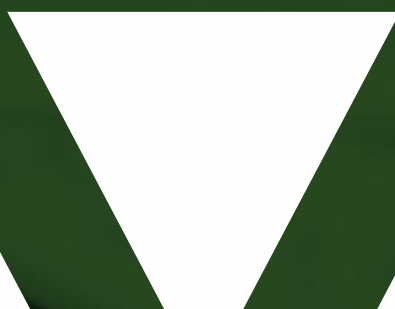


EVALUATION PROTOCOL: RENEWAL OF ACCREDITATION FOR OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES, AND FOR MASTER'S DEGREES IN ARTISTIC EDUCATION IN THE VALENCIAN COMMUNITY

June 2026



**VALENCIAN AGENCY FOR
STRATEGIC ASSESSMENT
AND FORECASTING**



AGÈNCIA VALENCIANA
D'AVALUACIÓ I PROSPECTIVA

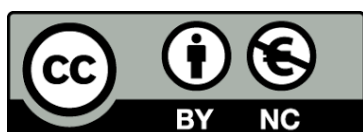
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1. INTRODUCTION AND APPLICABLE LEGISLATION

The Spanish university system undertook a reform of its educational provision and its organisation by adopting the principles that formed the essence of the European Higher Education Area (EHEA).

The implementation of the European Higher Education Area led to greater university autonomy in the design of new undergraduate, master's and doctoral programmes; and Organic Law 6/2001 of 21 December on Universities (LOU) laid the foundations for adapting the university system to the new EHEA.

Thus, the adoption of a cyclical structure comprising the Bachelor's, Master's and Doctorate degrees—which progressively incorporated more specialised training in terms of employability or research—has been completed at all universities within the Spanish higher education system.

Alongside a new structuring of degree programmes and the incorporation of a student-centred, competence-based approach to education, it is worth highlighting two further principles underpinning the broad agreement that is the EHEA. The first lies in recognising the need to promote a more active approach to teaching, based on a teaching–learning methodology in which the lecture must share centre stage with other strategies and methods of teaching and learning, which seek to strengthen students' ability to work independently, and which has the use of new information and communication technologies as one of its main pillars. The second lies in promoting and facilitating the international mobility of our students so that they can study at other universities abroad, particularly in other European countries. To achieve this objective, the common model for calculating academic workload in terms of credits under the European Credit Transfer and Accumulation System (ECTS) was adopted.

The passage of time and changes in the social context have made it necessary to implement essential reforms to address the existing mismatches between social needs and the university system. To this end, a comprehensive reform of the legal framework governing universities was undertaken, culminating in Organic Law 2/2023 of 22 March on the University System (LOSU), which repealed the aforementioned Organic Law on Universities in its entirety.

The accumulation of changes to the regulation of official university education in Spain made it necessary and proportionate to introduce new legislation which, whilst guaranteeing the principle of legal certainty in the functioning of the Spanish university system, would move towards an organisation adapted to the demands of society and to the disruptive changes taking place in the economy and technology, as well as being more flexible in its components and structure, and which, at the same time, promote the necessary effective innovation in teaching.

Thus, Royal Decree 822/2021 of 28 September, which establishes the organisation of university education and the procedure for ensuring its quality, was enacted with the aim of ensuring the quality

of university studies as an educational service for the whole of Spanish society; official university degrees must therefore be subject to external evaluation procedures in accordance with the Criteria and Guidelines for Quality Assurance in the European Higher Education Area (European Standards and Guidelines for Quality Assurance in Higher Education, ESG), in accordance with the provisions now set out in Title II of Organic Law 2/2023 of 22 March on the University System and in accordance with the provisions of this Royal Decree.

The counterpart to the increase in university autonomy is that proposals for new degree programmes must undergo an ex ante evaluation process (known as verification) and, after six or eight years, an ex post evaluation process (accreditation), in accordance with the procedure and timeframes established by the Valencian Regional Government, a process which, in all cases, must include a visit by experts from outside the university. Between these two processes, universities carry out annual monitoring of the progress of the degree programmes implemented, in accordance with their internal quality assurance system (SAIC).

This framework is supplemented by Royal Decree 905/2025 of 7 October, amending Royal Decree 640/2021 of 27 July on the creation, recognition and authorisation of universities and higher education institutions, and the institutional accreditation of higher education institutions; Royal Decree 1509/2008 of 12 September, which regulates the Register of Universities, Institutions and Qualifications; Royal Decree 1002/2010 of 5 August on the award of official university qualifications; and Royal Decree 822/2021 of 28 September, which establishes the organisation of university education and the procedure for ensuring its quality. This decree updates and clarifies various aspects of the procedure for the organisation and quality assurance of university education, strengthening the coherence of the system and its alignment with European standards.

Meanwhile, Master's degrees in official higher arts education must also undergo an evaluation procedure every six years from the date of their approval, in order to maintain their accreditation, as set out in Article 17 of Royal Decree 1614/2009 of 26 October, which establishes the organisation of higher arts education regulated by Organic Law 2/2006 of 3 May on Education.

Across the board, Organic Law 10/2022 of 6 September on the comprehensive guarantee of sexual freedom sets out, in Title III on training, the necessary training measures to ensure the specialisation of professionals with direct responsibility for the prevention and detection of sexual violence, as well as for comprehensive care, protection and justice, as one of the main safeguards for the implementation of this Organic Law. Universities and educational institutions must ensure compliance with these provisions.

The criteria for accreditation are agreed jointly by the quality agencies registered with the Spanish Network of University Quality Agencies (REACU), and in accordance with international quality standards, in particular the ESG, the standards of the European Quality Assurance Register for Agencies (EQAR) and other relevant legislation.

Furthermore, academic integrity is a fundamental pillar of quality assurance. In this regard, AVAP participates in the GAIN Network (Global Academic Integrity Network), which, through , promotes international standards for fostering academic honesty and preventing fraud in higher education.

2. PURPOSE

The purpose of this Protocol is to establish the criteria and procedure for the assessment, prior to the renewal of accreditation, of official undergraduate and Master's degree programmes registered in the Register of Universities, Centres and Qualifications (RUCT) and for official Master's degree programmes in the arts, to be carried out by the Valencian Agency for Evaluation and Prospective Studies (AVAP), in accordance, respectively, with the provisions of Royal Decree 822/2021 of 28 September, which establishes the organisation of university education and the procedure for ensuring its quality. And in accordance with Royal Decree 640/2021 of 27 July, on the creation, recognition and authorisation of universities and higher education institutions, and the institutional accreditation of higher education institutions; and Royal Decree 1614/2009 of 26 October, which establishes the framework for higher arts education as regulated by Organic Law 2/2006 of 3 May on Education.

The renewal of accreditation for official university Bachelor's and Master's degree programmes must be carried out within the following timeframes:

- Official undergraduate degree programmes comprising 240 credits must have their accreditation renewed within a maximum period of six years.
- Official undergraduate degree programmes comprising 300 or 360 credits must have their accreditation renewed within a maximum period of eight years.
- Official Master's degree programmes must have their accreditation renewed within a maximum period of six years.

The procedure for renewing the accreditation of an official university degree must not take longer than six months.

Master's degree programmes in the arts, meanwhile, must undergo an evaluation process every six years from the date of their approval in order to maintain their accreditation.

3. SCOPE OF APPLICATION

This Protocol applies to official undergraduate and Master's degree programmes delivered in the Valencian Community by public and private universities, including affiliated institutions, which are required to undergo accreditation renewal.

