

ACADEMIC YEAR 2024-2025

DOUBLE DEGREES AT UNIVERSITIES IN THE VALENCIAN COMMUNITY



AGÈNCIA VALENCIANA
D'AVALUACIÓ I PROSPECTIVA



GENERALITAT
VALENCIANA

DOUBLE DEGREES AT UNIVERSITIES IN THE VALENCIAN COMMUNITY

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DOUBLE DEGREES AT UNIVERSITIES IN THE VALENCIAN COMMUNITY

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01. OBJECTIVES OF THE WORK

The aim of this work is to analyse the implementation and development of Joint Official Study Programmes (PCEO) in the university system of the Valencian Community, which allow students to obtain two bachelor's degrees simultaneously. To this end, we have approached the work from two angles: quantitative and qualitative.

With the first approach, we wanted to provide an overview of the PCEO at the present time, as well as a brief history of this type of degree in recent years. With the second approach, we believe we have captured an accurate picture of the main concerns of both students and university staff, which we hope will serve as a guide for the progressive improvement of these degrees.

Since their introduction, PCEOs have been undeniably attractive among the range of university degrees on offer. This trend has continued to the present day, as can be seen in the cut-off marks for the 2025-2026 academic year. Different combinations of PCEOs in Mathematics, Physics and Computer Engineering are once again among the highest cut-off marks in the Valencian university system .

Finally, we hope that this document will serve as a basis for informed decision-making by both students and those responsible for managing PCEO programmes at the various Valencian universities.

02. PCEOs IN THE VALENCIAN COMMUNITY

The following table lists the nine institutions that make up the Valencian university system. As we can see, there are five public universities and four private universities. Some of them have associated centres, but their degrees are backed by their reference university, which is the one that awards the official degree.

CASTELLÓN	
JAUME I UNIVERSITY	Public
VALENCIA	
UNIVERSITY OF VALENCIA	Public
POLYTECHNIC UNIVERSITY OF VALENCIA	Public
CATHOLIC UNIVERSITY OF VALENCIA	Private
CARDINAL HERRERA UNIVERSITY / CEU	Private
EUROPEAN UNIVERSITY	Private
VIU	Private

ALICANTE

UNIVERSITY OF ALICANTE

Public

MIGUEL HERNÁNDEZ UNIVERSITY

Public

Below is a breakdown of the double degrees offered by Valencian universities during the 2024-2025 academic year, distributed by province. To avoid duplication, we have not included those PCEO programmes that combine the same degrees with different codes because they are taught in English or are carried out on more than one campus, as well as those PCEO programmes that also have an edition subject to a Methodological Innovation Plan.

CASTELLÓN

JAUME I UNIVERSITY

1. Business Administration and Management and Law

VALENCIA

UNIVERSITY OF VALENCIA

1. Business Administration and Management and Law
2. Audiovisual Communication and Journalism
3. Law and Criminology
4. Law and Economics
5. Law and Political Science and Public Administration
6. Pharmacy and Human Nutrition and Dietetics
7. Physics and Mathematics
8. Mathematics and Computer Engineering
9. Mathematics and Telecommunications Engineering
10. Chemistry and Chemical Engineering
11. Sociology and Political Science and Public Administration
12. Tourism and Business Administration and Management
13. Physics and Chemistry

POLYTECHNIC UNIVERSITY OF VALENCIA

1. Mathematics and Geomatics and Surveying Engineering
2. Business Administration and Management and Food Science and Technology
3. Business Administration and Management and Computer Engineering
4. Business Administration and Management and Telecommunications Technology and Services Engineering
5. Business Administration and Management and Tourism
6. Biotechnology and Agri-Food and Rural Engineering
7. Data Science and Industrial Organisation Engineering
8. Agri-Food and Rural Engineering and Food Science and Technology
9. Forestry and Natural Environment Engineering and Environmental Sciences
10. Telecommunications, Sound and Image Systems Engineering and Audiovisual Communication
11. Mathematics and Business Administration and Management
12. Mathematics and Civil Engineering
13. Mathematics and Computer Engineering
14. Mathematics and Telecommunications Technology and Services Engineering

CATHOLIC UNIVERSITY OF VALENCIA

1. Physical Activity and Sports Sciences and Physiotherapy
2. Physical Activity and Sports Sciences and Human Nutrition and Dietetics
3. Podiatry and Nursing
4. Podiatry and Physiotherapy
5. Human Nutrition and Dietetics and Nursing
6. Marine Sciences and Biotechnology
7. Law and Business Administration and Management
8. Law and Criminology
9. Early Childhood Education and Primary Education
10. Primary Education and Physical Activity and Sports Sciences

11. Social Education and Primary Education

12. Speech Therapy and Psychology

13. Occupational Therapy and Nursing

14. Occupational Therapy and Psychology

CARDENAL HERRERA UNIVERSITY - CEU

1. Physical Activity and Sports Sciences and Primary Education

2. Political Science and Business Management

3. Political Science and Journalism

4. Political Science and Advertising and Public Relations

5. Audiovisual Communication and Journalism

6. Audiovisual Communication and Advertising and Public Relations

7. Law and Political Science

8. Law and Business Management

9. Business Management and Marketing

10. Early Childhood Education and Primary Education

11. Physiotherapy and Nursing

12. Marketing and Advertising and Public Relations

13. Journalism and Advertising and Public Relations

EUROPEAN UNIVERSITY

1. Physics and Data Science

2. Business Administration and Management and Marketing

3. Criminology and Psychology

4. Nursing and Physiotherapy

5. Law and Business Administration and Management

6. Law and Criminology

7. Law and International Relations

8. Industrial Organisation Engineering and Business Administration and Management

VIU

1. No PCEO offer for the 2024-2025 academic year

ALICANTE

UNIVERSITY OF ALICANTE

1. Physics and Mathematics
2. Law and Business Administration and Management
3. Law and Criminology
4. Law and International Relations
5. Computer Engineering and Business Administration and Management
6. Tourism and Business Administration and Management

