Accreditation or, where appropriate, to the assessment agency of the corresponding autonomous community, which shall assess it in accordance with the protocols established for this purpose. The evaluation agency shall draw up a draft report, favourable or unfavourable to the curriculum submitted, which may include, where appropriate, recommendations for modification, which it shall forward to the relevant educational authority so that it may submit its comments within a period of twenty calendar days. The evaluation agency shall send the final report to the Ministry of Education, Culture and Sport together with the updated report.

This protocol therefore aims to establish the guidelines for the verification/modification assessment procedure to be carried out by the Autonomous Agency for Quality Assurance in Higher Education ( , AVAP) (in accordance with the provisions of Royal Decree 822/2021 and Law 1/2024 of 7 June) and which must be taken into account by all those involved in quality assurance in Valencian university and higher arts education systems. To this end, AVAP assumes the provisions of the aforementioned REACU protocol.

## 2. PURPOSE

The purpose of this Protocol is to establish the criteria and procedure for the evaluation prior to verification and modification of official university degrees and master's degrees to be carried out by the Valencian Agency for Evaluation and Prospective Studies (AVAP), in accordance with the conditions set out in Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for ensuring its quality, and in Law 1/2024, of 7 June, which regulates higher arts education and establishes the organisation and equivalencies of professional arts education. And in accordance with Royal Decree 640/2021, of 27 July, on the creation, recognition and authorisation of universities and university centres, and institutional accreditation of university centres.

## 3. SCOPE

This Protocol applies to new official university bachelor's and master's degrees, as well as new official higher arts education bachelor's and master's degrees that are to be implemented in the Valencian Community by higher arts education centres and universities, both public and private, including affiliated centres. It shall also apply to substantial and non-substantial modifications to official university degrees and master's degrees registered in the Register of Universities, Centres and Qualifications (RUCT) and to official higher arts education degrees and master's degrees registered in the State Register of Higher Arts Education.

Valencian universities and higher arts education centres in Valencia that propose a joint curriculum with other Spanish or foreign higher education centres or universities shall sign an agreement setting out which university will act as coordinator and will therefore be responsible for following the verification or modification procedure (Article 5.5 of RD 822/2021).

In the case of joint international university degrees, the provisions of Articles 5.5, 5.6 and the sixth and seventh additional provisions of RD 822/2021 shall apply.

## 4. OBJECTIVES

The evaluation process for the verification and substantial modification of the curriculum of an official university degree or master's degree or an official higher education degree or master's degree in higher arts education aims to verify that the curriculum, the successful completion of which entitles the holder to an official university degree, complies with the guidelines and conditions established in Royal Decree 822/2021, Law 1/2024 and Royal Decree 1614/2009. Thus, the objectives of the AVAP ( ) in the evaluation for verification and substantial modification are:

- **To verify that the official qualification to be implemented is developed in accordance with the guidelines set out in current legislation and complies with the guiding principles in the design of the study plans.**
- **To ensure the quality of the training programme in accordance with the qualification levels established and the criteria developed by the quality agencies.**



- **Ensure that the training programme incorporates the aim of continuous improvement, thereby guaranteeing the quality of the proposed qualification, which can be assessed during the monitoring and accreditation renewal processes.**
- **Ensure that it integrates the purpose of accountability and public information that strengthens society's trust.**
- **Ensure the transparency and publicity of the evaluation procedure.**

## 5. RESULT

Once the evaluation process for verification/substantial modification has been completed, the AVAP ( ) will issue a final quality verification report, which will be favourable or unfavourable, and will be sent to the requesting university, the Council of Universities, the competent body of the Autonomous Community and the Ministry of Universities. If the final report is favourable, it may include any relevant aspects that the administrations, universities and agencies may wish to follow up on (Article 26.7 of Royal Decree 822/2021).

For higher arts education qualifications, once the evaluation process for verification/substantial modification has been completed, the AVAP ( ) will issue a final quality verification report, which will be favourable or unfavourable, and will be sent to the applicant centre registered in the ISEACV ( ) , to the Higher Council for Arts Education, to the competent body of the Autonomous Community and to the Ministry of Education, Vocational Training and Sport. In the event of a favourable final report, this may include any relevant aspects that the administrations, higher arts education centres and agencies may wish to follow up on (Article 13.3 of Royal Decree 1614/2009).

## 6. DIMENSIONS, CRITERIA AND EVALUATION GUIDELINES

Curricula structure the educational objectives of an official university degree, the knowledge and content to be imparted, the competences and skills that characterise it and are to be mastered, the external academic practices that reinforce its educational project and the system for assessing the learning of students enrolled in that degree (Art. 5.1 of RD 822/2021).

Article 4 of Royal Decree 822/2021 establishes the guiding principles that should inspire the design of curricula:

- |    |  |
|----|--|
| a) | <b>The academic rigour of the educational project involved in university teaching;</b>   |
| b) | <b>Consistency with the general or specialised nature of the cycles in which the teaching is enrolled;</b>   |
| c) | <b>the consistency between the educational objectives of the curriculum, the fundamental skills to be acquired and the established student assessment systems;</b> |
| d) | <b>its social comprehensibility.</b>   |



Likewise, these curricula must be based on democratic principles and values and the Sustainable Development Goals (SDGs) and, in particular:

<b>a) respect for human rights and fundamental rights;</b>
<b>b) respect for gender equality, the principle of equal treatment and non-discrimination on grounds of birth, national or ethnic origin, religion, belief or opinion, age, disability, sexual orientation, gender identity or expression, sexual characteristics, illness, socioeconomic status or any other personal or social condition or circumstance;</b>
<b>c) respect for the principles of universal accessibility and design for all persons;</b>
<b>d) addressing sustainability and climate change.</b>

These values and objectives must be incorporated as cross-cutting content or skills, in the format decided by the centre or university, in the various official courses offered, as appropriate and always in accordance with their specific academic nature and the educational objectives of each degree.

Educational objectives aimed at training in prevention, awareness, detection and education on sexual violence must also be included, in line with the provisions of Organic Law 10/2022, of 6 September, on comprehensive guarantees of sexual freedom.

The configuration and terminology used in the curriculum report must be aligned with the criteria and guidelines for quality assurance in the European Higher Education Area (*Standards and Guidelines for Quality Assurance in the European Higher Education Area*, ESG), which are the benchmark for internal quality assurance systems (hereinafter referred to as the " " or "SAIC") of universities and the external evaluation procedures carried out by the quality assurance agencies of the Spanish university system, registered in the European Quality Assurance Register for Higher Education (EQAR).