In the case of degree programmes involving several universities, this Protocol applies when the university responsible for the administrative management of the degree programme is part of the Valencian university system; that is, when it is the university that applied for and processed the accreditation application and which receives all correspondence and notifications relating to it.

This university, which need not necessarily be the same as the programme's coordinating university, must notify the other universities participating in the programme of the details of this evaluation procedure.

Similarly, this Protocol shall also apply to Master's degrees in the arts.

4. OBJECTIVES

The objectives of the evaluation for the renewal of accreditation of official undergraduate and Master's degree programmes and Master's degrees in the arts are:

- To ensure the quality of the educational programme offered in accordance with the established qualification levels and the criteria developed by AVAP.
- To ensure that the quality of the outcomes achieved in the delivery of official university programmes corresponds to the commitments made and verified by the relevant evaluation body.
- To provide recommendations and/or suggestions for improvement regarding the degree programme that support the internal processes for improving the quality of the programme and its delivery, and which must be taken into account in future monitoring and accreditation renewal processes.
- To review the incorporation into the degree programme's operations of the recommendations included in the reports on the verification, modification, renewal and monitoring of the degree programme's accreditation.

5. OUTCOME

The outcome of the evaluation process for the renewal of accreditation is a reasoned report classed as 'Favourable', 'Favourable with conditions' or 'Unfavourable', which shall be forwarded, where appropriate, to the Council of Universities, amongst others, so that it may issue the relevant decision regarding the renewal of the degree's accreditation.

6. ASPECTS OF THE EVALUATION

In accordance with the guidelines and procedures agreed for the accreditation renewal process for official university degree programmes, within the framework of the Spanish Network of University

Quality Agencies (REACU), and bearing in mind the criteria and guidelines set out in the document “Standards and Guidelines for Quality Assurance in the European Higher Education Area”, the evaluation criteria established for accreditation renewal are organised into three dimensions:

a) PROGRAMME MANAGEMENT : The organisation and management of the curriculum are subject to analysis, with a focus on student-centred learning (including access, teaching coordination mechanisms, and credit transfer and recognition systems); the transparency and visibility of the degree programme in terms of the information provided to the various stakeholders, and the effectiveness of the Internal Quality Assurance System (IQAS) as a tool for gathering information, analysing it, implementing improvement measures and carrying out appropriate follow-up on these measures.

b) RESOURCES : The analysis focuses on the adequacy of academic and support staff, as well as the material resources, infrastructure and services available to ensure the attainment of the learning outcomes defined by the degree programme.

c) OUTCOMES : Aspects relating to the programme's outcomes and student satisfaction are assessed, along with how these have evolved over the course of the programme. In this regard, the mechanisms established by the university or the centre for higher education in the arts will be analysed to verify that students have adequately acquired the competences initially defined for the degree programme, that is, the fulfilment of the learning outcomes that define the graduate profile. The evolution of the various indicators of academic, professional and personal outcomes will also be analysed.

The relationship between the criteria set out in this Protocol for the renewal of accreditation for official undergraduate and master's degree programmes and master's degrees in arts education in the Valencian Community, and the criteria for internal quality assurance within the European Higher Education Area (ESG 2015)¹ , is as follows:

¹ Adopted by the Conference of Ministers of Education held in Yerevan on 14 and 15 May 2015. Link to the full text: http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

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CRITERIA FOR THE RENEWAL OF ACCREDITATION		ESG 2015 CRITERIA
Criterion 1. Organisation and delivery		1.2 Programme design and approval
		1.3 Student-centred learning, teaching and assessment
		1.4 Student admission, progression, recognition and certification
Criterion 2. Information and transparency		1.8. Public information
Criterion 3. Internal Quality Assurance System (SAIC)		1.1 Quality assurance policy
		1.7 Information management
		1.9 Continuous monitoring and periodic review of programmes
		1.10 External cyclical quality assurance
Criterion 4. Academic Staff		1.5 Teaching staff
Criterion 5. Support staff, material resources and services		1.6 Learning resources and student support
Criterion 6. Learning Outcomes		1.2 Programme design and approval
		1.3 Student-centred learning, teaching and assessment
Criterion 7. Student satisfaction and performance indicators		1.7 Information management
		1.9 Continuous monitoring and periodic review of programmes
		1.10 External cyclical quality assurance

The criteria included in the three dimensions of the evaluation are detailed below, with the corresponding standard and the guidelines taken into account to assess whether it has been met indicated for each one.

DIMENSION 1. DEGREE PROGRAMME MANAGEMENT

Criterion 1. Organisation and Development

ESG 2015:

1.2 Programme design and approval. Institutions must have processes in place for the design and approval of their study programmes. Programmes must be designed to meet the objectives set for them, including the expected learning outcomes. The qualification level of a programme must be clearly specified, made public and must refer to the exact level within the national higher education qualifications framework and, consequently, to the European Higher Education Area Qualifications Framework.

1.3 Student-centred teaching, learning and assessment. Institutions must ensure that programmes are delivered in a way that encourages students to participate actively in shaping the learning process and that student assessment reflects this student-centred approach.

1.4 Student admission, progression, recognition and certification. Institutions must consistently apply pre-established and publicly available standards covering all stages of the student 'lifecycle', for example, student admission, progression, recognition and certification.

AVAP Standard: The programme is learner-centred, up to date and has been implemented in accordance with the conditions set out in the verified programme description and/or any subsequent amendments thereto.

Guidelines to be assessed:

1.1 The implementation of the curriculum and the organisation of the programme are consistent with the degree programme's competence profile and objectives as set out in the programme specification and/or any subsequent amendments thereto, ensuring student-centred learning.

1.2 The defined graduate profile (and its implementation in the curriculum) remains relevant and is kept up to date in line with the requirements of its academic, scientific or professional field.

1.3 The degree programme has mechanisms for teaching coordination (horizontal and vertical integration between the different subjects) which allow for both an appropriate allocation of students' workload and adequate timetabling, ensuring the attainment of the learning outcomes.

1.4 The admission criteria ensure that students have the appropriate entry profile to commence these studies, and their application complies with the number of places offered in the verified programme description and/or any subsequent amendments thereto.

1.5 The various academic regulations (continuation, recognition, etc.) are applied appropriately and help to improve the values of the academic performance indicators.

Points to consider:

Points to consider: Guideline 1.1.

- | |
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| <ul style="list-style-type: none">• The implementation of the curriculum corresponds to the provisions set out in the verified programme description and/or any subsequent amendments thereto. |
| <ul style="list-style-type: none">• The sequencing of the subjects/modules in the curriculum is appropriate and enables students to achieve the intended learning outcomes for the degree. |
| <ul style="list-style-type: none">• The organisation of teaching activities and the methodologies used in the various subjects facilitate students' attainment of the intended learning outcomes, ensuring student-centred learning. |
| <ul style="list-style-type: none">• Class sizes are appropriate for the teaching activities carried out within the various subjects and facilitate the achievement of the intended learning outcomes. |
| <ul style="list-style-type: none">• Where applicable, the bridging course fulfils its purpose in terms of enabling students taking it to acquire the necessary competences and knowledge, and complies with the provisions set out in the degree programme specification and/or any subsequent amendments thereto. |

Points to consider: Guideline 1.2.