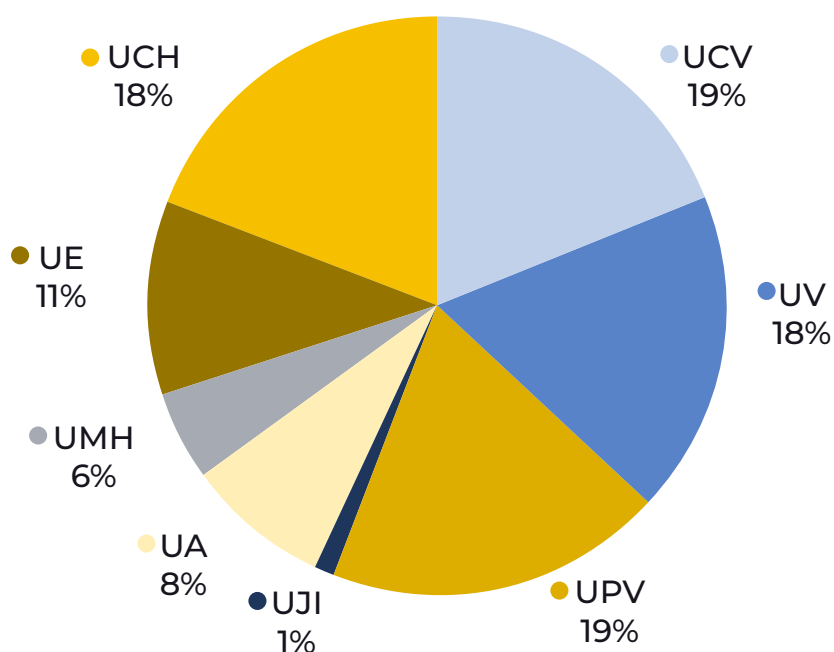
MIGUEL HERNÁNDEZ UNIVERSITY

1. Political Science and Public Management and Business Administration and Management
2. Political Science and Public Management and Law
3. Audiovisual Communication and Journalism
4. Law and Business Administration and Management

03. DISTRIBUTION OF PCEOs

The data provided in the previous section shows a very notable geographical concentration of double degree programmes in the province of Valencia, which is to be expected given the location of the four private universities in its capital. Some of these universities, both public and private, also offer PCEO programmes at their campuses and associated centres in the provinces of Alicante and Castellón.

The following graph shows the specific weight of each of the Valencian universities in relation to the total number of PCEOs offered for the 2024-2025 academic year. Overall, we can highlight a balanced distribution between the offerings of public and private universities, with a slightly higher weighting for the former, 51% compared to 49%.

Figure 1. Number of PCEOs per University

Below we present the data on the PCEO offerings of each of the universities for the 2024-2025 academic year, classified by field of knowledge, as this is one of the new features introduced by Royal Decree 822/2021 of 28 September, which establishes the organisation of university education and the procedure for ensuring its quality. In the case of PCEOs belonging to different fields, this is indicated. The absence of PCEOs in the field of Arts and Humanities in the Valencian university system as a whole is notable.

UJI UV UPV UCV UCH UE UA UMH Total

Social and Legal Sciences								
Business Administration and Management	1	1		1	1	1	1	7
Business Administration and Management		1			1		1	3
Audiovisual Communication Advertising and Public Relations					1			1
Law Criminology		1		1		1	1	4

UJI UV UPV UCV UCH UE UA UMH Total

Social and Legal Sciences								
Law Economics		1						1
Law Political Science		1			1		1	3
Sociology Political Science		1						1
Business Administration and Management Political Science					1		1	2
Journalism Political Science					1			1
Advertising and Public Relations Political Science					1			1
Business Administration and Management Tourism		1	1				1	3
Early Childhood Education Primary Education				1	1			2
Social Education Primary Education				1				1
Business Administration and Management Marketing					1	1		2
Advertising and Public Relations Marketing					1			1
Advertising and Public Relations Journalism					1			1
Law International Relations						1	1	2
Law Advertising and Public Relations					1			1
Subtotal								37

Sciences								
Physics Mathematics		1					1	2
Physics Chemistry		1						1
Marine Sciences Biotechnology				1				1
Subtotal								4

UJI UV UPV UCV UCH UE UA UMH Total

Health Sciences								
Podiatry Nursing			1					1
Podiatry Physiotherapy			1					1
Human Nutrition and Dietetics Nursing			1					1
Speech Therapy Psychology			1					1
Occupational Therapy Nursing			1					1
Occupational Therapy Psychology			1					1
Physiotherapy Nursing				1	1			2
Pharmacy Human Nutrition and Dietetics	1							1

Subtotal

9

Engineering and Architecture								
Data Science Industrial Organisation Engineering		1						1

Subtotal

1

Sciences Engineering								
Mathematics Computer Engineering	1	1						2
Mathematics Telematics Engineering	1							1
Chemistry Chemical Engineering	1							1
Mathematics Geomatics and Surveying Engineering		1						1
Mathematics Telecommunications Technology and Services Engineering		1						1
Mathematics Civil Engineering		1						1
Biotechnology Agri-Food and Rural Engineering		1						1
Food Science and Technology Agri-Food and Rural Engineering		1						1

UJI UV UPV UCV UCH UE UA UMH Total

Sciences Engineering

Physics Data Science					1			1
Forestry and Environmental Engineering Environmental Sciences		1						1

Subtotal

11

Social and Legal Sciences Science

Mathematics Business Administration and Management		1						1
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Subtotal

1

Social and Legal Sciences Engineering

Business Administration and Management Computer Engineering		1				1		2
Business Administration and Management Telecommunications Technology and Services Engineering		1						1
Food Science Business Administration and Management		1						1
Audiovisual Communication Telecommunications, Sound and Image Systems Engineering		1						1
Business Administration and Management Industrial Organisation Engineering					1			1

Subtotal

6

Social and Legal Sciences Health Sciences

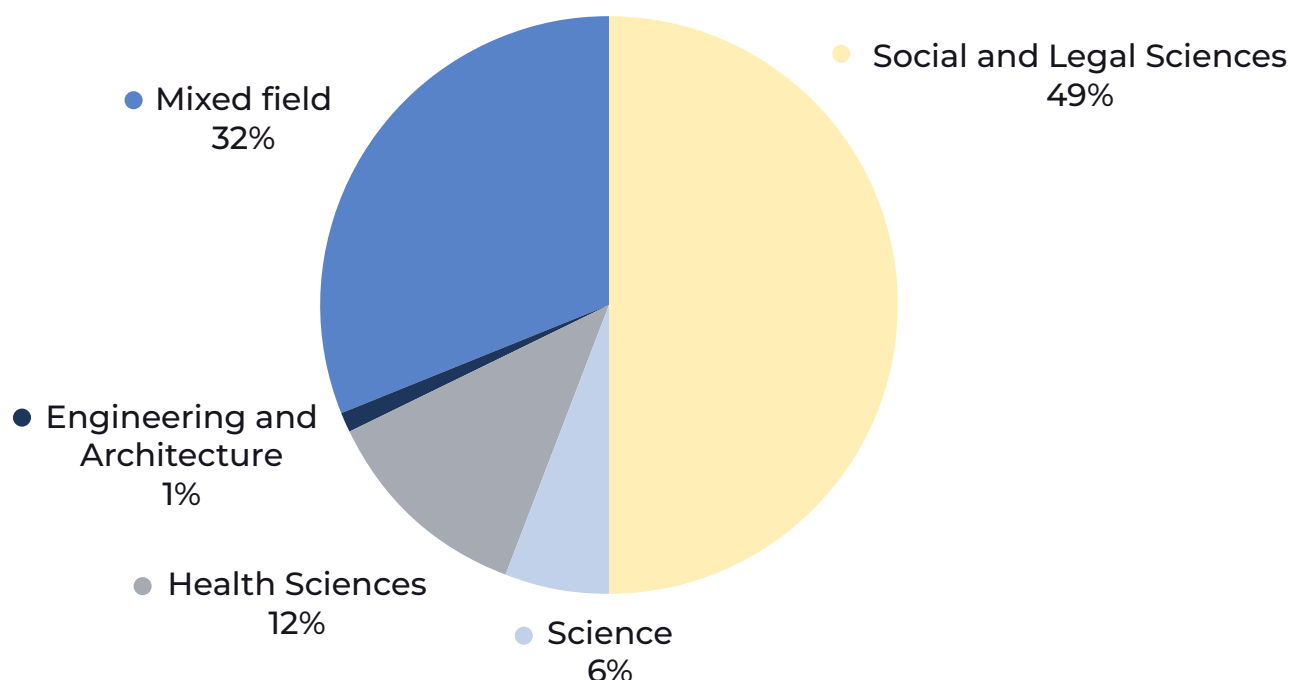
Physical Activity and Sports Sciences Physiotherapy			1					1
Physical Activity and Sports Sciences Human Nutrition and Dietetics			1					1
Psychology Criminology					1			1
Primary Education Physical Activity and Sports Sciences			1	1				2