This strengthens society's confidence in the rigour and soundness of university degrees and higher arts education qualifications, facilitates their continuous improvement, strengthens the employability and decent and quality job placement of graduates, and facilitates international recognition and the development of joint international degrees for university bachelor's and master's degrees and higher arts education qualifications .

DIMENSIONS OF THE CURRICULUM		ESG 2015 CRITERIA
1. Description, educational objectives and justification of the programme	2. Learning outcomes	1.2 Design and approval of programmes
3. Admission, recognition and mobility		1.4 Admission, progress, recognition and certification of students
4. Planning of teaching		1.3 Student-centred teaching, learning and assessment
5. Academic and teaching support staff		1.5 Teaching staff
6. Learning resources: materials and infrastructure, practical training and services	7. Implementation schedule	1.6 Learning resources and student support
7. Implementation schedule		
8. Internal Quality Assurance System		1.1 Quality assurance policy
		1.7 Information management
		1.8 Public information
		1.9 Continuous monitoring and periodic evaluation of programmes
		1.10 Cyclical external quality assurance

Table 1. Relationship between the dimensions on which the curriculum is structured and the ESG criteria

This section defines the different dimensions into which the curriculum should be structured, as well as a description of the guidelines to be taken into account when assessing whether a curriculum is aligned with the ESG and, therefore, whether or not a degree receives a favourable decision following the verification assessment process.

## DIMENSION 1. Description, learning objectives and justification of the programme

**Standard:** The degree includes an adequate description consistent with its level or academic effects, so as not to cause confusion about its content, scope and, where applicable, academic and professional effects.

**Guidelines to be assessed for compliance with criterion and its correspondence with the curriculum report included in Annex II RD 822/2021**

<ul style="list-style-type: none"> <li>The name of the qualification must be consistent with the curriculum, the established learning objectives and its level in the Spanish Qualifications Framework for Higher Education (MECES), without causing confusion.</li> </ul>	1.1
<ul style="list-style-type: none"> <li>The field of knowledge to which the qualification belongs must be academically consistent with the fields of knowledge of the modules, subjects or courses that substantially make up the basic training provided in the curriculum .</li> </ul>	1.2
<ul style="list-style-type: none"> <li>Where applicable, the specialisations or specialised areas included define a clear academic pathway that complements the general training programme with a thematic or professional focus, with a number of credits in accordance with the regulations .</li> </ul>	1.3
<ul style="list-style-type: none"> <li>The teaching method is appropriate to the educational objectives of the degree, which justify the choice of face-to-face, virtual and/or hybrid teaching, with a proportion of non-face-to-face credits in accordance with the regulations.</li> </ul>	1.6
<ul style="list-style-type: none"> <li>The total number of credits is in accordance with the regulations.</li> </ul>	1.7
<ul style="list-style-type: none"> <li>The number of places offered is consistent with the availability of learning resources and academic and teaching support staff.</li> </ul>	1.9
<ul style="list-style-type: none"> <li>The degree must be justified by its academic, scientific, professional and social interest, providing evidence to support its relevance and importance.</li> </ul>	1.10
<ul style="list-style-type: none"> <li>The learning objectives that define the degree must be clear and explicit, aligned with the justification for the degree and with its MECES level.</li> </ul>	1.11 1.11
<ul style="list-style-type: none"> <li>Where applicable, the objectives of the specific curriculum structures incorporated into the teaching plan respond to certain demands of society, its constant transformation and need for new scientific, technological and humanistic knowledge, and are consistent with the educational objectives of the degree.</li> </ul>	1.12
<ul style="list-style-type: none"> <li>Where applicable, specific methodological strategies for teaching innovation promote the achievement of educational objectives and convey the overall nature of the degree.</li> </ul>	1.13
<ul style="list-style-type: none"> <li>The graduate profiles targeted by the degree programme must be clearly defined, including, where applicable, the effects on the exercise of regulated professional activities.</li> </ul>	1.14 1.14

## DIMENSION 2. Results of the training and learning process

**Standard:** The outcomes of the training and learning process, expressed in terms of knowledge or content, competences and skills or abilities to be achieved by students, must be assessable and in line with those required for the award of the qualification and with the qualifications established in the European Higher Education Area (EHEA).

**Guidelines to be assessed for compliance with the criterion and its correspondence with the curriculum report included in Annex II RD 822/2021**

<ul style="list-style-type: none"> <li>The results of the training and learning process proposed in the degree programme must be clearly and precisely stated and aligned with their MECES level. They must be consistent with the name of the degree programme, its field of knowledge, the learning objectives and the graduate profiles.</li> </ul>	2
<ul style="list-style-type: none"> <li>The results of the training and learning process proposed in the degree must be assessable and their acquisition by all students must be guaranteed.</li> </ul>	2
<ul style="list-style-type: none"> <li>In the case of qualifications that enable the pursuit of regulated professional activities, the results of the training and learning process must include or be consistent with the objectives and competences set out in the relevant ministerial orders.</li> </ul>	2

## DIMENSION 3. Admission, recognition and mobility

**Standard:** The degree must have accessible systems that clearly regulate and inform students about access routes, admission procedures, credit recognition and transfer, and mobility.

**Guidelines to be assessed for compliance with the criterion and its correspondence with the curriculum report included in Annex II RD 822/2021**

<ul style="list-style-type: none"> <li>Admission requirements, including any specific entrance exams, must comply with current legislation.             <ul style="list-style-type: none"> <li>With regard to the languages used in teaching the degree programme, the language of instruction (the language in which all credits can be earned) and any other languages offered on an ad hoc basis must be specified. In all cases, the level of these languages required of students must be indicated, in accordance with the terms established in the Common European Framework of Reference for Languages (hereinafter CEFR).</li> </ul> </li> </ul>	1.8 3.1
---	------------

<ul style="list-style-type: none"> <li>Admission criteria, including any specific admission criteria, must be public and academic in nature, clearly described, not misleading, and consistent with the subject area of the qualification. <ul style="list-style-type: none"> <li>If additional training is considered for admission to the master's degree, it must be relevant to the subject area of the degree and consistent with the admission criteria, and must not exceed 20% of the total credits of the master's degree.</li> </ul> </li> </ul>	3.1
<ul style="list-style-type: none"> <li>Support and guidance services will be provided to students to facilitate their incorporation into the university and to provide assistance throughout the training and learning process.</li> </ul>	3.1
<ul style="list-style-type: none"> <li>The regulations governing the recognition and transfer of credits must comply with current legislation, be appropriate to the characteristics of the qualification and be approved before its effective implementation.</li> </ul>	3.2
<ul style="list-style-type: none"> <li>Where applicable, the curriculum must provide for the proper organisation of student mobility, including credit recognition consistent with the learning outcomes of the degree programme.</li> </ul>	3.3

#### DIMENSION 4. Teaching planning

**Standard:** The design of the curriculum described in the modules, subjects or courses is coherent and coordinated, taking into account the time commitment required of students over a given period.