- | |
|---|
| <ul style="list-style-type: none">• There are procedures and mechanisms in place for consulting stakeholders associated with the degree programme to obtain information on the suitability of the learning outcomes achieved by students and the graduate profile; where appropriate, these have been reviewed and updated. |
| <ul style="list-style-type: none">• In the case of degree programmes leading to a regulated profession, the graduate profile is kept up to date in accordance with the needs and requirements set out in the regulations governing the profession. |

Points to consider: Guideline 1.3.

- | |
|--|
| <ul style="list-style-type: none">• Vertical and horizontal coordination within the curriculum and between different subjects is adequate and prevents gaps or overlaps. |
| <ul style="list-style-type: none">• Coordination mechanisms for subjects that include both theoretical and practical or laboratory-based activities. |
| <ul style="list-style-type: none">• Coordination mechanisms for subjects involving different groups undertaking the same activity. |
| <ul style="list-style-type: none">• The allocation of the workload and the timetable for students is appropriate and ensures the attainment of the learning outcomes defined for each subject. |
| <ul style="list-style-type: none">• Where the degree programme is delivered across several centres or campuses, coordination between them ensures that students can achieve the same competences regardless of the centre or campus where they are studying. |

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- Where the degree programme is inter-university, coordination mechanisms between the different universities ensure that students can acquire the same competences regardless of the university at which they are studying the degree programme.
- Where applicable, coordination mechanisms between the university or higher arts education institution and the supervisors of external/clinical placements at partner institutions.
- The teaching coordination mechanisms between the different delivery modes, where the degree is delivered in several modes (face-to-face, online or blended), enable students to acquire the same competences regardless of the mode in which they are studying.

Points to consider: Guideline 1.4.

- The number of students enrolled on the degree programme and their entry profile are consistent with the number of places approved in the verification report and/or its subsequent amendments.
- The entry profile and admission requirements comply with current legislation.
- Where applicable, the body responsible for the admissions process, as well as the criteria for assessing merits and the specific entrance examinations used in the selection system established by the programme, are consistent with the entry profile defined by the programme.
- In the case of Bachelor's degrees offering a bridging course, the ratio between the number of enrolled students and the number of places approved in the programme verification report and/or its subsequent amendments.
- Where applicable, supplementary training modules have been implemented in accordance with the provisions of the verification report and/or subsequent amendments and fulfil their purpose in terms of levelling students' knowledge and skills and ensuring that students undertaking them acquire the necessary competences and knowledge.

Points to consider: Guideline 1.5.

- The proper functioning of the committees responsible for implementing the various regulations.
- Whether the criteria applied correspond to those set out in the verified report and/or its subsequent amendments.
- Where applicable, the alignment of credit recognition for prior learning and experience with the competences to be acquired by students on the programme.

Criterion 2. Information and Transparency

ESG 2015:

1.8 Public information. Institutions must publish clear, accurate, objective, up-to-date and easily accessible information on their activities and programmes.

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

Guidelines to be assessed:

- 2.1 Those responsible for the degree programme publish adequate and up-to-date information on the characteristics of the programme, its delivery and its outcomes, including information relating to monitoring and accreditation processes, and ensure that this information is accessible to people with disabilities.
- 2.2 The information required for decision-making by students and other stakeholders within the university system or the system of higher arts education institutions at national and international level is easily accessible.
- 2.3 Students enrolled on the degree programme have timely access to relevant information on the curriculum and the expected learning outcomes.

Points to consider:

Points to consider: Guideline 2.1.

- The verified programme description and/or any subsequent amendments are published on the website and are openly accessible.
- The final evaluation report for verification and the various reports on amendments to the curriculum, as well as the verification decision by the Council of Universities, are published on the website and are openly accessible.
- The reports on the monitoring and renewal of the degree programme's accreditation carried out by AVAP are published on the website and are freely accessible.
- The internal monitoring reports for the degree programme are published on the website, albeit with restricted access.
- The direct link to the degree in the Register of Universities, Centres and Degrees is available on the website.
- The name of the degree as advertised corresponds to the name listed in the RUCT.
- The description of the curriculum and its main features are published on the website and are openly accessible.

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- The direct link to the programme's Internal Quality Assurance System, which sets out those responsible, the procedures and the improvement measures implemented, is accessible on the website and is freely available.
- The programme's key outcomes (number of new students, enrolment rate, graduation rate, drop-out rate, efficiency rate, completion rate and the level of satisfaction among the various stakeholder groups) are published on the website and are freely accessible.
- The publication on the website of other programme outcomes (employability, teaching quality, supply and demand rates for new student places, etc.).
- Where information on the degree programme is available on several websites belonging to the university (or universities, in the case of an inter-university programme) or to the centres or campuses offering it, there are no contradictions.
- Where applicable, the extent to which the recommendations for improvement included in the programme's monitoring or accreditation renewal reports have been implemented.

Points to consider: Guideline 2.2.

- Ease of access to the programme description (including its title, credits, centres or campuses where it is taught, and the number of places offered).
- Ease of access to information on the general and specific competences to be acquired by students.
- Ease of access to information on the entry and admission requirements for the degree programme and, where applicable, on special entrance examinations.
- Ease of access to pre-enrolment information (documents to be submitted, places available, etc.).
- Ease of access to information on the structure of the curriculum, modules, subjects and courses, the distribution of credits, the mode or modes of delivery, the academic calendar and, where applicable, degree specialisations or Master's specialisms, and a description of the study pathways.
- Where the degree leads to a regulated profession or provides access to further studies leading to a regulated profession, ease of access to the link to the Order regulating the studies, as well as to information on what it means and entails for a degree to lead to the practice of a 'regulated profession'.
- Where the qualification does not lead to a regulated profession, easy access to information regarding career prospects for graduates.
- Where the qualification includes a bridging course leading to a bachelor's degree, easy access to information covering all aspects relating to that course.
- Where applicable, easy access to information on supplementary training modules and the groups required to undertake them.
- Easy access to information regarding student support programmes or services and the learning resources available.

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- Easy access to the regulations of the university or higher arts education institution applicable to students on the degree programme (continuation of studies, transfer and recognition of credits, appeals against marks, etc.).
- Where the degree programme is delivered online or in a blended format but includes face-to-face teaching or practical activities, easy access, prior to enrolment, to information on the physical location where these will take place.
- Where applicable, the extent to which the recommendations for improvement included in the monitoring or degree renewal reports have been implemented.

Points to consider: Guideline 2.3.

- Students have access, prior to the start of the academic year, to information on the timetables for modules, the lecture theatres, the examination schedule, and any other information required to properly follow the delivery of the curriculum.
- The course outlines for all modules within the degree programme, including external/clinical placements and final-year projects for Bachelor's or Master's degrees, are made available to students prior to enrolment.
- The course descriptions contain an adequate description of each module (learning outcomes, bibliography, syllabus, etc.), its learning activities and assessment methods, and, where applicable, whether it requires the use of specific materials (such as computer software) or prior knowledge.
- The list of teaching staff delivering the modules/subjects specifies their academic rank.
- Where applicable, information on external/clinical placements (credits, organisation, types of organisations, tutor profiles, etc.) is clear and accessible.
- Information on the completion of the final-year dissertation (organisation, type of supervisor, criteria for submission and defence of the dissertation, etc.) is clear and accessible.
- Information on student mobility programmes (organisation of mobility by degree programmes, institutions or campuses, exchange programmes, etc.) is clear and accessible.