Subtotal

5

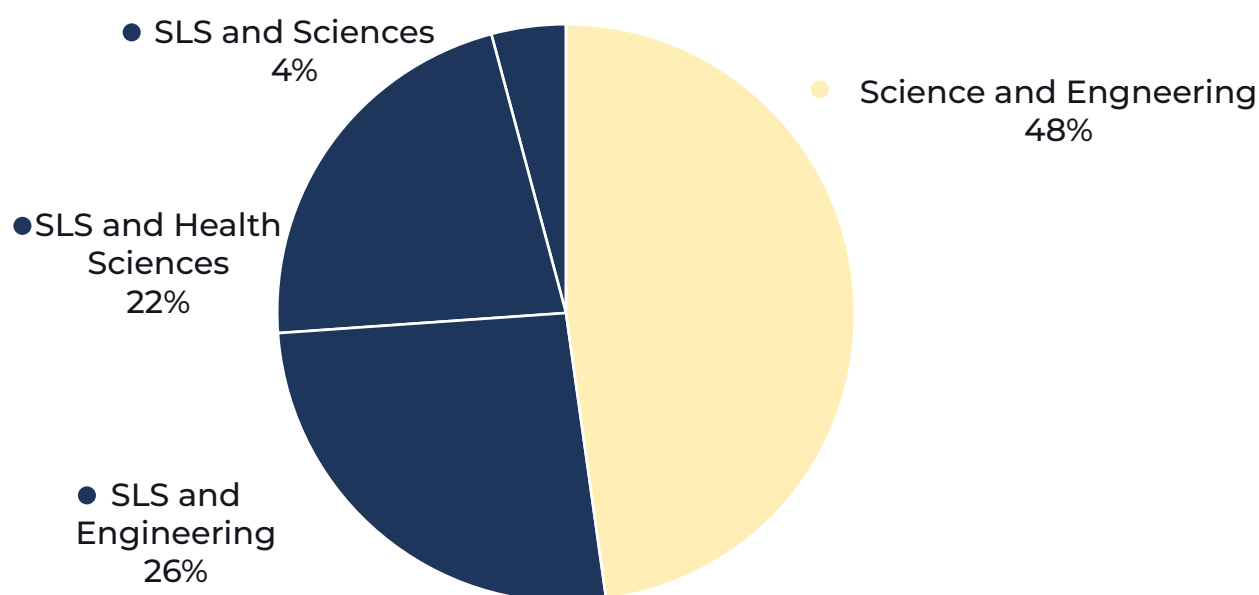
The distribution of PCEOs by field of knowledge is shown in the following graph. Figure 2 shows that the field of Social and Legal Sciences has a predominant presence among PCEOs in the Valencian university system.

Figure 2. Distribution by fields of knowledge



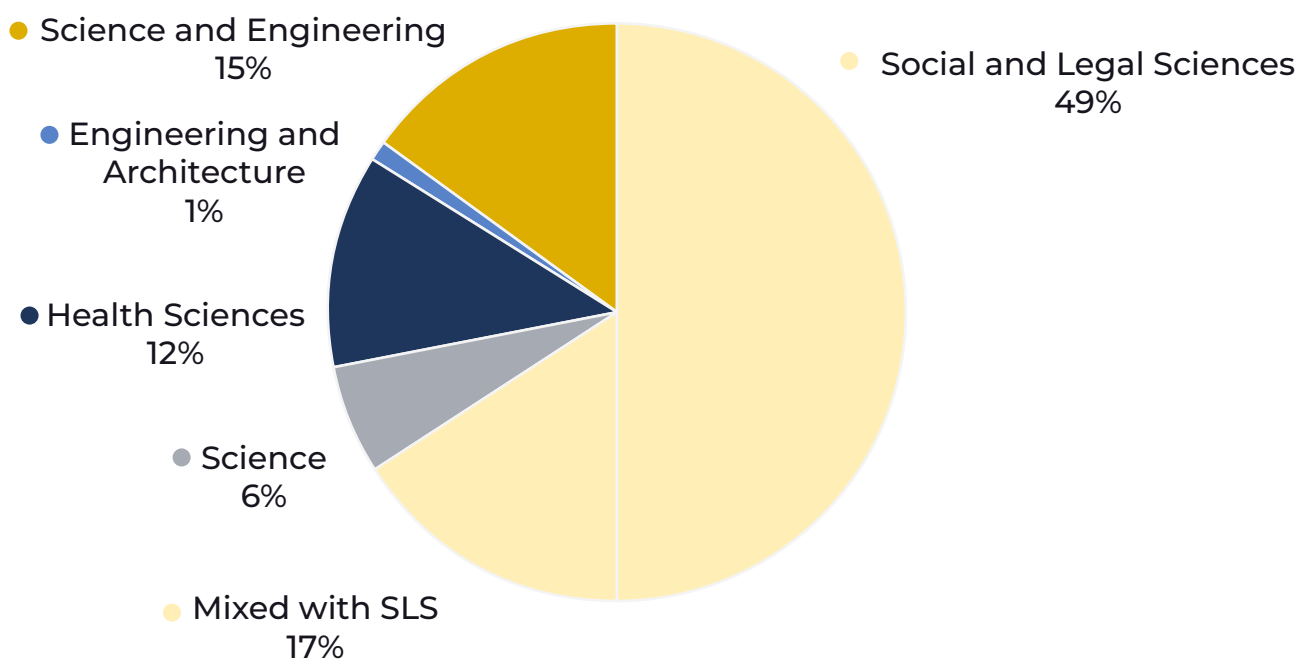
This predominance is accentuated if we break down the data that make up the Mixed Field. As we can see in Figure 3, practically half of this type of PCEO is combined with a degree in Social and Legal Sciences.