**Guidelines to be assessed for compliance with the criterion and its correspondence with the Curriculum Report included in Annex II RD 822/2021**

<ul style="list-style-type: none"> <li>Planning is consistent with the learning outcomes to be achieved by students, with the teaching method and, where applicable, with specific curriculum structures .</li> </ul>	4
<ul style="list-style-type: none"> <li>Planning is consistent and coordinated across all modules, subjects or courses, their scheduling, training activities and classroom attendance, teaching methodologies (including specific innovative teaching strategies, where applicable), assessment systems and, where applicable, specific curriculum structures .</li> </ul>	4
<ul style="list-style-type: none"> <li>The allocation of credits must be consistent with the definition of ECTS in terms of the distribution of student time .</li> </ul>	4.1
<ul style="list-style-type: none"> <li>The type, timing and allocation of credits to subjects or courses must comply with current legislation, respecting in particular: <ul style="list-style-type: none"> <li>The total number of ECTS credits per academic year must be 60, which shall be distributed evenly throughout the academic year.</li> <li>The degree title must include a minimum of 60 ECTS of basic training, of which at least half must be related to the same field of knowledge as the degree, specified in subjects or courses worth a minimum of 6 ECTS each and offered in the first half of the curriculum. The remaining credits must be made up of subjects or courses that reinforce the solidity of skills and knowledge. In bachelor's degrees worth 300 or 360 credits, basic training will include a minimum of 75 and 90 ECTS, respectively.</li> </ul> </li> </ul>	4.1

<ul style="list-style-type: none"> <li>▪ In the case of degrees leading to regulated professions, the proposed curriculum must comply with the relevant ministerial orders.</li> <li>▪ If the degree includes external academic work experience, this must not exceed 25% of the total ECTS credits for the degree (except for degrees that are part of a European programme, which must comply with European regulations or those that include a dual designation), and should preferably be offered in the second half of the programme.</li> <li>▪ The curriculum concludes with the preparation and public defence of a final degree or master's project, worth a minimum of 6 ECTS, which must be carried out in the final phase of the curriculum and be aimed at assessing the skills associated with the degree. The maximum number of ECTS credits for the final degree project will be 24 (with the exception of degrees worth 300 or 360 ECTS, where it may be 30 or 36 ECTS, respectively), while for the final master's project, the maximum number of ECTS credits will be 30.</li> </ul>	4.1
<ul style="list-style-type: none"> <li>• Where applicable, the curriculum must include differentiated plans depending on the mode of delivery and must ensure that different modes of teaching allow the same results to be achieved in the training and learning process .</li> </ul>	4.1
<ul style="list-style-type: none"> <li>• Where applicable, the configuration and planning of the mentions or specialisations of the degree must be consistent with its characteristics.</li> </ul>	4.1
<ul style="list-style-type: none"> <li>• Where applicable, the configuration and planning of specific curriculum structures must be consistent with the characteristics of the qualification and ensure the outcomes of the training and learning process .</li> </ul>	4.4

## DIMENSION 5. Academic and teaching support staff

**Standard:** Teaching staff and support staff for the degree programme must be suitable to ensure the learning outcomes of the programme as set out in the curriculum.

**Guidelines to be assessed for compliance with the criterion and its correspondence with the curriculum report included in Annex II RD 822/2021**

<ul style="list-style-type: none"> <li>• The human resources available and planned (number, category, teaching and research experience of teaching staff and training of support staff) must be sufficient and adequate to carry out the proposed curriculum, ensuring its sustainability over time (in accordance with the number of places, the different types of teaching offered, the specialisations and the language of instruction).</li> </ul>	5.1 5.2 5.
---	------------------

## DIMENSION 6. Resources for learning: materials and infrastructure, practical training and services

**Standard:** The material resources, infrastructure, practical training and services necessary for the development of the activities included in the curriculum must be adequate to ensure the learning outcomes and training outcomes set out in the curriculum.

**Guidelines to be assessed for compliance with the criterion and its correspondence with the curriculum report included in Annex II RD 822/2021**

<ul style="list-style-type: none"> <li>The material resources and services available and planned, both internal and external (teaching spaces; academic facilities and equipment; laboratories; computer rooms; scientific, technical, humanistic or artistic equipment; library and reading rooms; and availability of new technologies - internet, virtual teaching campus -; etc.) must be sufficient and adequate to carry out the proposed curriculum, ensuring its sustainability over time (in accordance with the number of places and the different types of teaching offered).</li> </ul>	6.1
<ul style="list-style-type: none"> <li>In the event that the degree includes external academic placements, it must be ensured that all students have the opportunity to participate in them. The organisational mechanism must be included and, in accordance with Royal Decree 592/2014, the main educational cooperation agreements or commitments to be signed by the entities, institutions, organisations and companies that will receive the students must be provided, setting out the training project for these placements and the conditions under which they will be implemented .</li> </ul>	6.2

**DIMENSION 7. Implementation schedule**

**Standard:** The implementation process for the degree must be planned over time and include a mechanism to accommodate, where appropriate, students from existing study programmes.

**Guidelines to be assessed for compliance with the criterion and its correspondence with the curriculum report included in Annex II of RD 822/2021**

<ul style="list-style-type: none"> <li>The gradual or total implementation of the new degree must respect the rights of students from previous university regulations.</li> </ul>	7.2
<ul style="list-style-type: none"> <li>In the event that the curriculum is linked to another curriculum that is being discontinued, the adaptation procedure for students from the curriculum being discontinued must be public and consistent with both curricula .</li> </ul>	7.2
<ul style="list-style-type: none"> <li>The criteria and conditions for access to adaptation programmes for graduates from other study programmes and their curriculum design must be consistent with the curriculum and their previous training .</li> </ul>	7.2

**DIMENSION 8. Internal quality assurance system**

**Standard:** The qualification must be subject to an Internal Quality Assurance System ( , SAIC) that ensures its control, review and continuous improvement.

**Guidelines to be assessed for compliance with the criterion and its correspondence with the curriculum report included in Annex II RD 822/2021**

<ul style="list-style-type: none"> <li>The proposed Internal Quality Assurance System (specific to the degree programme, centre or university as a whole) must guarantee the proper implementation and development of the curriculum.</li> </ul>	8.1
--	-----



<ul style="list-style-type: none"> <li>• <b>SAIC is used to manage information that enables analysis of curriculum development and to publish relevant information.</b> <ul style="list-style-type: none"> <li>▪ <b>For students, both prior to enrolment (regarding the characteristics of the degree, access and admission systems, language of instruction, etc.) and during the training and learning process.</b></li> <li>▪ <b>For teaching staff, employers and society as a whole.</b></li> </ul> </li> </ul>	8.2
---	-----

## 7. EVALUATION BODIES

The evaluation bodies of AVAP in the verification processes are made up of evaluation committees and commissions, formed by independent experts in the different fields of knowledge.

