

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

June 2026



**VALENCIAN AGENCY FOR
STRATEGIC ASSESSMENT
AND FORECASTING**



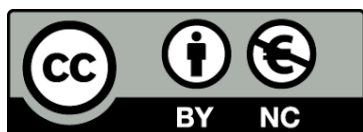
* This document has been translated using DeepL, an automatic translation tool.



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

Plaça de l'Ajuntament No. 6, Flats 8

46002, Valencia



The contents of this work are subject to a Creative Commons Attribution-NonCommercial-NoDerivatives 3.0 licence. Reproduction, distribution and public communication are permitted provided that the author is credited and the material is not used for commercial purposes.

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



CONTENTS

TEMPLATE FOR THE TITLE REPORT FOR ACCREDITATION RENEWAL	3
1. PROGRAMME DETAILS.....	3
2. PROCEDURE FOR PREPARATION AND APPROVAL	3
3. COMPLIANCE WITH THE ESTABLISHED PROJECT	3
DIMENSION 1. PROGRAMME MANAGEMENT	4
Criterion 1. Organisation and development	4
Criterion 2. Information and transparency	6
Criterion 3. Internal Quality Assurance System (IQAS)	8
DIMENSION 2. RESOURCES	10
Criterion 4. Academic Staff	10
Criterion 5. Support staff, material resources and services	11
DIMENSION 3. OUTCOMES	13
Criterion 6. Learning Outcomes	13
Criterion 7. Satisfaction and performance indicators	14
4. TABLES AND EVIDENCE.....	16
4.1 TABLES.....	16
Table 1. Trends in the relationship between the categories or types of teaching staff delivering teaching on the degree programme and the number of ECTS credits taught.	17
Table 2. Academic results in the modules comprising the curriculum	19
Table 3. Trends in the main indicators and overall data on teaching staff on the degree programme	20
Table 4. Trends in the main indicators and data on supply and demand for the degree programme	21
4.2 EVIDENCE.....	22
Evidence to be provided by AVAP	22
Supporting evidence to be submitted with the report for the renewal of the degree's accreditation.....	22
Other optional evidence to be submitted with the report for the renewal of the degree programme's accreditation.....	24
Evidence to be provided during the visit by the External Evaluation Committee	25
5. CHANGE CONTROL.....	26
.....	27

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL

The purpose of this template is to guide universities and higher education institutions in the arts in the preparation of **the degree programme report for accreditation renewal**. It provides a useful framework for assessing compliance with the criteria and guidelines set out in the accreditation renewal protocol. This report must not exceed 30 pages in length, excluding annexes.

CONTENTS

1. DEGREE DETAILS

• Name of the degree programme
• Field of study
• Majors/specialisations
• University or administrative body responsible
• In the case of inter-university degrees, participating universities
• Centre(s) and/or campuses where the programme is taught
• Mode of delivery
• Number of credits
• Language(s) of instruction
• Number of places
• Regulated profession
• Year of introduction
• Date of verification or renewal of accreditation

2. PROCEDURE FOR DRAFTING AND APPROVAL

Details must be provided of the process leading to the drafting and approval of **the degree programme report for the renewal of accreditation**, as well as the committees and stakeholder groups that have been involved in its drafting.

3. COMPLIANCE WITH THE ESTABLISHED PROJECT

This **programme report for the renewal of accreditation**, to be produced by the university, must provide an assessment of compliance with the project set out in the verification report and, where applicable, any subsequent approved amendments.

The aim is to carry out an analysis, based on evidence and indicators, of the achievements made in relation to the evaluation criteria and guidelines and, where applicable, the reasons why these have not been fully achieved and the improvement measures adopted or planned (improvement plan).

As this is a single report per degree programme, where the programme is taught at several centres or campuses, or is inter-university, the analysis must distinguish between the specific circumstances of each centre, campus or university where results differ and, consequently, address the achievements made and the improvement measures adopted or planned on a case-by-case basis.

DIMENSION 1. PROGRAMME MANAGEMENT

Criterion 1. Organisation and delivery

Standard: The study programme is student-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.