Figure 3. PCEO distribution for mixed areas



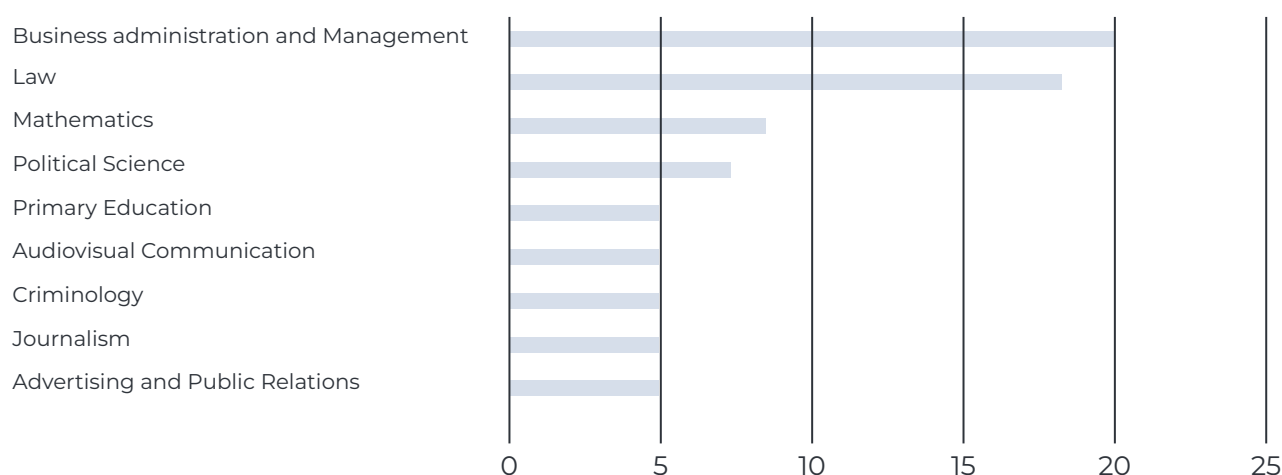
We can see more clearly the majority presence of Social and Legal Sciences degrees in the PCEO offering if we return to Figure 2 on Distribution by fields of knowledge and reformulate it by grouping together those PCEOs that are either partially or totally related to the field of Social and Legal Sciences. In this way, we can see that, overall, these PCEO programmes account for 66% of the total number of this type of degree offered at Valencian universities.

Figure 4. Distribution with aggregated SLS



In Figure 5, we list the individual degrees that are most frequently used to make up PCEOs in the 2024-2025 academic year. We can see that Business Administration is by far the degree that is most often combined with another, followed by Law.

Figure 5. Individual PCEO titles



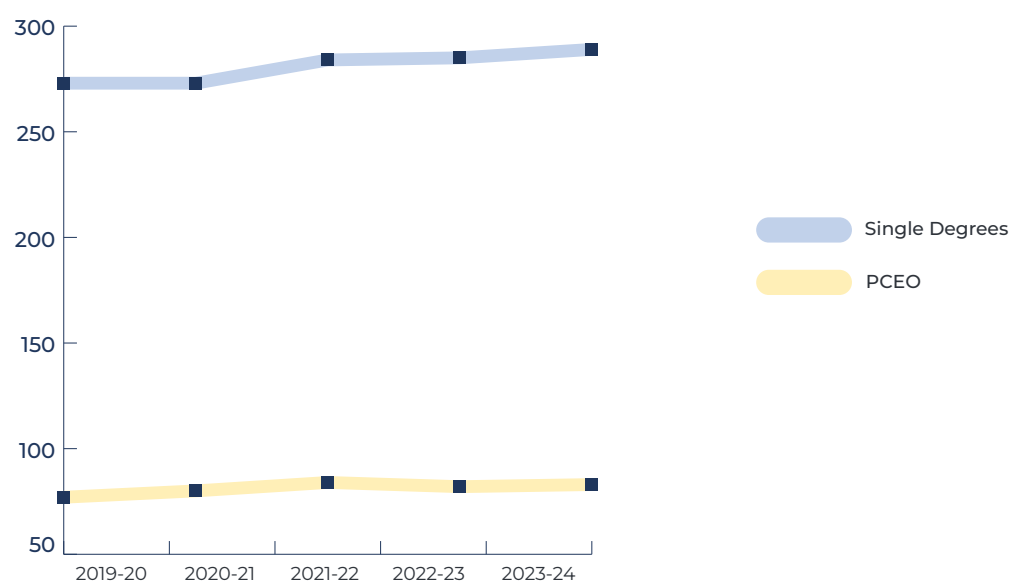
As we can see, with the exception of the degree in Mathematics, all other degrees belong to the field of Social and Legal Sciences, confirming their predominant role in the formation of PCEOs.

04.EVOLUTION OF THE PCEOs

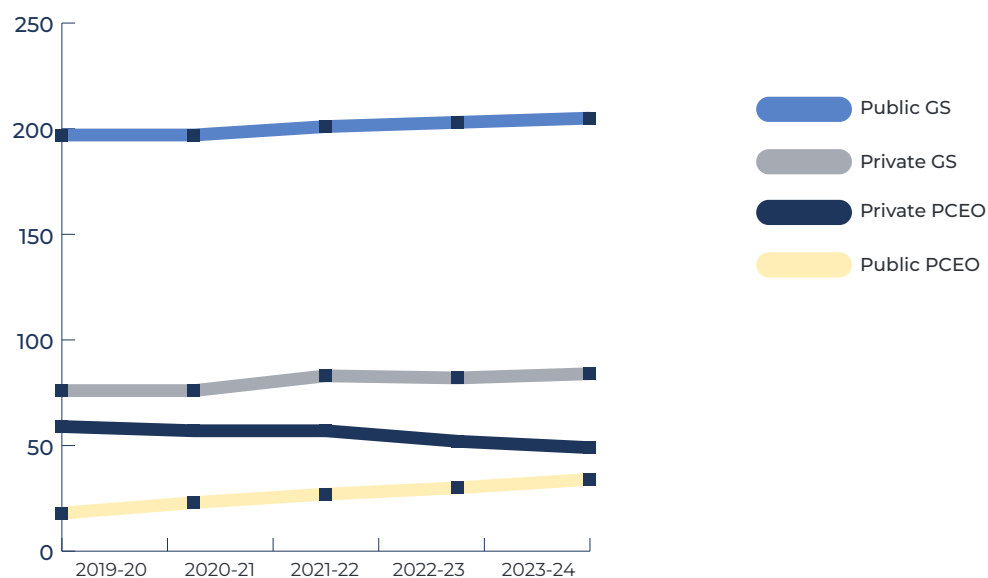
Below we show the evolution over time of PCEOs compared to simple university degrees over a five-year period. To carry out this comparison, we have used the latest data provided by the Integrated University Information System (SIIU), which covers up to the 2023-24 academic year.