Criterion 3. Internal Quality Assurance System (IQAS)

ESG 2015:

1.1 Quality assurance policy. Institutions must have a public quality assurance policy that forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, involving external stakeholders.

1.7 Information management. Institutions must ensure that they collect, analyse and use information relevant to the effective management of their programmes and other activities.

1.9 Continuous monitoring and periodic evaluation of programmes. Institutions must monitor and periodically evaluate their programmes to ensure that they achieve their objectives and meet the

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needs of students and society. Such evaluations must lead to continuous programme improvement. Consequently, any measures planned or adopted must be communicated to all stakeholders.

1.10 Cyclical external quality assurance. Institutions must undergo external quality assurance in accordance with the ESG on a cyclical basis.

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

Guidelines to be assessed:

3.1 The implemented Internal Quality Assurance System (SAIC) ensures the continuous collection and analysis of information and results relevant to the effective management of degree programmes, in particular learning outcomes and stakeholder satisfaction.

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

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

Points to consider:

Points to consider: Guideline 3.1.

- The implemented SAIC ensures the continuous collection of information and the analysis of learning outcomes.
- The implemented SAIC ensures the continuous collection of information and the analysis of employability outcomes.
- The implemented SAIC ensures the continuous collection of information and the analysis of the level of satisfaction among the various stakeholder groups.
- The procedures enabling the continuous collection of information, the analysis of results and their use for decision-making and improving the quality of the degree programme have been developed in accordance with the established requirements.
- In the case of inter-university degree programmes and/or programmes taught at several of the university's centres, the actions carried out as a result of the implementation of the SAIC are coordinated across all universities, centres or campuses participating in the programme.

Points to consider: Guideline 3.2.

- The recommendations included in the evaluation reports for the verification, modification and monitoring of the degree programme have been analysed within the SAIC, and the relevant actions have been established by those responsible for the degree programme.
- The SAIC, based on the analysis of objective and reliable data, provides information to support the processes of monitoring, modification and accreditation of the degree

programme and has generated useful information for the groups involved in the degree programme.

- Where applicable, changes have been made to the programme's originally planned design as a result of the information provided by the SAIC, and the monitoring of these changes confirms that they have been effective and have achieved the stated objectives.

Points to consider: Guideline 3.3.

- The SAIC in place has procedures that facilitate the analysis and improvement of planning, the delivery of teaching and the assessment of learning.
- The implemented SAIC has procedures in place that facilitate the evaluation and improvement of the quality of teaching.
- Where applicable, the implemented SAIC has procedures in place to facilitate the evaluation and improvement of the quality of external/clinical placements and mobility programmes.
- The implemented SAIC has procedures in place to facilitate the evaluation and improvement of the level of satisfaction of the various stakeholders (students, teaching staff, graduates, employers, etc.) involved in the degree programme.
- The implemented SAIC has procedures in place to facilitate the assessment and improvement of employability.
- The implemented SAIC has procedures in place to facilitate the assessment and improvement of the response to suggestions, complaints and compliments.

DIMENSION 2. RESOURCES

Criterion 4. Academic staff

ESG 2015:

1.5 Teaching staff. Institutions must ensure the competence of their teaching staff. They must also use fair and transparent processes for the recruitment and development of their staff.

AVAP Standard: Institutions must ensure the competence of their teaching staff in accordance with the characteristics of the degree programme and the number of students. They must also use fair and transparent processes for the recruitment and development of their staff.

Guidelines to be assessed:

- 4.1 The academic staff on the degree programme meet the required level of academic qualification for the degree and have the appropriate professional, teaching and research experience.

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4.2 There are sufficient academic staff, who have the appropriate level of commitment to carry out their duties and promote innovation in teaching methods.

4.3 The university provides teaching staff with the necessary mechanisms to enable them to keep their knowledge up to date and undertake continuous professional development, taking due account of the characteristics of the degree programme and the teaching and learning process.

4.4 The university has fulfilled the commitments set out in the verification report and the recommendations defined in the verification, authorisation (where applicable) and programme monitoring reports relating to the recruitment and improvement of teaching and research qualifications among academic staff.

Points to consider:

Points to consider: Guideline 4.1.

- The professional, teaching and research experience of academic staff in relation to the academic level, nature and competences defined for the degree programme, as well as the provisions set out in the verified report and/or subsequent amendments.
- The ratio of teaching staff holding a PhD to those without a PhD.
- Changes in the structure of the academic staff during the period under consideration.
- The profile of academic staff assigned to modules, including external/clinical placements and the Final Year Project/Master's Thesis.
- Where applicable, the academic staff's experience in online or blended learning.
- In the case of High-Achievement Groups, the qualifications of teaching staff to deliver teaching in English.
- Where applicable, the extent to which the recommendations included in the degree programme's verification, authorisation and monitoring reports have been implemented.

Points to consider: Guideline 4.2.

- The ratio of permanent to non-permanent teaching staff.
- The ratio of full-time to part-time teaching staff.
- Changes in the structure of academic staff during the period under consideration.
- The extent to which the commitments set out in the verification report and/or subsequent amendments have been met.
- Where applicable, the extent to which the recommendations set out in the degree programme's verification, authorisation and monitoring reports have been implemented.
- The level of student satisfaction with tutorial support and, where applicable, the improvement measures put in place.

Points to consider: Guideline 4.3.

- The involvement of teaching staff in research, development and innovation activities, and their impact on the degree programme.
- The training and professional development of teaching staff in the field of educational innovation, in the use of ICT in teaching and learning processes and/or in assessment systems.
- Where applicable, staff training in educational technology platforms and virtual or blended teaching.
- The existence of procedures for identifying, addressing and supporting teaching staff, enabling the resolution of teaching issues related to the teaching and learning process.

Points to consider: Guideline 4.4.

- Changes in the structure of academic staff during the period under review.
- Where applicable, the degree of compliance with the commitments set out in the verified report and/or subsequent amendments relating to the recruitment and enhancement of the teaching and research qualifications of academic staff.
- Where applicable, the extent to which the recommendations set out in the reports on the verification, authorisation and monitoring of the degree programme have been implemented, relating to the recruitment and enhancement of the teaching and research qualifications of academic staff.

Criterion 5. Support staff, material resources and services

ESG 2015:

1.6 Resources for learning and student support. Institutions must have sufficient funding to carry out teaching and learning activities and ensure that students are provided with adequate and easily accessible support and resources for learning.

AVAP Standard : Institutions must have sufficient funding to carry out teaching and learning activities and ensure that students are provided with adequate and easily accessible support and resources for learning.

Guidelines to be assessed:

- 5.1 The institution has support staff who take part in teaching activities; their numbers are appropriate to the nature and delivery mode of the degree programme, the number of students enrolled and the skills they are to acquire.

5.2 The institution has material resources made available for the delivery of the degree programme, which are appropriate in view of the nature and mode of delivery of the degree programme, the number of students enrolled and the skills they are to acquire.

5.3 The institution has support services available for the delivery of the degree programme, which are appropriate given the nature and mode of the degree programme, the number and characteristics of the enrolled students, and the skills they are to acquire.

Points to consider:

Points to consider – Guideline 5.1:

- The characteristics of the support staff (number, qualifications and commitment) involved in the programme's teaching and learning activities.
- The participation of support staff in training and refresher programmes designed to improve their work in teaching and learning processes.
- Where applicable, the experience of support staff in virtual or blended learning activities.
- Where applicable, the training of support staff in educational technology platforms and virtual or hybrid teaching.
- The extent to which the commitments set out in the verification report and/or subsequent amendments have been fulfilled.
- Where applicable, the extent to which the recommendations included in the degree programme's verification, authorisation and monitoring reports have been implemented.