The assessment bodies for the verification of qualifications are as follows:

- Qualification Verification Commission (CVT)
- Field Verification Committee (CVR), which will evaluate the proposals distributed by field of knowledge, in accordance with Annex I of RD 822/2021. AVAP has six Field Verification Committees:
  - ❖ Arts and Humanities Branch Verification Committee
  - ❖ Science Branch Verification Committee
  - ❖ Health Sciences Branch Verification Committee
  - ❖ Engineering and Architecture Branch Verification Committee
  - ❖ Social Sciences and Law Branch Verification Committee I
  - ❖ Social Sciences and Law Branch Verification Committee II
- Specific Verification Committees: if the AVAP ( ) deems it necessary, other specific committees may be created to respond to specific needs.

The composition, functions and operation of the Branch Verification Committees and the Degree Verification Committee are established in the Regulations on the Organisation and Functioning of the Branch Verification Committees and the Degree Verification Committee.

## 8. PROCEDURE FOR VERIFICATION AND SUBSTANTIAL MODIFICATION OF DEGREES

In order to ensure transparency in the verification and substantial modification of university study programmes leading to official university bachelor's and master's degrees, this section describes the sequence of activities to be carried out by the different agents involved in the verification process, in accordance with the provisions of Article 26 of Royal Decree 822/2021 of 28 September, Articles 8, 11 and 59 of Law 1/2024 of 7 June, and Article 13 of Royal Decree 1614/2009, of 26 October.

The procedure for substantial modification shall be carried out in accordance with the provisions established for the verification process of study programmes. Consequently, all references to verification

are transferable to the substantial modification procedure. However, for substantial modifications, it will not be necessary to process the report on academic and social necessity and feasibility issued by the Valencian Regional Government.

### 8.1. Deadlines for submitting applications

The Valencian Agency for Evaluation and Prospective Studies ( ) sets the dates for submitting applications for verification/modification of a study plan leading to an official university degree or master's degree. By default, and unless expressly stated otherwise, the call for verification and substantial modification is permanently open. Non-substantial modifications may be submitted between 1 September and 31 May.

### 8.2. Procedure for verification/substantial modification of a curriculum

The procedure for verifying a curriculum begins with the requesting university submitting a favourable report on the academic and social necessity and feasibility of implementing the official university degree, issued by the regional ministry responsible for universities, and the curriculum report in accordance with Annex II of Royal Decree 822/2021 to the Council of Universities, through the General Secretariat for Universities. In the case of substantial modifications, this report will not be necessary, as it was already obtained with the verification of the degree.

The General Secretariat for Universities will notify the AVAP of receipt of the curriculum report at .

In the case of centres with institutional accreditation, the curriculum report shall be sent simultaneously to the processing unit of the General Secretariat of Universities and to AVAP.

Next, the unit of the General Secretariat of Universities responsible for processing, if applicable, upon detecting deficiencies in the documentation, will notify the university of the need to correct them, for which it will have 10 working days. If this period has elapsed without the corrections being made, the request will be considered withdrawn. Once corrected, the unit of the General Secretariat for Universities will have a maximum of 3 working days to send the curriculum report to AVAP.

For higher arts education, the procedure for verifying a curriculum begins with the submission by the Higher Institute of Higher Arts Education (ISEACV) of a favourable report on the academic and social necessity and feasibility of implementing the official higher arts education qualification, issued by the regional ministry responsible for universities and higher education, and the curriculum report with exactly the same structure as that required for university degrees, through the Department of Artistic Education of the State Secretariat for Education of the Ministry of Education, Vocational Training and Sport. In the case of substantial modifications, this report will not be necessary, as it was already obtained with the verification of the degree. The Department of Artistic Education of the State Secretariat for Education of the Ministry of Education, Vocational Training and Sport will notify AVAP of the receipt of the curriculum report. Next, the Department of Artistic Education of the State Secretariat for Education of the Ministry of Education, Vocational Training and Sport, which is responsible for processing the application, will, if necessary, notify the ISEACV of any deficiencies in the documentation, giving it 10 working days to rectify them. If this deadline passes without the deficiencies being corrected, the request will be considered withdrawn. Once corrected, the unit of the Department of Artistic Education of the State Secretariat for Education of the Ministry of Education, Vocational Training and Sport shall have a

maximum of 3 working days to send the report on the curriculum to AVAP. The report and the document containing any amendments shall be uploaded by ISEACV to the AVAP assessment platform for evaluation.

AVAP will produce a mandatory report on the verification/substantial modification of the quality of the report on the curriculum of the official university degree or official higher arts education qualification, following the guidelines set out in this protocol.

AVAP will assign the evaluation to the Branch Verification Committee (CVR) based on the field of knowledge in which the university has registered the official university degree or master's degree. The Branch Verification Committee for Arts and Humanities is responsible for evaluating official degrees or master's degrees in higher artistic education. However, after consulting with the CVR Chair, the evaluation of the degree may be assigned to a member of another CVR due to its multidisciplinary or specific nature.

In addition, if deemed necessary due to the specific nature of the degree to be evaluated, the chair of the Branch Committee may decide to seek the advice of academics and/or professionals who are experts in the specific subject area under study.

The Branch Verification Committee will draw up a provisional report on the verification/substantial modification of the quality of the curriculum report. This reasoned proposal will be submitted to the Degree Verification Committee (CVT), which will issue a provisional report, which may be:

❖ **Favourable**

❖ **Favourable with conditions: in this case, the report shall indicate the issues that must be modified in order to achieve a final favourable report proposal**

❖ **Unfavourable**

The provisional report shall be sent to the university requesting the degree or to the Higher Institute of Artistic Education (ISEACV), in the case of higher artistic education degrees, so that, within 15 working days of receipt, it may make the corrections and modify those issues that have been highlighted in the report, or submit any arguments it deems relevant.

Once the arguments and corrections submitted by the university or the Higher Institute of Artistic Education (ISEACV) have been received, they will be studied by the Branch Verification Committee, which will draw up a final report proposal to be submitted to the Degree Verification Commission. The latter will issue the final quality verification report, which will be favourable or unfavourable. In the event of a favourable final report, this may include any relevant aspects on which the administrations, universities or the Higher Institute of Artistic Education (ISEACV) and the agencies may carry out follow-up.