As we can see in Figure 6, there has been a slight overall increase in the number of PCEOs, accompanied by a virtual stagnation in the last three academic years, while the number of single degrees (GS) has continued to increase. In the period analysed, the percentage of PCEOs compared to GS has remained at around 29%.

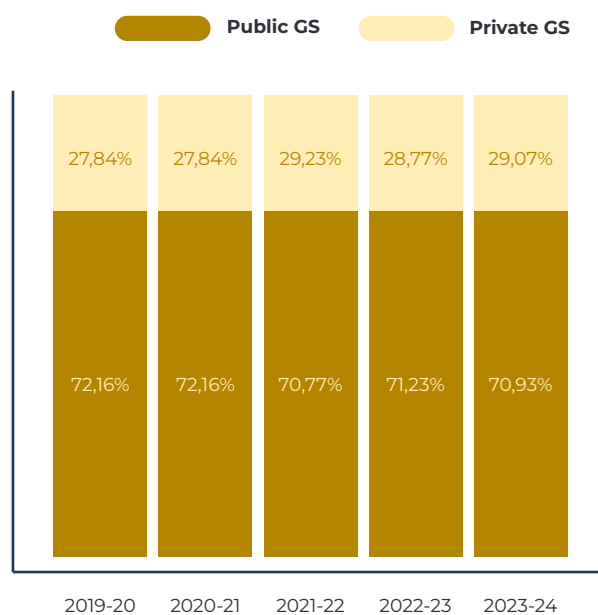
Figure 6. Simple degrees/PCEO



If we break down the data by public and private universities, we can better characterise the evolution, as it has been different in each of these sectors. While PCEOs have experienced virtually constant growth in public universities during the period analysed, this has been accompanied by a similar decline in these degrees in the private sector, as we can see in Figure 7. The public sector, which started with a lower number of PCEOs, is closing the gap with the private sector in absolute numbers, a process to which the decline in the supply of PCEOs by private universities is contributing.

Figure 7. Public/private universities by degree

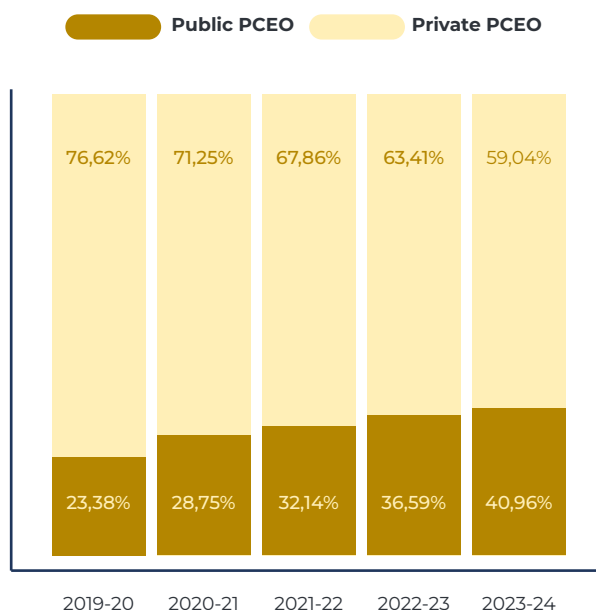
The opposite is true for GS, with moderate growth in the public sector coupled with somewhat more pronounced increases in the private sector. These trends are more clearly shown if we graphically represent the percentage that each sector represents of the total GS, as shown in Figure 8.

Figure 8. GS by sector as a percentage of total

As we can see, the proportion of GS from private universities out of the total has been growing gradually to reach almost 30% of the overall GS supply. Growth is moderate, so the distribution between sectors remains relatively stable.

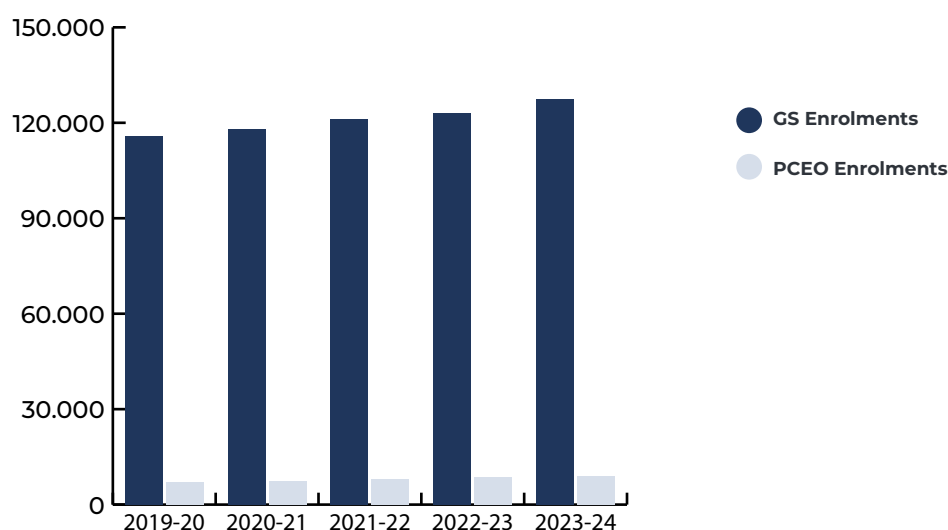
In the case of PCEOs, the opposite is true: it is the public sector that has seen a more pronounced increase in demand, as shown in Figure 9, reaching 40% in a short period of time, which has had a much more significant impact on the distribution of degrees between public and private universities.