Aspects to consider – Guideline 5.2:

- The characteristics of the classrooms and their equipment in relation to the number of students and the scheduled teaching activities.
- The characteristics, where applicable, of laboratories, workshops and experimental spaces in relation to the number of students and the scheduled teaching activities.
- The characteristics of work and study spaces (libraries, study rooms, meeting rooms, etc.).
- The characteristics of bibliographic and documentary resources in relation to the number of students and the scheduled teaching activities.
- The characteristics, where applicable, of partner organisations for external/clinical placements.
- The application of regulations on universal accessibility and design for all, safety, health and the environment.
- Where applicable, the capacity, security and operational stability of the technological infrastructure.
- Where applicable, the user-friendliness and accessibility of the technological infrastructure.
- Where applicable, the suitability of the design of the technological infrastructure for the number of students and the proposed teaching activities.

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| <ul style="list-style-type: none">• Where applicable, the availability of teaching materials that facilitate online learning. |
| <ul style="list-style-type: none">• The degree of compliance with the commitments set out in the verification report and/or subsequent amendments. |
| <ul style="list-style-type: none">• Where applicable, the extent to which the recommendations set out in the degree programme's verification, authorisation and monitoring reports have been implemented. |

Aspects to be considered: Guideline 5.3.

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| <ul style="list-style-type: none">• The characteristics of the administrative secretariat services. |
| <ul style="list-style-type: none">• The characteristics of academic guidance services and/or programmes. |
| <ul style="list-style-type: none">• The characteristics of professional/clinical placement services and/or programmes. |
| <ul style="list-style-type: none">• The characteristics of career guidance services and/or programmes. |
| <ul style="list-style-type: none">• The characteristics of student mobility services and/or programmes. |
| <ul style="list-style-type: none">• Where applicable, the characteristics of the technical support service for students in the case of online or blended learning. |
| <ul style="list-style-type: none">• The degree of compliance with the commitments set out in the verification report and/or subsequent amendments. |
| <ul style="list-style-type: none">• Where applicable, the level of implementation of the recommendations included in the degree programme's verification, authorisation and monitoring reports. |

DIMENSION 3. OUTCOMES

Criterion 6. Learning Outcomes

ESG 2015:

1.2 Programme design and approval. Institutions must have processes in place for the design and approval of their study programmes. Programmes must be designed to meet the objectives set for them, including the expected learning outcomes. The qualification level of a programme must be clearly specified, made public and must refer to the exact level within the national higher education qualifications framework and, consequently, to the European Higher Education Area Qualifications Framework.

1.3 Student-centred teaching, learning and assessment. Institutions must ensure that programmes are delivered in a way that encourages students to participate actively in shaping the learning process and that student assessment reflects this student-centred approach.

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

Criteria to be assessed:

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

6.2 The learning outcomes achieved meet the objectives of the training programme and are appropriate to its level within the MECES framework.

Points to consider:

Points to consider – Guideline 6.1:

- The training activities, teaching methodology and assessment systems used in each of the modules/subjects enable the intended learning outcomes to be achieved.
- Where applicable, the planning and assessment system for external/clinical placements in relation to the competences to be acquired and the intended learning outcomes.
- The planning and assessment system for Final Year Projects and Master's Theses in relation to the competences to be acquired and the intended learning outcomes.
- Where applicable, the effectiveness of the mechanisms in place to verify students' identities during online assessment processes.
- The degree to which the assessment system used in each subject complies with the assessment system specified in the relevant course handbook.
- Where applicable, the repeated occurrence of formal appeals against marks for a particular module, the outcomes of these appeals and the measures taken.
- Where the degree programme is delivered across several centres or campuses or is inter-university, the assessment systems enable students to demonstrate that they have achieved the intended learning outcomes regardless of the centre, campus or university at which they are studying the degree programme.
- The views of those involved in the degree programme regarding the suitability of the learning activities, their teaching methodologies and the assessment systems used in each of the subjects comprising the curriculum.

Points to consider – Guideline 6.2:

- Students' academic progress and the extent to which the level of rigour is appropriate for the acquisition of the programme's competences and learning outcomes.
- The actual graduate profile in relation to that defined in the verification report and/or subsequent amendments.
- The views of those involved in the degree programme regarding the adequate acquisition of the programme's competences and learning outcomes.

Criterion 7. Satisfaction and Performance Indicators

ESG 2015:

1.7 Information management. Institutions must ensure that they collect, analyse and use information relevant to the effective management of their programmes and other activities.

1.9 Continuous monitoring and periodic evaluation of programmes. Institutions must monitor and periodically evaluate their programmes to ensure that they achieve their objectives and meet the needs of students and society. Such evaluations must lead to continuous improvement of the programme. Consequently, any measures planned or adopted must be communicated to all stakeholders.

1.10 Cyclical external quality assurance. Institutions must undergo external quality assurance in accordance with the ESG on a cyclical basis.

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

Guidelines to be assessed:

7.1 The trend in the degree programme's key data and indicators (number of new students per academic year, enrolment rate, graduation rate, drop-out rate, efficiency rate, completion rate and success rate) is appropriate, in line with the subject area and the context in which the degree programme is situated, and is consistent with the characteristics of the new intake and with the forecasts set out in the verified report.

7.2 The satisfaction levels of students, teaching staff, graduates and other stakeholders are adequate.

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

Points to consider:

Points to consider: Guideline 7.1.

- The trend in the number of new students per academic year in relation to the projections set out in the verified programme report and/or subsequent amendments.
- In the case of Master's degree programmes, the results of applying the admission criteria in relation to the intake profile defined in the verified report and/or subsequent amendments.
- In the case of Master's degree programmes, the effectiveness of the supplementary training components set out in the verification report and/or subsequent amendments.
- The reliability of the data and indicators provided by the university.

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• The trend in the graduation rate, in accordance with the subject area and context in which the degree programme is situated, and with the forecasts set out in the verified programme description and/or subsequent amendments.
• The trend in the drop-out rate, in accordance with the subject area and context of the degree programme, and with the forecasts set out in the verified programme description and/or subsequent amendments.
• The trend in the efficiency rate, in accordance with the subject area and context of the degree programme, and with the forecasts set out in the verified annual report and/or subsequent amendments.
• The trend in the completion rate, in accordance with the subject area and the context in which the degree programme is situated.
• The trend in the success rate, in accordance with the subject area and context in which the degree is situated.
• The relationship between the application of retention regulations and the values of the academic performance indicators.

Points to consider: Guideline 7.2.

• The reliability of the results of surveys or other methods used to assess the satisfaction of the various stakeholder groups.
• Stakeholders' satisfaction with the knowledge acquired and the skills developed by students.
• Stakeholders' satisfaction with the organisation of teaching (scheduling, timetables, workload, work placements, etc.) and with the teaching and learning process (methodologies, learning activities, tutorials, mobility and internationalisation, external work placements, etc.).
• Stakeholders' satisfaction with the communication channels used by the degree programme and the content of the information provided.
• Stakeholders' satisfaction with the facilities and infrastructure dedicated to the educational process: classrooms, laboratories, library, workspaces, partner and support centres, etc.
• Stakeholders' satisfaction with the support provided to students (induction programmes, guidance, learning support, etc.).
• Stakeholder satisfaction with graduation rates, drop-out rates and the employability of the degree programme.