AVAP will send the final report to the requesting university, the Council of Universities, the competent body of the Autonomous Community and the Ministry of Universities. For higher arts degrees, AVAP will send the final report to ISEACV, the Higher Council for Arts Education, the competent body of the Autonomous Community and the Ministry of Education, Vocational Training and Sport.

Once the final report has been received by the Council of Universities or the Higher Council for Artistic Education, as appropriate, it shall proceed as follows:

- If the final report is favourable, the Verification and Accreditation Committee of the Council of Universities or the Higher Council for Artistic Education, as appropriate, shall certify that the proposed name of the degree is consistent with the curriculum and complies with the provisions of current legislation, issuing a positive verification decision for the degree.
- If the report is unfavourable, the Verification and Accreditation Committee of the Council of Universities or the Higher Council for Artistic Education, as appropriate, shall issue a negative verification decision.

The Council of Universities shall communicate the verification decision to the Ministry of Universities, the Autonomous Community and the proposing university or universities within a maximum period of three working days. For higher arts degrees, the Higher Council for Arts Education shall notify the Ministry of Education, Vocational Training and Sport, the Autonomous Community and the ISEACV (Institute of Higher Education and Artistic Studies) of the verification decision within a maximum period of three working days. .

The verification procedure for study programmes may not exceed six months (not including the possible appeal procedure). In the case of qualifications proposed by institutions with institutional accreditation, this period shall not exceed four months. Once these periods have elapsed, the application shall be deemed to have been accepted and the study programme verified.

Without prejudice to acceptance by administrative silence, the Degree Verification Committee shall issue its report and submit it to the Council of Universities or the Higher Council for Artistic Education, as appropriate.

### 8.3. Appeal procedure

As established in Article 26.10 of RD 822/2021, the applicant university, upon receipt of the notification from the Council of Universities, may request a review of the Verification decision before the Presidency of the Council of Universities, for which it shall have 10 working days. For higher arts education, as established in Article 13.6, the Higher Institute of Arts Education of the Valencian Community (ISEACV) may request a review of the verification decision before the Presidency of the Higher Council for Arts Education.

If the appeal is admitted for processing, it shall be assessed by a Commission for the Verification and Accreditation of Study Plans of the Council of Universities or the Higher Council for Artistic Education, as appropriate, made up of academic and professional experts who have not participated in the evaluation procedure to date.

This committee will assess the verification report, taking into account only the report on the study plan submitted by the university or higher arts education centre. If there are grounds for doing so, the committee shall draw up a proposal for a resolution to the Standing Committee of the Council of Universities or the Standing Committee of the Higher Council for Artistic Education, as appropriate. In this case, the review procedure shall not exceed one month from the date of submission of the appeal.

If it deems it necessary, the committee may refer the file to the AVAP ( ) for review in light of the aspects identified that warrant further assessment. The collegiate body responsible for examining the complaint

is the AVAP's Protocols and Appeals Committee, which shall draw up a report analysing the aspects highlighted by the Council of Universities or the Higher Council for Artistic Education, as appropriate.

Once the report has been received from AVAP, the Commission for the Verification and Accreditation of Study Plans of the Council of Universities or the Higher Council for Artistic Education, as appropriate, will draw up a proposed resolution, which it will send to the Standing Committee of the Council of Universities or the Standing Committee of the Higher Council for Artistic Education, as appropriate, for a final decision. In this case, the duration of the entire review procedure may not exceed three months from the date of receipt of the complaint by the Presidency of the Council of Universities or the Higher Council for Artistic Education, as applicable.

In any case, the decision shall put an end to the administrative procedure. If the deadlines have expired without a decision having been made on the complaint, it may be considered dismissed.

The Council of Universities shall notify the applicant university of its final decision, and shall also notify the Autonomous Community, the AVAP ( ) and the Ministry of Universities. The Higher Council for Artistic Education (Consejo Superior de Enseñanzas Artísticas) shall notify the ISEACV (Instituto Superior de Enseñanzas Artísticas de la Comunidad Valenciana) of its final decision, and shall also notify the AVAP ( ) and the Ministry of Education, Vocational Training and Sport.

#### 8.4. Deadlines for submitting applications

- 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 within a period of two academic years from the date of obtaining the corresponding favourable report cannot 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.
- The period for submitting applications shall be from 1 September to 31 May.

### 9. PROCEDURE FOR NON-SUBSTANTIAL MODIFICATION OF DEGREES

#### 9. Regulatory framework

Royal Decree 822/2021, of 28 September, establishing the organisation of university education and the procedure for ensuring its quality, in Chapter VII, Section 3, regulates the procedures for modifying official university qualifications. Within this section, Articles 30 and 31 are specifically intended for non-substantial modifications, with the first article dealing with those requested by institutions that are not institutionally accredited, and the second with those from institutions that have valid institutional accreditation. Article 13.8 of Royal Decree 1614/2009, of 26 October, establishing the organisation of

higher arts education regulated by Organic Law 2/2006, of 3 May, on Education, regulates the procedure for modifying official higher arts education qualifications.

Likewise, the Royal Decree defines non-substantial modifications as those that do not entail a change in the nature, objectives and fundamental characteristics of the registered qualification.

Based on these basic regulations, the Spanish Network of University Quality Agencies (REACU) approved, on 17 January 2022, the Protocol for the evaluation of modifications to university study programmes leading to official Bachelor's and Master's degrees. This protocol lays the foundations for the management and evaluation, by the agencies operating in Spain, of substantial and non-substantial modifications to official qualifications. For official Bachelor's and Master's degrees in higher arts education, the same Protocol for the evaluation of modifications to university study programmes must be followed exactly.

## 9.2. Determination of the substantial or non-substantial nature of modifications

The characterisation of modifications as substantial or non-substantial shall be carried out in accordance with the provisions of Annex I of this protocol, "Classification of modifications to official bachelor's and master's degrees or higher arts education qualifications". Prior to processing, the University or the ISEACV may consult with AVAP regarding any questions that may arise regarding the type of modifications to be implemented .

## 9.3. Procedure for non-substantial modifications to non-institutionally accredited centres

### 9.3. Assessment bodies

The assessment body responsible for issuing reports on non-substantial modifications requested by non-institutionally accredited centres is the Qualification Verification Committee (CVT) of AVAP.

At the request of the Commission or by decision of AVAP, a Committee for the Evaluation of Non-Substantial Modifications may be set up to verify that the application submitted by the university or by ISEACV complies with all the requirements established in RD 822/2021 and RD 1614/2009, and shall forward its report to the Commission.

#### 9.3.2. Procedure

Non-substantial modifications that universities wish to apply to their verified qualifications must be requested from AVAP, using the form provided for this purpose (Annex II).