Figure 9. PCEO by sector as a percentage of the total



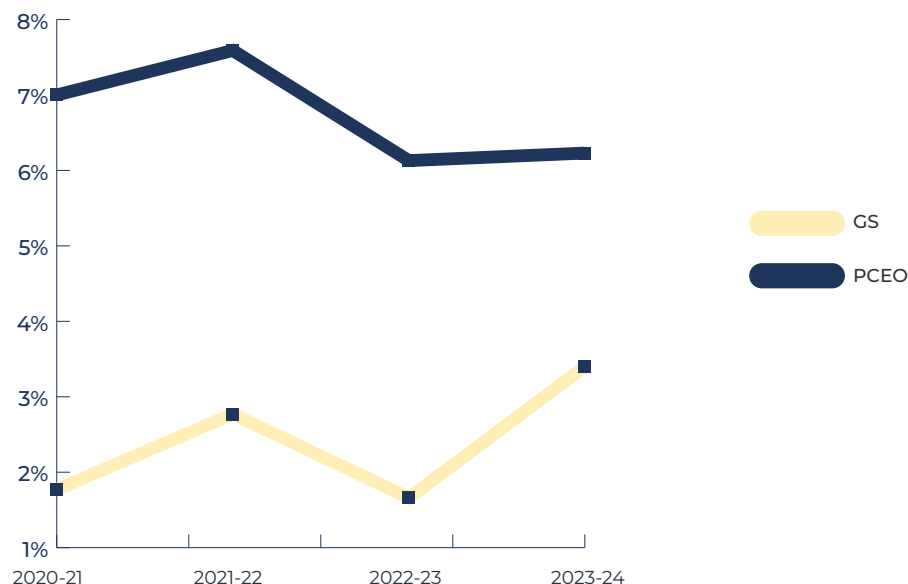
In terms of the total number of students enrolled in GS and PCEO programmes, we see that in both cases there has been a gradual increase in the number of students, although this has been somewhat more pronounced in PCEO enrolments, which have gone from representing 6% of GS enrolments to just over 7% in the last year of the series.

Figure 9. Students enrolled by type of degree



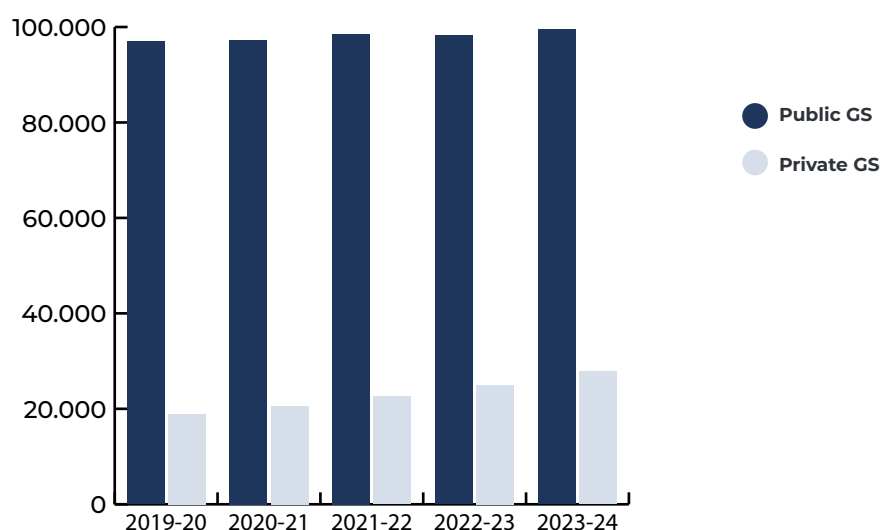
We can see this difference more clearly in Figure 10, which compares the growth rates of both variables: we can see how the number of students enrolled in PCEO has increased at a higher rate in the period analysed compared to the growth in GS enrolment.

Figure 10. Growth rates of GS and PCEO enrolments



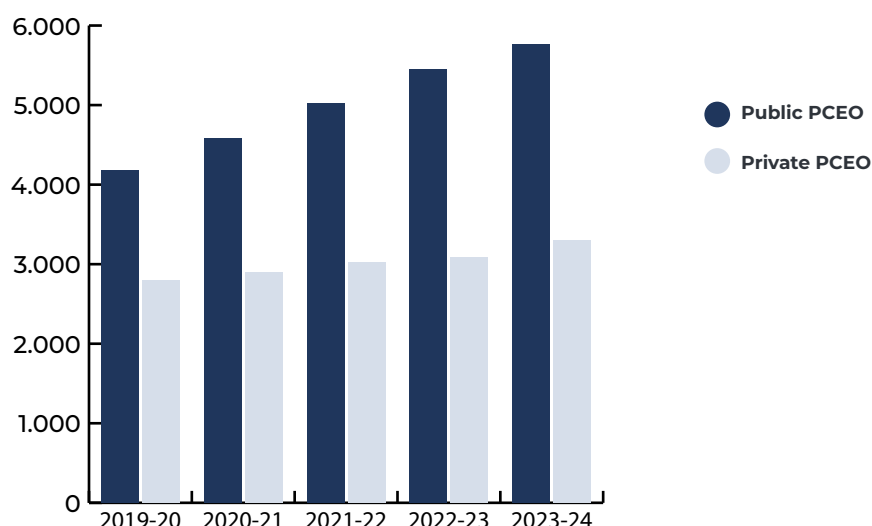
The following figure shows that the number of students enrolled in GS at private universities has increased significantly, from 16.30% to 21.86% of the total number of students enrolled in GS in the Valencian university system.

Figure 11. GS registrations by sector



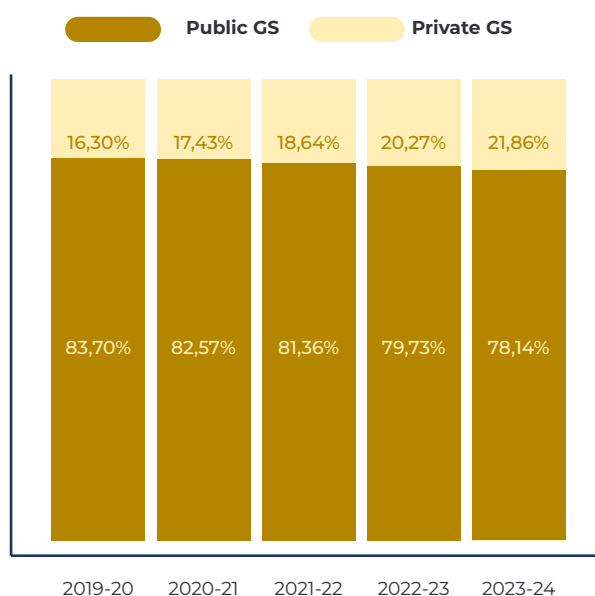
As for those enrolled in PCEO, we observe the opposite trend: it is the public universities that have increased their percentage of the total number of students enrolled in PCEO, from 58.87% to 63.59% for the 2023-24 academic year. This moderate growth trend has continued throughout the period analysed.