Points to consider: Guideline 7.3.

• The reliability of employability indicators.
• The trend in employability indicators in relation to the socio-economic and professional context of the degree programme.
• The existence of institutional action plans at the university to facilitate and improve the employability of graduates of the degree programme.
• Graduates' satisfaction with the education received and their employability prospects

- Employers' satisfaction with the training graduates received on the degree programme and their employability prospects.

7. ACCREDITATION RENEWAL PROCEDURE

In order to ensure transparency in the evaluation process for official undergraduate and master's degree programmes, as well as master's degrees in the arts, this section describes the sequence of activities to be carried out by the various parties involved in the accreditation renewal process.

7. 1. Publication of the call for applications

The Regional Ministry responsible for universities publishes one or more calls for applications each year in the Official Gazette of the Valencian Regional Government (DOGV), setting out the deadlines, the documentation to be submitted and the procedure to be followed by universities applying for the renewal of accreditation for an official undergraduate or Master's degree or a Master's degree in the arts.

7.2. Application for renewal of accreditation

In accordance with Article 34 of Royal Decree 822/2021, higher education institutions that are not institutionally accredited must renew the accreditation of their official university degrees in accordance with the established procedure, which will be decided by the Council of Universities on the basis of the mandatory and binding report from AVAP. To initiate this procedure, the university shall submit an application to the Council of Universities via the relevant application on the Ministry of Universities' web . The application for renewal of accreditation received shall be forwarded to AVAP within a maximum of 5 working days, so that AVAP may verify that the curriculum is being implemented in accordance with its initial proposal, through an evaluation which must, in all cases, include a visit by experts from outside the university, with the participation of at least one student, and which will conclude with the preparation of a mandatory evaluation report for the Council of Universities.

Once the accepted applications have been received, AVAP plans the full course of the procedure to be followed, contacting the university to request the submission of documentary evidence, including a self-assessment report prepared by the university using the template provided by AVAP, as well as the schedule for the visit by the External Evaluation Committee, whilst ensuring at all times that the university has a minimum of thirty calendar days to prepare for the external evaluation visit.

For its part, Royal Decree 1614/2009 of 26 October, which establishes the organisation of higher arts education regulated by Organic Law 2/2006 of 3 May on Education, stipulates in Article 17.1 that Master's degrees in official higher arts education must undergo an evaluation procedure every six

years from the date of their approval, in order to maintain their accreditation. The procedure for the evaluation of these degrees, as regards AVAP, shall be the same as that for official university degrees.

7.3. Formation of External Assessment Committees

These Committees will be responsible for visiting the university or educational institution and reviewing one or more degree programmes, which may be grouped according to subject area. AVAP will select and publish on its website the members of the External Evaluation Committees and will notify the university or higher arts education institution of their composition, together with a brief curriculum vitae for each member. The university or educational institution will have a period of five days in which to exercise, where applicable, the right to challenge, giving reasons, the members selected by AVAP.

Once this period has elapsed, AVAP will proceed with the appointment and definitive constitution of the relevant External Evaluation Committee, which will be composed of:

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| a) A chairperson with an academic background and experience in the verification, authorisation, monitoring or accreditation of degree programmes. |
| b) A variable number of academic and/or professional members, to be determined according to the number of degree programmes to be evaluated and the diversity of their academic fields, preferably with experience in the verification, authorisation, monitoring or accreditation of degree programmes as members of evaluation committees. |
| c) One student member, preferably from the academic field or discipline of the degree programmes to be assessed, preferably with training in evaluation processes. |
| d) One member with a technical background, who shall have experience in the implementation and operation of quality assurance systems, university management or the European Higher Education Area, and who shall act as secretary. |

The members of the External Evaluation Committee are appointed by AVAP's General Management and sign AVAP's code of ethics, undertaking to comply with its principles of independence, confidentiality, objectivity, excellence and transparency.

In general, when selecting members of the External Evaluation Committee, AVAP takes the following criteria into account:

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| • Conflict of interest: Evaluators must not have any direct connection with the university being evaluated or with its geographical area. |
| • Previous experience: It will be regarded as a positive factor if evaluators have previously participated in evaluation processes. |
| • Level of satisfaction: AVAP must not have received any justified formal complaints regarding their actions as evaluators. |
| • Geographical representation: Evaluators must come from university systems other than that of the Valencian Community. |

- Gender parity: AVAP will endeavour to ensure that the composition of the Committee is balanced between men and women.

7.4. Analysis by the University of the self-assessment report and evidence relating to the degree programme

Once the deadline for submitting the self-assessment report and supporting evidence, as set out in this Protocol, has passed, and once AVAP has verified that the documents have been correctly uploaded to the assessment platform, AVAP shall provide the External Assessment Committee with access to the documentary evidence relating to the degree programme for the purposes of the site visit, as well as to support tools to facilitate their work, such as report templates and forms, and permanent access to the IT tool managed by AVAP.

For the assessment of the criteria and guidelines described above, the following set of preliminary documentary evidence must be provided:

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| • The latest version of the verified programme report, including any amendments requested by the degree programme that have been approved. |
| • The programme verification report and, where applicable, the modification reports. |
| • The annual internal monitoring reports for the degree programme. |
| • Evidence obtained from the Internal Quality Assurance System (SAIC). |
| • Certification reports on the implementation of the SAIC, if available. |
| • Certification reports on the implementation of assessment models for university teaching staff, such as those derived from the DOCENTIA programme. |
| • The self-assessment report on the degree programme drawn up by the university or higher arts education institution for the renewal of accreditation, through which the university or educational institution demonstrates that the results achieved meet the objectives for which the degree programme was designed. The structure and content of this report must conform to the template set out in the annexes |
| • The tables and indicators detailed in the annexes |

In addition to the above, the university or educational institution must upload to the platform, at least one week prior to the date of the visit, all documentation relating to the 'Evidence to be provided during the External Evaluation Committee's visit'. In the specific case of EV1 (relating to the list of modules), the External Evaluation Committee must provide the university or educational institution with this list at least one month before the date of the visit.

Within the same timeframe, applicants must make available to AVAP the documentation serving as the basis for the evaluation of the qualifications, in accordance with the updated templates set out in this Protocol and via the established evaluation platform. The information must be uploaded to the platform as separate PDF files, the filenames of which must always include a reference to the corresponding evidence, to ensure that the External Evaluation Committee and the Qualifications Evaluation

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Commission can access the content. Links leading to information stored in the cloud (i.e. outside the platform) will not be accepted, unless the protocol expressly states otherwise for specific evidence.

Members of the External Evaluation Committee analyse all the documentation relating to the degree programme and verify that they have all the necessary documentation to produce the evaluation report. Should they detect that any evidence is missing, they must notify the AVAP technical staff responsible for this process as soon as possible.

7.5. Site visit

a) Proposed itinerary for the visit

In accordance with the schedule for the visit agreed between AVAP and the university or higher arts education institution, the External Evaluation Committee shall propose to the university or educational institution, at least one month in advance, a visit schedule specifying the date and time of the meetings to be held with the groups involved in the degree programme (management team, programme coordinators, teaching staff, students, administrative and support staff, graduates, employers, etc.) and, where applicable, the facilities to be visited. The university must return the duly completed schedule to the External Evaluation Committee at least one week before the date of the visit.