The notification, addressed to the General Directorate of AVAP ( ), shall be made through the Electronic Registry established for this purpose. At the same time, the university shall upload all the required documentation to the online platform available for non-substantial modifications.

The University or the ISEACV must have previously approved all modifications through the competent governing bodies. In addition, the modifications must have been favourably reported by the Internal



Quality Assurance System ( SAIC). Evidence relating to both the approval by the governing bodies and the favourable report of the SAIC shall be attached to the application.

Once the application has been received, it will be forwarded to the Verification Committee of the branch to which the degree belongs, which will be responsible for checking that the application submitted by the university complies with all the requirements established in RD 822/2021, and will submit its report to the Degree Verification Commission.

Once the application has been examined, and within a maximum period of two months, AVAP will issue an individualised decision for each modified degree, which will be specified in the following terms:

- ❖ **Modification Accepted: the modification is accepted as it is not considered to involve a change in the nature, objectives and fundamental characteristics of the verified qualification. It may contain recommendations to be followed in the implementation of the modification.**
- ❖ **Modification Not Accepted: the modification is rejected, with justification, as it is considered to represent a change in the nature, objectives and fundamental characteristics of the verified qualification.**

In the absence of a decision within the stipulated period, the University or the ISEACV Secretariat ( : ) may consider your application accepted.

An appeal may be lodged against the decision, which will put an end to the administrative procedure, with the University or ISEACV before the same body.

The Protocols and Appeals Committee will decide on the appeal.

#### 9.4. Verification of non-substantial modifications communicated by institutionally accredited centres

Universities or the ISEACV shall notify AVAP, for information purposes, of any non-substantial modifications, so that the Agency may have the necessary information to ensure the proper conduct of the assessment processes within its competence.

Once the notification has been received, AVAP will verify, in accordance with the Classification of Modifications to Official Bachelor's and Master's Degrees or Official Bachelor's and Master's Degrees in Higher Artistic Education in Annex I, that such modifications are indeed non-substantial.

In the event that there are modifications which, in accordance with the provisions of the above Classification, entail a change in the nature, objectives and fundamental characteristics of the registered



degree and are therefore considered to be substantial, AVAP will inform the University or the ISEACV to request the modification through the corresponding protocol.

#### 9.5. Effects of the approval/communication of non-substantial modifications

In the case of centres that are not institutionally accredited, non-substantial modifications may not be applied until AVAP has issued a resolution of acceptance.

Centres with institutional accreditation, in the exercise of their autonomy, may approve non-substantial modifications to the degrees for which they are responsible, once they have been approved by their SAIC and the competent bodies of their institution.

For both accredited and non-accredited centres, universities, after making the changes to the reports using the computer application provided for this purpose by the competent ministry for universities , , shall communicate the amended report to AVAP and to the corresponding Autonomous Community or Autonomous Communities .

At that point, the verified report that will become effective will be the consolidated version, after the inclusion of the corresponding amendment(s). In order to ensure that a consolidated version of the verified report is available at all times , no new amendments to a degree programme may be processed unless the previous amendments have been incorporated into the report .

AVAP, through the External Monitoring and Accreditation Renewal processes to which the degree is subject, will verify the proper application of these modifications and their impact on the degree.

**ANNEX I: Classification of modifications to official university bachelor's and master's degrees and higher artistic education qualifications**

## ANNEX I

### MODIFICATION OF CURRICULA

The general procedure for modifying the study plans of official courses taught at university centres or higher arts education centres shall be aimed at their continuous improvement. Modifications are classified as substantial or non-substantial, depending on whether or not they involve a change in the nature, objectives and fundamental characteristics of the degree registered in the Register of Universities, Centres and Degrees (RUCT) or, where applicable, in the State Register of Higher Artistic Education.

In accordance with Royal Decree 822/2021, modifications are classified according to their nature as follows:

- ❖ **Non-substantial modifications: minor changes that improve the title without altering its nature, objectives or fundamental characteristics.**
- ❖ **Substantial modifications: these are changes that go beyond the scope of non-substantial modifications, as they alter the nature, objectives and characteristics of the qualification.**

Changes that significantly affect the nature, objectives, and characteristics of the degree programme may only be implemented by requesting **verification** of a new degree and terminating the existing degree.

In any case, the relevant evaluation committee will ultimately assess whether the modifications submitted represent a significant change to the qualification and, where appropriate, propose the verification of a new qualification. Similarly, a modification submitted as non-substantial may be considered substantial by the evaluation committee.

The following tables list, for each dimension, the possible changes that a university degree may undergo and the process by which such changes must be requested or communicated.

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

SECTION	TYPE MODIFICATION
1.1. Name	<p><b>Substantial modification.</b> Partial change in the name of the qualification that affects its nature, objectives and fundamental characteristics.</p> <p><b>Verification.</b> A significant or total change in the name of the qualification entails the expiry of the qualification and a new verification.</p>
1.2. Field of knowledge	<p><b>Non-substantial modification.</b> The assignment of a field of knowledge to the qualification without any change in the nature, objectives and characteristics of the qualification.</p> <p><b>Substantial modification.</b> Change of classification in the field of knowledge of the qualification if it involves a change in the nature, objectives and characteristics of the qualification.</p> <p><b>Verification.</b> If the change in the field of knowledge of the qualification is significant, it will result in the expiry of the qualification and the verification of the new one.</p>
1.3. Mentions and specialisations	<p><b>Substantial modification.</b> The incorporation or modification of mentions or specialities and their distribution of credits.</p>
1.3. Distribution of credits in the mentions	<p><b>Substantial modification.</b> Changes in the number of credits corresponding to the different mentions or specialisations of a degree, provided that the total number of optional credits for the degree is not altered, and in accordance with the percentages relating to the planning of the courses established below.</p>
1.4. University (responsible party and participants)	<p><b>Verification.</b> A change in the university responsible for a joint degree or changes in the universities participating in a joint degree entails the termination of the old degree and the verification of the new one. Therefore, if a degree ceases to be joint or becomes joint, it must undergo a new verification process.</p>
1.4. bis. Joint degree agreement	<p><b>Non-substantial modification.</b> Change in the content of the agreement, provided that the responsible university and the participating universities remain unchanged.</p> <p><b>Substantial modification.</b> Changes to the content of the agreement that are not regulatory adaptations.</p>
1.5. Teaching centres	<p><b>Substantial modification.</b> Change of the institution awarding the qualification, provided that it belongs to the same university. If the institution belongs to another university, see dimension 1.4 (University).</p>