Figure 12. PCEO enrolments by sector

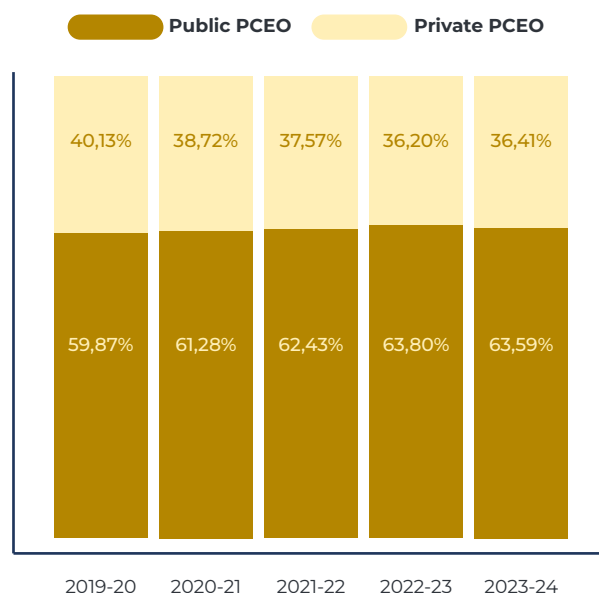


Once again, it is interesting to represent the percentage data to observe the proportion of the total that can be attributed to each of the sectors. In the field of GS, we see how private universities have been enrolling a higher proportion of students in the period of our analysis, reaching almost 22% of the total.

Figure 13. GS registrations by sector



If we focus on PCEPs, we see that, in this case, it is public sector universities that have been gaining enrolment percentages in recent years, stabilising their share at around 63%.

Figure 14. PCEO enrolments by sector

In summary, and focusing on the issue at hand, we can affirm that, despite the fact that the number of PCEOs has experienced slight growth in the period analysed in light of SIU data, there has been a significant change in the distribution of degree programmes offered. Public universities, starting with a lower number of degrees, have significantly expanded their range of PCEO programmes, gradually attracting a greater number of enrolments for these degrees.

05. MAIN ISSUES REGARDING PCEOS

During April and May 2025, AVAP held several monographic sessions on the implementation of PCEOs in the universities of the Valencian Community. In the first session, we gathered the impressions of student delegations from some of these universities who wanted to participate in the analysis (hereinafter referred to as DDEE). In subsequent sessions, we did the same with PCEO coordinators, university officials, particularly those responsible for internal quality systems, and vice-rectors for academic affairs (who we will collectively refer to as CCV). We offer a summary of the main topics that arose during both sessions.

FINAL DEGREE PROJECTS

This was, by far, the main focus of comments from the DDEEs who participated in the sessions. PCEOs are composed of two simple degrees and therefore require two different final degree projects (TFGs). These TFGs involve a significant amount of time and effort on the part of students, which must be doubled in the case of PCEOs.

Students are aware that under current regulations they must necessarily complete two projects, but they are calling for other ways of fulfilling this obligation to be explored. Some universities allow two related TFG projects to be completed, although this is at the discretion of the TFG supervisors.

The academic committees of some universities highlight the difficulty of finding topics suitable for this approach for all PCEOs. In fact, this avenue has been explored in the past but has gradually been abandoned. On the other hand, other universities where there are not so many PCEOs do allow TFGs whose topics may converge with good results, always making it clear that the regulations require the submission of two different projects.

COMPATIBILITY OF TIMETABLES AND EXAMS

Another issue highlighted by the majority was the timetables and exam schedule. The DDEEs express the feeling that it is the PCEOs, when they do not have specific groups, who have to adapt to the timetables of the single degrees, among other issues. This means that they have to spend many hours at the university, sometimes with periods without classes or with classes in succession at different points on campus. In addition, they highlight the overcrowding that can occur in certain single-degree classes when PCEO students are added.

Some DDEEs also emphasise how problematic timetables can be in specific cases where classes are held in different municipalities. They express the same concern with regard to exams and the possibility of having two exams on the same day with little time between them. Finally, the possibility of having a single Academic Degree Committee (CAT) specific to the PCEO is raised.

The CCVs indicate that, although drawing up timetables and exam schedules is a complicated task, particularly when several centres are involved, this is achieved without any more incidents than in simple degrees. As far as possible, an attempt is made to ensure that timetables are continuous, without leaving any dead time between classes. In any case, some universities also defend the usefulness of non-teaching time spent on campus as a fundamental part of university life and its impact on issues such as building personal networks or participating in activities carried out on university premises.

TEACHING LOAD

Another of the issues most highlighted by the DDEE was, without a doubt, the greater teaching load faced by PCEO students. In their opinion, this greater load is leading to these degrees taking longer than theoretically established and even to students abandoning the PCEO in favour of one of the two single degrees.

The CCV group understands that enrolling in a PCEO requires greater dedication, but the content taught is in line with the curriculum and this greater effort is inherent to the programme itself. On the other hand, we are told that these types of programmes tend to attract students with better academic records, who are accustomed to a higher level of demand. In any case, universities analyse the coherence of the degrees in advance to ensure that they can be completed within the specified time frame.

When AVAP raised the issue of possible dropouts from PCEOs due to this cause, it was not considered to be the main reason, and it was emphasised that it is more common for students to switch to a single degree when they realise they are more inclined towards one of the two fields. Some universities point out that the surveys they conduct on a regular basis indicate a high degree of satisfaction with this type of degree.

FORMATION OF GROUPS

When assigning students to different groups for classes, there are a variety of options: from forming specific groups of PCEO students for the entire duration of their studies to integrating these students into single-degree groups.

The CCVs tell us that the fact that many universities choose the second option is due to two factors. On the one hand, the number of students in some PCEOs is too small to create a specific group and, on the other hand, the number of groups that can be created is limited by the available financial resources.

ADMINISTRATION

The DDEs inform us that the fact that there are two different degrees causes them to encounter certain administrative problems, which are exacerbated if the degrees belong to different faculties. They would like to have a single service to which they can turn or better coordination in this area so that these types of problems can be resolved more quickly than is currently the case, as they have sometimes had to repeat queries and procedures at different centres in order to obtain a response to their requests.

CONSISTENCY

The DDEEs questioned the consistency of promoting PCEOs with degrees that are not implemented as single degrees in the promoting universities. AVAP guaranteed this consistency through correspondence tables, as this is a point directly addressed by the body. Likewise, in the opinion of the DDEEs, there may be a devaluation of certain single degrees that currently appear combined with a multitude of degrees in the PCEOs.

MARKETING

The DDEEs conveyed to us their impression that some of the PCEOs created by the university system are more a matter of marketing and student recruitment than of real labour market needs. When this issue was raised with the CVVs, this was not the perception of the universities, which emphasised that there is no need for recruitment as there are waiting lists for most PCEOs.

EMPLOYABILITY

When the question of graduate employability is raised, the majority feeling is that PCEOs increase their students' job prospects. Although there is a lack of studies on this subject, mainly due to the fact that some PCEOs have only been in place for a few years, we have been told that this type of student is well received by the business community, with an emphasis on the fact that their integration into the labour market is better than that of students with simple degrees. On the other hand, the different employability of PCEOs due to their diversity is noteworthy. Depending on the field to which the degrees belong, they may be more or less welcome in the job market.