Once the proposed schedule has been accepted by the External Evaluation Committee, the university or educational institution shall prepare:

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| a) The appropriate infrastructure and IT equipment for carrying out the relevant tasks. |
| b) The evidence to be provided for the visit, as set out in Annex I, as well as any additional evidence requested. This evidence must be available at the start of the visit. |
| c) A list of the names of representatives from the various groups involved in the evaluation, in accordance with the External Evaluation Committee's instructions. |

b) Sharing of the individual analysis carried out

One week before the visit, the External Evaluation Committee will hold an online meeting to discuss the issues that each Committee member has individually identified through their prior analysis of the evidence. To this end, the Committee must determine the areas to be addressed during the visit, as well as:

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| 1. Identify any aspects that are unclear, contradictory or not supported by evidence. |
| 2. Identify the main issues that need to be substantiated or clarified during the visit and which, therefore, must be verified during the various hearings. |
| 3. Establish, where appropriate, any additional evidence regarding aspects of the degree programme's operation that require further information. |

7.6. Conduct of the visit

When the External Evaluation Committee is formed, AVAP determines whether the visit will take place in person or online.

In accordance with the schedule, the External Evaluation Committee carries out the visit (in person or online) to the institution(s) to which the degree programme under evaluation is affiliated. The visit lasts for a maximum of three days and may include the external evaluation of several degree programmes.

In addition to reviewing the relevant evidence and visiting the premises, the External Evaluation Committee holds scheduled meetings with the groups involved in the degree programme (management team, programme coordinators, teaching staff, students, administrative and support staff, graduates, employers, etc.).

The university or educational institution must ensure that the schedule includes a public hearing open to the entire university community. To this end, it must publicly announce this opportunity at least 15 days in advance. As a general rule, no individual may attend more than one hearing.

7.7 External Evaluation Report

At the end of the visit, the members of the External Evaluation Committee discuss their preliminary conclusions with a view to producing the External Evaluation Report. AVAP will provide the evaluators with a document setting out the aspects to be considered, which serves as a guide to help them identify which aspects must be assessed under each criterion and guideline.

Each member of the External Evaluation Committee will draw up an individual report. This report must contain a detailed and reasoned analysis of the degree of compliance with each and every one of the criteria and guidelines for the renewal of accreditation. For each criterion and guideline, a reasoned justification must be provided regarding the aspects to be considered (Annex 4.2.), the notable strengths and the areas for improvement identified. This report is drawn up on the basis of an assessment of:

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| a) The self-assessment report on the degree programme produced by the university or higher arts education institution. |
| b) The body of evidence provided by the university or the centre for higher arts education. |
| c) The visit to the facilities where each training programme is delivered, which includes interviews with stakeholders involved in the degree programme. |

Based on the individual reports, evidence and impressions gathered, the academic member of the External Evaluation Committee for the degree programme will coordinate the drafting of a report, which is reviewed by each committee member so that they may contribute suggestions and proposals.

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The academic member will incorporate the suggestions and proposals made by all committee members and finalise the report. The Chair of the Committee will review the report, sign it and submit it to AVAP within a maximum of seven days from the date of the visit.

Once AVAP's technical staff have verified that the report meets all requirements and consistently reflects the assessment of all criteria, it will be forwarded to the Degree Evaluation Committee.

7.8 Assessment of the degree programme by the Degree Programme Evaluation Committee (CET)

With the aim of ensuring greater objectivity and rigour in the accreditation renewal process, following the visit by the External Evaluation Committee and the issuance of the External Evaluation Report, the degree programme will be evaluated by the Degree Programme Evaluation Committee, which will act by specialism and as a collegial body.

Once the AVAP Degree Evaluation Committee has reviewed all the documentation contained in the file for each official university degree, and taking into account the External Evaluation Report drawn up by the External Evaluation Committee, in accordance with Article 34.5 of Royal Decree 822/2021, the aforementioned Committee draws up a reasoned proposal for a report on the renewal of accreditation.

Each of the seven criteria will be assessed by the Degree Evaluation Committee according to four levels:

Met with excellence	The standard corresponding to the criterion is fully met. Furthermore, it serves as an example that exceeds the basic requirements and demonstrates good practice.
Met	The standard corresponding to the criterion is fully met.
Partially met	The standard is met, but specific areas for improvement have been identified.
Not met	The criterion does not meet the minimum level required to meet the relevant standard.

The report must also be assessed at a global level and be properly justified, and may be:

a) In favour of renewing accreditation.
b) In favour of renewing accreditation, subject to conditions.
c) Unfavourable to the renewal of accreditation.

A report that is "In favour" of renewing accreditation may, in relation to each of the criteria, contain suggested actions that contribute to achieving better quality in teaching or in the resources allocated to it; where applicable, these should be included in the box marked for this purpose as "Recommendations", which may be taken into account in future accreditations.

A **'Favourable with conditions'** report is intended for those university degree programmes that contain aspects which must necessarily be reviewed or improved. In this case, the report will contain a list of conditions. As set out in Article 28 of Royal Decree 822/2021, a follow-up assessment must be carried out three years after the effective implementation or renewal of the accreditation, with particular emphasis placed on degree programmes that have received this rating.

In the event of an "Unfavourable" report, and depending on the nature of the shortcomings observed, specific aspects that the university must amend in order to obtain a "Favourable" report may be highlighted. Furthermore, where a degree programme is delivered at several centres (owned and/or affiliated) or campuses of the same university, a proposal may be included to remove the participation of the centre, or centres or campuses, where serious breaches have occurred that prevent the issuance of a favourable report.

For the purposes of this procedure, the following are considered grounds for an unfavourable accreditation report:

Deficiencies which, although requiring rectification, have not been corrected after being highlighted in the report on the verification, modification, monitoring and/or renewal of accreditation.

Failure to fulfil clear and objective commitments set out in the verified report or in subsequent amendments thereto regarding academic staff, support staff, material resources and services.

Under no circumstances can a favourable accreditation report be obtained if a rating of 'Not met' is given for any of the following criteria:

Criterion 4. Academic staff

Criterion 5. Support staff, material resources and services

Criterion 6. Learning outcomes

The above does not preclude the possibility that, depending on the nature of the degree programme and its teaching and learning methods, the identification of serious shortcomings in other criteria may lead to the issuance of an 'Unfavourable' report.

In accordance with Article 34.5 of Royal Decree 822/2021, the university may submit representations within 20 working days of receiving the draft report. Where applicable, the same document shall distinguish between the content of the representations in the strict sense and the identification of simple factual, material or arithmetic errors, which may be listed at the end of the document in accordance with the following format:

NOTIFICATION OF FACTUAL ERRORS	
Factual error no. x	
Reference to the criterion and guideline in which the factual error appears and its location within the External Evaluation Report.	
Reference to the location within the file where the correct information appears	

Factual errors are defined as those that **necessarily exhibit** the following characteristics:

- 1) they are simple, basic mistakes involving names, dates, arithmetic operations or transcriptions of documents;
- 2) the error is apparent solely on the basis of the information contained in the file;
- 3) the error must be obvious and clear, without the need to resort to interpretations of applicable legal provisions;
- 4) that there is no fundamental alteration to the meaning of the act (as there is no material error where its assessment involves a value judgement or requires a legal assessment).

The university or higher arts education institution may provide clarification regarding the shortcomings identified, as well as submit an improvement plan aimed at rectifying them. This improvement plan must be specific, setting out objectives, those responsible and monitoring indicators, including a timetable for implementing the changes to be made within a period not exceeding three years.