1.6. Teaching mode	<b>Substantial modification.</b> Changes, additions or deletions to the teaching mode (face-to-face, blended and online) entail changes to the teaching plan and are therefore considered substantial modifications.
1.7. Total number of credits	<b>Substantial modification.</b> Changes in the number of credits from 180 ECTS to 240 ECTS (first transitional provision of Royal Decree 822/2021) and changes in official master's degrees to 60, 90 or 120 ECTS (sixth transitional provision of Royal Decree 822/2021).
1.8. Languages of instruction	<b>Non-substantial modification.</b> Changes to the languages of instruction to add or remove some of them in certain subjects. Change in the language of instruction of the degree, which will now be taught in more than one language.  <b>Substantial modification.</b> If the title changes language and is now taught in a single foreign language.
1.9. New places and distribution by type	<b>Substantial modification.</b> Change in the number of new places. Changes in the distribution of places by modality.
1.10. Justification	<b>Non-substantial modification.</b> Update to the justification for the title and its references.
1.11. Educational objectives	<b>Substantial modification.</b> Non-significant changes to the educational objectives of the degree.  <b>Verification.</b> Significant changes in the educational objectives of the degree programme will require a new verification (involving new content, subjects or teaching staff).
1.12. Specific curriculum structures	<b>Non-substantial modification.</b> Minor changes to specific curriculum structures. These will be updated when a substantial modification must be made to the title.  <b>Substantial modification.</b> Inclusion or removal in specific curriculum structures.
1.13. Specific methodological strategies for teaching innovation	<b>Non-substantial modification.</b> Changes to previously verified specific methodological strategies for teaching innovation. These will be updated when a substantial modification must be made to the title.
1.14. Fundamental graduate profiles	<b>Substantial modification:</b> Change in the fundamental graduate profiles.

1.14.bis Professional qualification	<b>Verification.</b> Changes in the professional qualification criteria for the degree will result in the degree being discontinued and the new degree being verified, as the curriculum will have to be changed to comply with the guidelines of the relevant ministerial orders.
--	--

## DIMENSION 2. RESULTS OF THE TRAINING AND LEARNING PROCESS

SECTION	TYPE MODIFICATION
2. Learning outcomes	<p><b>Non-substantial modification.</b> Changes to the wording of the learning outcomes without altering their original definition, except in titles regulated by ministerial order. Correction of typographical errors.</p> <p><b>Substantial modification.</b> Any partial change (addition, deletion, modification) to the learning outcomes.</p> <p><b>Verification.</b> If these changes are significant or comprehensive in nature, they must be processed as a new verification of the qualification.</p>

## DIMENSION 3. ADMISSION, RECOGNITION AND MOBILITY

SECTION	TYPE OF MODIFICATION
3.1. Access requirements and student admission procedures	<p><b>Non-substantial modification.</b> Regulatory updates by the university.</p> <p>Modification of the language requirement of B2 or C1 in Spanish for admission to the degree programme for non-Spanish students or those who have not taken the EBAU or equivalent exam.</p> <p><b>Substantial modification.</b> Changes in the requirements established by the qualifications for admission and in the criteria for admission of students.</p>
3.1. Additional training	<b>Substantial modification.</b> The addition, removal or change of supplementary training.

3.2. Criteria for the recognition and transfer of credits	<p><b>Non-substantial modification.</b> A modification of the university's own regulations on the recognition and transfer of credits.</p> <p><b>Substantial modification.</b> Changes to the criteria for the transfer and recognition of ECTS credits.</p>
3.3. Organisation of mobility	<p><b>Non-substantial modification.</b> Changes to the procedure and regulations for the mobility of home and host students, as well as to the specific mobility actions of the degree programme.</p>

#### DIMENSION 4. TEACHING PLANNING

SECTION	TYPE MODIFICATION
4.1. Distribution of credits in the curriculum	<p><b>Substantial modification.</b> Changes in the distribution of credits for basic, compulsory subjects and courses, external academic work experience and final projects for Bachelor's and Master's degrees, which do not alter the learning outcomes and educational objectives of the degree programme. Depending on the changes, the Committee may require the discontinuation of the degree programme and a new verification.</p> <p><b>Verification.</b> Changes in the distribution of credits for basic, compulsory subjects and courses, external academic internships and final projects for Bachelor's and Master's degrees, which alter the learning outcomes and educational objectives of the degree programme.</p>
4.1. Basic structure of the courses. Basic compulsory training, TFG/TFM, external academic work experience.	<p><b>Non-substantial modification.</b> Changes to subjects and/or courses and/or content that do not exceed 7.5% of the total credits of the degree programme shall be considered non-substantial modifications, provided that the total number of credits, the scope of knowledge in basic training, the learning outcomes (knowledge, skills and competences) and the educational objectives of the degree programme are maintained.</p> <p><b>Substantial modification.</b> Changes in subjects and/or courses exceeding 7.5%.</p> <p><b>Verification.</b> If the relevant Verification Committee considers that the changes are very substantial, the university may be required to terminate the degree and start a new verification process.</p>



4.1. Optional training	<p><b>Non-substantial modification:</b> updating of content resulting from an SAIC analysis process or changes in the planning or timing of optional subjects.</p> <p><b>Substantial modification:</b> inclusion or removal of optional subjects/courses that alter the distribution of credits in the curriculum.</p> <p><b>Verification:</b> when changes to specialisation/speciality options lead to the removal of a specialisation or speciality.</p>
4.1. a) Name	<b>Non-substantial modification.</b> Changes to the names of basic, compulsory and optional subjects or courses.
4.1. d) Temporary organisation: time unit	<b>Non-substantial modification.</b> Changes in the time unit in which the subject or course is taught (quarterly, four-monthly, half-yearly, yearly).
4.1. d) Temporal organisation: temporal deployment	<b>Non-substantial modification.</b> Changes in the timing of the teaching of the subject or course.
4.1. Teaching method	<b>Non-substantial modification.</b> Changes in the way the subject or course is taught, provided that they do not involve a change in the teaching method of the degree programme.
4.1. e) Basic learning outcomes	<p><b>Non-substantial modification.</b> Changes to the wording of the learning outcomes (provided that the learning outcomes of the qualification are not altered), adjustments to the distribution of learning outcomes between subjects, or changes to the learning outcomes of optional subjects.</p> <p><b>Substantial modification.</b> Changes in the expected learning outcomes in subjects and/or courses in basic, compulsory training, TFG/TFM or external academic internships, as well as changes in content or learning outcomes in optional subjects that involve a significant change and, in any case, those included in mentions or specialisations.</p>