Guideline 1.1. *The implementation of the curriculum and the organisation of the degree programme are consistent with the profile of competences and objectives of the degree programme set out in the verified programme description and/or any subsequent amendments thereto, ensuring student-centred learning.*

Aspects to consider for compliance with this guideline:

- The implementation of the curriculum corresponds to the provisions set out in the approved programme description and/or any subsequent amendments.
- The sequencing of the subjects/modules in the curriculum is appropriate and enables students to achieve the learning outcomes specified for the degree programme.
- The organisation of teaching activities and the methodologies used in the various subjects facilitate students' attainment of the intended learning outcomes, ensuring a student-centred approach to learning.
- Group sizes are appropriate for the teaching activities carried out within the various subjects and facilitate the achievement of the intended learning outcomes.
- Where applicable, the bridging course fulfils its purpose in terms of enabling students taking it to acquire the necessary skills and knowledge, and complies with the provisions set out in the degree programme specification and/or any subsequent amendments thereto.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

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

Aspects to consider for compliance with this guideline:

- There are procedures and mechanisms in place for consulting stakeholders associated with the degree programme to obtain information on the alignment between the learning outcomes achieved by students and the graduate profile; where necessary, these have been reviewed and updated.
- 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.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

Guideline 1.3. *The degree programme has mechanisms for academic coordination (horizontal and vertical articulation between the different subjects/modules) that allow for both an appropriate allocation of students' workload and adequate timetabling, ensuring the attainment of learning outcomes.*

Aspects to consider for compliance with this guideline:

• Vertical and horizontal coordination within the curriculum and between different subjects is adequate and prevents gaps or overlaps.
• Coordination mechanisms for subjects that include both theoretical and practical or laboratory-based activities.
• Coordination mechanisms for subjects that involve different groups undertaking the same activity.
• The allocation of the workload and the timetable for students is appropriate and ensures the attainment of the learning outcomes defined for each subject.
• Where the degree programme is delivered across several centres or campuses, coordination between them is adequate and enables students to achieve the same competences regardless of the centre or campus where they are studying.
• Where the degree programme is inter-university, the coordination mechanisms between the different universities are adequate and enable students to acquire the same competences regardless of the university at which they are studying the degree programme.
• Where applicable, the 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 study.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

Guideline 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.*

Aspects to consider for compliance with this guideline:

• The number of students enrolled on the degree programme and their entry profile are consistent with the number of places approved in the verified programme description and/or any subsequent amendments thereto.
• 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 admission tests used in the selection system established for the programme, are consistent with the entry profile defined by the degree programme.
• In the case of Bachelor's degree programmes 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.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

Guideline 1.5. *The various academic regulations (retention, recognition, etc.) are applied appropriately and contribute to improving the values of academic performance indicators.*

Aspects to consider for compliance with this guideline:

- The proper functioning of the committees responsible for applying the various regulations.
- The consistency of the criteria applied with those set out in the verified programme description and/or any subsequent amendments thereto.
- Where applicable, the appropriateness of credit recognition granted for prior learning/experience in relation to the competences to be acquired by students on the degree programme.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

Criterion 2. Information and transparency

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

Guideline 2.1. *Those responsible for the degree programme shall 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 shall ensure that this information is accessible to people with disabilities.*

Points to consider for compliance with this guideline:

- 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 programme monitoring and renewal reports produced by AVAP are published on the website and are openly accessible.
- The internal monitoring reports for the degree programme are published on the website, albeit with restricted access.
- The direct link to the degree programme in the Register of Universities, Centres and Degree Programmes 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.
- 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 open access.
- 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.

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

- Other results relating to the degree programme (employability, teaching quality, supply and demand rates for new student places, etc.) are published on the website.
- 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 the institutions offering it, there are no contradictions.
- Where applicable, the extent to which the recommendations for improvement included in the degree programme's monitoring or renewal reports have been implemented.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

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

Aspects to consider for compliance with this guideline:

- Ease of access to the programme description (including its name, credits, centres or campuses where it is taught, and the number of places available).
- Ease of access to information on the general and specific competences to be acquired by students.
- Ease of access to information on entry and admission requirements for the 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.
- Easy access to the regulations of the university or higher arts education institution applicable to students on the 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 degree programme's monitoring or renewal reports have been implemented.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

Guideline 2.3. *Students enrolled on the programme have timely access to relevant information on the curriculum and the intended learning outcomes.*

Aspects to consider for compliance with this guideline:

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 descriptions for all modules on 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 process of completing the final-year dissertation/master's thesis (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 easily accessible.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

Criterion 3. Internal Quality Assurance System (IQAS)

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

Guideline 3.1. *The implemented IQAS guarantees the ongoing collection and analysis of information and results relevant to the effective management of degree programmes, in particular learning outcomes and stakeholder satisfaction.*

Points to consider for compliance with this guideline:

The implemented internal quality assurance system 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 results relating to employability.
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 delivered at several centres or campuses of the university, 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.