With regard to employment opportunities in the public sector, universities also understand that studying a PCEO leads to an improvement in these opportunities, as degrees traditionally related to this type of career path provide students with a broader perspective and familiarise them with the different areas required in competitive examinations.

However, the DDEE raises a couple of relevant questions about the employability of PCEOs. On the one hand, the limitation of elective subjects makes it difficult or impossible for students to specialise in a particular field of interest (and that of their employers) as opposed to their peers in simple degrees. On the other hand, if they choose to work in the public sector, it will take them longer to obtain their degree and be able to sit competitive examinations.

ACCREDITATION

Several universities have highlighted the need for accreditation of these degrees, as their number has been growing, particularly in public universities, and this trend does not seem likely to change in the short term. There is a demand for common regulations to avoid situations in which, depending on the university where the PCEO is studied, the two degrees can be obtained with significant differences, for example, in the time taken to obtain them.

Similarly, despite the existence of working groups at universities to ensure consistency when combining the degrees that make up the PCEO, the need for accreditation and for regulations to ensure uniformity in the criteria applied is once again highlighted.

06. CONCLUSION

Throughout this document, we have attempted to establish the fundamental characteristics of PCEOs and their implementation in the universities of the Valencian Community in both quantitative and qualitative terms. With regard to the former, we have reflected the fundamental data and its aggregates in order to obtain an overview of both the current situation and the evolution of the PCEO during the period analysed, i.e. the last five years for which the SIIU provides data. With regard to the latter, some clarifications are in order.

The aim of the monographic sessions held with students and university staff was to highlight those issues on which we should focus our attention in order to improve the system. Although some of these issues may affect all universities, as they are inherent to PCEOs, such as the requirement to complete two TFGs, others may be problematic in some centres and not in others. Therefore, as we mentioned when discussing the goals of this analysis, what we wanted to produce was a working document that could be used to develop possible solutions to specific problems, as well as to give rise to a broader reflection on PCEOs, which, due to their nature, transcends the possibilities of this document.

One of the fundamental ideas that emerges after carrying out the analysis is the disparity in the assessments of PCEOs by the two groups consulted. Students, even though they are aware that they will obtain two separate degrees, miss a certain joint treatment. The universities, for their part, try to help these students with issues that may be problematic for them, but they emphasise that the aim is to obtain two degrees in less time, which necessarily implies greater dedication and sacrifice. The question that arises at this point is clear: is it worth it?

Obviously, there is no objective answer. However, it is important that students, families and university staff are aware of the implications of pursuing a PCEO.

As can be seen from the above, students and families should bear in mind that PCEOs require greater dedication, as this is in their very nature: the aim is to obtain two degrees in less time and at less cost than it would take to obtain them separately. This necessarily involves earning a greater number of ECTS credits per year in order to complete the programme within the established period. In addition, there are a number of issues already discussed throughout this document, from the two TFG (final degree projects) to the compatibility of timetables and exams.

The decision to pursue one course of study or another involves a multitude of factors that cannot be reflected here. Vocation, intellectual curiosity, and better job prospects sometimes play a decisive role. From our contacts with DDEE, we can draw a fundamental question when deciding to pursue a PCEO: what is the desired balance between academic effort and personal life?

Obtaining two degrees in less time requires a significant effort on the part of students and sacrifices in other areas of their lives that must be taken into account. And not only from the point of view of personal choices: if we talk exclusively about employability, we must be aware that a second degree can open up greater employment opportunities, as can a large network of contacts or proficiency in a foreign language. These options are not mutually exclusive, but they are more difficult to reconcile when free time is limited.

On the other hand, there is the financial burden that families have to bear. While it is true that PCEOs offer the possibility of saving money due to the lower credit load that students have to take on compared to the option of obtaining the two degrees separately, it is also true that it is a greater burden than studying a single degree. At the same time, students and their families must face the opportunity cost of delaying entry into the labour market, with the consequences of this decision, both financial and in terms of acquiring experience that could be valued positively by future employers.

In addition, the supply and demand for university degrees is influenced by multiple factors that change over time, from students' expectations to the social prestige associated with certain degrees. In recent years, there seems to have been a positive assessment of PCEO programmes by both families and universities. PCEO students generally have good academic records and are perceived as belonging to a university elite. This perception could put additional pressure on this group of students to choose to study a PCEO.

With regard to the range of degrees on offer, we would like to highlight two issues. Firstly, the university sector has become increasingly competitive, both in terms of the number of institutions and the number of degrees. Under these circumstances, attracting new students has become a key aspect of university management. This fact, together with the popularity of PCEOs, may have influenced the increase in this type of degree in recent years. On the other hand, PCEOs are a way of obtaining two separate degrees, as has been reiterated throughout this document. This approach, with all the coordination difficulties it entails, requires fewer human and material resources than would be needed to create a new unified degree that effectively hybridises the two areas of knowledge of a PCEO. In addition, these students remain at university for more years, enrolling in a greater number of credits than those studying single degrees. For all these reasons, a clear incentive has been established in the university system to offer this type of degree.

On the other hand, having analysed the fundamental issues affecting PCEOs, we are left with one of the factors that students consider most relevant when deciding which degree to pursue: employability. In this regard, the first thing to note is the difficulty of extracting quality quantitative data on this factor in relation to PCEOs. Therefore, we must work with scarce and fundamentally qualitative data, which greatly limits the scope of our conclusions.

In this regard, we would like to refer to the full report by the Madri+D Knowledge Foundation, Double University Degrees, Double Opportunities, published recently, which does not establish a clear comparative advantage of PCEOs over single degrees on the part of employers, while also warning of the difficulty of drawing definitive conclusions. In some cases, the breadth of knowledge offered by these degrees, the effort required to obtain them, and the good academic records that students who enrol in them tend to have are valued positively, while in others, they are not considered to have any differential value and other characteristics that candidates may offer, such as work experience or languages, are given priority.

A clarification should be made at this point because, as mentioned above, conclusions cannot be generalised for such a heterogeneous set of degrees. Some PCEOs will result in greater job opportunities than others due to the fields they combine, as is the case with single degrees. This information was also provided to us by various Valencian universities, indicating that some PCEOs have been requested by companies in our economic fabric. In other cases, companies do not value specific PCEOs, either because they do not see any added value in the combination of fields in the degree or because they are unfamiliar with it.

With this final contribution on employability, we conclude our general overview of PCEOs in the Valencian university system. We hope to have provided students and families with information that will help them make informed decisions about their studies. As for the university community, we would like this document to be the start of a wider discussion about PCEOs and their future. Without claiming to be exhaustive, we would like to highlight the following topics for future reflection:



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