4.2. Training activities and teaching methodologies	<p><b>Non-substantial modification.</b> Insignificant changes to training activities and teaching methodologies (for example, those that do not jeopardise the achievement of learning outcomes and do not alter the teaching modality of the degree programme).</p> <p><b>Substantial modification.</b> Significant changes in training activities and teaching methodologies.</p>
4.3. Assessment systems	<p><b>Non-substantial modification.</b> Minor changes to assessment instruments or systems or redistribution of instruments already included in the subjects, which do not jeopardise the achievement of learning outcomes and do not alter the teaching modality of the degree programme.</p> <p><b>Substantial modification.</b> Significant changes to assessment systems.</p>
4.4. Specific curriculum structures	<p><b>Non-substantial modification.</b> Changes to specific curricular structures of the study programme, as well as to specific methodological strategies for teaching innovation.</p>

## DIMENSION 5. ACADEMIC AND TEACHING SUPPORT STAFF

SECTION	TYPE OF MODIFICATION
5.1. and 5.2. Profile of teaching staff and teaching support staff	<p><b>Non-substantial modification.</b> Updating the teaching staff and teaching support staff as necessary and available shall be considered a non-substantial modification, provided that it does not affect the proper implementation of the curriculum.</p> <p><b>Substantial modification.</b> Changes in the number and/or profile of teaching staff and teaching support staff required and available that could affect the proper implementation of the curriculum.</p>

## DIMENSION 6. LEARNING RESOURCES: MATERIALS AND INFRASTRUCTURE, PRACTICAL TRAINING AND SERVICES

SECTION	TYPE OF MODIFICATION
6.1. Justification of material resources  6.3. Provision of resources	<p><b>Non-substantial modification.</b> Changes in the provision or type of material resources and/or services that do not significantly affect the implementation of the curriculum. Any improvement or increase in the provision of resources and/or services.</p> <p><b>Substantial modification.</b> Changes in the provision or type of material resources and/or services that affect the implementation of the curriculum. This includes changes of venue, location, new infrastructure, etc. It also includes changes in infrastructure related to virtual or hybrid teaching.</p>
6.2. Procedure for managing external work experience	<p><b>Non-substantial modification.</b> Changes in the number or type of training centres that do not significantly affect the development of the curriculum. Increase in the number of places for a given type offered in training centres already committed to in the verified report.</p> <p><b>Substantial modification.</b> A significant change in the number or type of practice centres that reduces their number shall be considered a substantial change, given that their sufficiency and adequacy should be reassessed. In the field of Health Sciences, any change in the qualifications requiring practice in hospitals and/or registered health centres.</p>

## DIMENSION 7. IMPLEMENTATION SCHEDULE

SECTION	TYPE OF MODIFICATION
7.1. Implementation schedule for the degree	<p><b>Substantial modification.</b> Significant changes to the degree implementation schedule that result in bringing it forward must be communicated through the modification process so that the university can issue degrees earlier than planned.</p>
7.2. Procedure for adapting to the new curriculum	<p><b>Non-substantial modification.</b> Minor changes to the adaptation tables for students from previous programmes, resulting from other non-substantial modifications to the curriculum.</p> <p><b>Substantial modification.</b> Changes to the adaptation tables (recognised credits and subjects).</p>

7.3. Discontinued programme	<b>Substantial modification.</b> Once the official qualification has been implemented, it will no longer be possible to abolish another official qualification that gives rise to the current one. In any case, if the abolition of an official qualification has been omitted by mistake as a result of the implementation of another, this must be communicated through the modification process and, if applicable, the corresponding adaptation table must be submitted for evaluation.
-----------------------------	---

## DIMENSION 8. INTERNAL QUALITY ASSURANCE SYSTEM

SECTION	TYPE MODIFICATION
8.1. Internal quality assurance system	<p><b>Non-substantial modification.</b> Changes in the analysis of the implementation and suitability of the SAIC for the improvement of the qualification.</p> <p><b>Substantial modification.</b> Changes affecting the model or structure of the SAIC.</p>
8.2. Means of public information	<b>Non-substantial modification.</b> Changes to the means of public information about the curriculum.



EVALUATION PROTOCOL: VERIFICATION/MODIFICATION OF OFFICIAL UNIVERSITY  
BACHELOR'S  
AND MASTER'S DEGREES AND OF OFFICIAL MASTER'S DEGREES IN ARTISTIC EDUCATION  
IN THE COMUNITAT VALENCIANA

**ANNEX II: Form for communicating or requesting non-substantial modifications to  
official bachelor's and master's degrees or higher artistic education qualifications**

## FORMULARIO DE COMUNICACIÓN O SOLICITUD DE MODIFICACIÓN NO SUSTANCIAL DE TÍTULOS OFICIALES UNIVERSITARIOS DE GRADO Y MÁSTER

### TÍTULO A MODIFICAR

UNIVERSIDAD	<input type="text"/>
CENTRO	<input type="text"/>
DENOMINACIÓN DEL TÍTULO	<input type="text"/>
ID DEL TÍTULO (Código RUCT)	<input type="text"/>

### TIPOLOGÍA DE LA MODIFICACIÓN (Marcar con una X)

- ☐ Adscripción a Ámbito de conocimiento del título (siempre que no afecte a lo establecido en el art. 32.2 del RD 822/2021; ver Anexo I)
- ☐ DIMENSIÓN 1. Descripción, objetivos formativos y justificación del título
- ☐ DIMENSIÓN 2. Resultados del proceso de formación y de aprendizaje
- ☐ DIMENSIÓN 3. Admisión, reconocimiento y movilidad
- ☐ DIMENSIÓN 4. Planificación de las enseñanzas
- ☐ DIMENSIÓN 5. Personal académico y de apoyo a la docencia
- ☐ DIMENSIÓN 6. Recursos para el aprendizaje: materiales e infraestructuras, prácticas y servicios
- ☐ DIMENSIÓN 7. Calendario de implantación
- ☐ DIMENSIÓN 8. Sistema Interno de Garantía de Calidad

### DESCRIPCIÓN DE LA MODIFICACIÓN

### CENTRO ACREDITADO INSTITUCIONALMENTE (Marcar con una X)

- ☐ Sí
- ☐ No

La modificación ha sido previamente aprobada por los órganos competentes para ello conforme a la normativa interna de la Universidad, previo informe favorable del Sistema Interno de Garantía de Calidad (Aportar informe, con la enumeración de los cambios no sustanciales y justificación de la necesidad de la modificación, fecha y órgano emisor).

La universidad es responsable de que la modificación de la memoria del título en la aplicación del Ministerio se ajuste a lo comunicado o solicitado.

Firma y cargo de la persona responsable



### REVISION REGISTER

REVISION NO.	DATE	DESCRIPTION OF CHANGE
	April	Protocol in its initial version
0	, 2025	Update: incorporation of degrees and master's degrees from higher arts education centres. Complete revision of the protocol and addition of section 8.4. Deadlines for submitting applications .