With the exception of the improvement plan, no representations will be accepted that include aspects or information not contained in the body of prior documentary evidence on which the provisional report was based.

In the event that a degree programme is delivered at several centres (affiliated and/or associated) or campuses of the same university, and the provisional report has proposed the removal of the centre or campus in question, or the centres or campuses where serious breaches have occurred, the final report may be favourable if, in its representations, the university undertakes that, once accreditation has been renewed (where applicable), it will proceed to make the necessary amendments to the degree programme description to exclude that centre or campus from delivering the degree and will apply to the Regional Ministry responsible for universities for its removal from the programme.

Once the representations, if any, have been assessed, AVAP will propose a final report, which may be favourable or unfavourable to the renewal of accreditation, and will send it to the applicant university, the Council of Universities, the Valencian Regional Government and the Ministry of Universities.

At the same time, the report of the External Evaluation Committee will be published on the AVAP website.

7.9 Final decision on the procedure

Once the Council of Universities has received the AVAP report, it will issue the **final decision**.

If the report is favourable (or favourable with conditions), a decision granting the renewal will be issued. Should the report be unfavourable, a decision rejecting the renewal of accreditation will be issued.

The decision must state the grounds on which it is based and set out the available remedies, the administrative or judicial body to which they must be submitted, and the time limit for lodging them. If the relevant decision has not been issued by the end of the prescribed time limits, administrative silence shall be deemed to constitute approval.

The Council of Universities shall notify the decision on the renewal or non-renewal of accreditation within three working days of its approval to the university applying for the degree, and shall communicate it to the Valencian Regional Government, AVAP and the Ministry of Universities.

In the event that a degree programme's accreditation is not renewed, the programme shall be declared 'to be phased out', and a corresponding entry shall be made in the RUCT to that effect. Consequently, the Valencian Regional Government shall determine the phased phasing out of the degree programme's curriculum on an annual basis, starting from the academic year following that in which the aforementioned decision was taken, and shall declare its definitive discontinuation once this occurs for the purposes of its registration in the RUCT.

In any event, both the Valencian Regional Government and the university, within the scope of their respective powers, must take the appropriate measures to safeguard the academic rights of students currently enrolled on these programmes.

8. COMPLAINTS AND APPEALS PROCEDURE

The complaints and appeals procedure allows an institution that has undergone a review process by AVAP to express its dissatisfaction with the conduct of the process or with those carrying it out (complaints procedure) or to challenge the formal outcome, that is, the renewal decision (appeals procedure).

Details of the **complaints procedure** can be found on the AVAP website at <https://avap.es/es/avap-informa/sugerencias-quejas-y-agradecimientos/>

Responsibility for responding to complaints, suggestions and/or expressions of gratitude lies with the Head of AVAP's Directorate-General, as the body in charge. The processing of complaints, suggestions

and/or expressions of gratitude shall be the responsibility of the Head of the Higher Education Quality Service, or the Economic Management, Personnel and Regulatory Affairs Service, in respect of those matters affecting units and services falling within their remit.

Once a complaint, suggestion and/or expression of thanks has been submitted, the body responsible for handling it will open an information file and carry out the enquiries and procedures it deems appropriate. Among the actions to be taken, it must obtain the relevant information from the unit or service directly affected.

With regard to the **appeals procedure**, the university may challenge the formal outcome of the process, that is to say, the final decision on the renewal of accreditation issued by the Council of Universities.

In accordance with Article 34.9 of Royal Decree 822/2021, the university may lodge a complaint with the Presidency of the Council of Universities within 15 days of receiving the Council of Universities' decision; this complaint shall be dealt with in accordance with the procedure set out in Article 26.10 of this Royal Decree.

If the appeal is accepted for consideration, it must be assessed by the Council of Universities' Commission for the Verification and Accreditation of Study Programmes. The Commission shall be composed of academic and professional experts who have not been involved in the evaluation process to date.

The Committee may refer the case to AVAP, depending on the issues identified that warrant further assessment. Once the report from AVAP has been received, the Committee will draw up a draft resolution and send it to the Standing Committee of the Council of Universities for a final decision.

At AVAP, the collegiate body responsible for issuing the report referred to in the previous paragraph is the Protocols and Appeals Committee.

The members of the Protocols and Appeals Committee are appointed by the AVAP Directorate-General and sign the AVAP Code of Ethics, undertaking to comply with its principles of independence, confidentiality, objectivity, excellence and transparency.

The Protocols and Resources Committee is composed of:

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| a) A chairperson with a legal background and experience in the verification, authorisation, monitoring or accreditation of degree programmes |
| b) A variable number of academic and/or professional members, with experience in university quality assurance processes, and preferably from the field of legal studies. |
| c) A student member with training in assessment processes. |
| d) A secretary with a technical background attached to AVAP, who has a voice but no vote. |

Once the procedure has been concluded, the Council of Universities shall notify the RUCT of the decision regarding the accreditation renewal procedure, so that the successful renewal or non-renewal of said accreditation may be incorporated into the degree's file. The relevant decision shall bring the administrative proceedings to a close in accordance with the provisions of Article 114.1.b) of Law 39/2015 of 1 October. If the relevant decision on the appeal has not been issued by the end of the prescribed time limits, the appeal may be deemed to have been dismissed.

A university whose official degree has not applied for renewal of accreditation within the relevant time limit or which, having done so, has not obtained such accreditation, may not, within the following two years from the date on which the degree's accreditation expired, submit a curriculum report for a new verification process if that curriculum is similar in name and fundamental content to the curriculum of the degree for which accreditation has not been renewed.

9. EXCHANGE CONTROL

Edition	Date	Description of the amendment
V.3.	01/07/2024	Start of version control for the document Changes: • The timeframe within which the university must return the final agenda to the External Evaluation Committee has been amended: it is now a maximum of one week before the visit. • The procedure for reporting factual errors has been amended to include it as part of the appeals process. • The deadlines for submitting the evidence to be provided during the External Evaluation Committee's visit have been specified. • The deadlines for sending and confirming the visit agenda have been amended. • The procedure has been amended so that the External Evaluation Committee's report will be published on the AVAP website once the final report has been notified.
V.4.	1 July 2025	• The title of the document has been amended to include the official Master's degree titles in higher arts education. • References to higher arts education qualifications have been amended throughout the document. • A reference to <i>Organic Law 10/2022 of 6 September on the comprehensive guarantee of sexual freedom</i> has been included. • Point 7.4: it is expressly stipulated that evidence must be uploaded to the designated platform and, at the same time, that it is prohibited to do so via links to cloud storage. • Point 7.7: A reference is included to the format for drafting external evaluation reports.
V.5.	15 June 2026	• A reference to AVAP's participation in the GAIN network is included. • A reference to Royal Decree 905/2025 of 7 October is included in the introduction to the document. • The reference to higher arts education at Master's level has been amended to "Master's in arts education". • The language has been adapted to reflect a gender perspective throughout the document. • The reference to AVAP has been amended by removing the preceding article 'la'. • The documents to be provided by the university or educational institution are updated to refer to a "set of preliminary documentary evidence". • In section "8. Complaints and Appeals Procedure", the website address and the name of the AVAP services have been updated. • The requirement to provide specific information on the campuses where each degree programme is taught has been included, as the document previously referred only to the centres.





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