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

Strengths and achievements:
Weaknesses and improvement measures adopted or to be adopted (improvement plan):

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

Aspects to consider for compliance with this guideline:

- 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.

Strengths and achievements:
Weaknesses and improvement measures adopted or to be adopted (improvement plan):

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

Aspects to consider for compliance with this guideline:

- The implemented SAIC has procedures in place that facilitate the analysis and improvement of planning, the delivery of teaching and the assessment of learning.
- The implemented SAIC has procedures in place to 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.

Strengths and achievements:
Weaknesses and improvement measures adopted or to be adopted (improvement plan):

DIMENSION 2. RESOURCES

Criterion 4. Academic Staff

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

Guideline 4.1. *The academic staff on the degree programme meet the required level of academic qualification for the degree and possess adequate professional, teaching and research experience.*

Aspects to consider for compliance with this guideline:

• The professional, teaching and research experience of academic staff in relation to the academic level, nature and competencies defined for the degree programme, as well as the provisions included in the verified programme description and/or subsequent amendments.
• The ratio of academic 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.

Strengths and achievements:

Weaknesses and improvement measures taken or to be taken (improvement plan):

Guideline 4.2. *There are sufficient academic staff, who are adequately supported to carry out their duties and who promote innovation in teaching methods.*

Factors to consider in meeting this guideline:

• 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 review.
• 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.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

Guideline 4.3. *The university provides teaching staff with the mechanisms necessary for their professional development and continuing professional development, taking into account the characteristics of the degree programme and the teaching and learning process in an appropriate manner.*

Aspects to consider for compliance with this guideline:

- 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, the training of teaching staff in educational technology platforms and virtual or blended learning.
- The existence of procedures for identifying, addressing and supporting teaching staff, enabling the resolution of teaching issues related to the teaching and learning process.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

Guideline 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 degree programme monitoring reports relating to the recruitment and improvement of teaching and research qualifications among teaching staff.*

Aspects to consider for compliance with this guideline:

- Changes to 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 level of implementation of the recommendations set out in the verification, authorisation and degree programme monitoring reports relating to the recruitment and enhancement of the teaching and research qualifications of academic staff.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

Criterion 5. Support staff, material resources and services

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

Guideline 5.1: *The institution has an adequate number of support staff involved in teaching activities, commensurate with the nature and mode of delivery of the degree programme, the number of enrolled students and the skills to be acquired by them.*

Factors to consider for compliance with this guideline:

- 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 degree of compliance with the commitments set out in the verification report and/or subsequent amendments.
• Where applicable, the extent to which the recommendations included in the degree programme's verification, authorisation and monitoring reports have been implemented.

Strengths and achievements:
Weaknesses and improvement measures adopted or to be adopted (improvement plan):

Guideline 5.2: The institution has the material resources necessary for the delivery of the degree programme, which are appropriate given the nature and mode of delivery of the programme, the number of enrolled students and the competences to be acquired by them.

Aspects to consider for compliance with this guideline:

• The characteristics of the classrooms and their equipment in relation to the number of students and the scheduled learning 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, ensuring that the design of the technological infrastructure is appropriate for the number of students and the proposed learning activities.
• Where applicable, the availability of teaching materials that facilitate online learning.
• The degree of compliance with the commitments set out in the verification report and/or subsequent amendments.
• Where applicable, the extent to which the recommendations set out in the degree programme's verification, authorisation and monitoring reports have been implemented.

Strengths and achievements:
Weaknesses and improvement measures adopted or to be adopted (improvement plan):

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

Guideline 5.3: *The institution provides services to support the delivery of the degree programme, which are appropriate given the nature and mode of delivery of the programme, the number of enrolled students and the competences to be acquired by them.*

Aspects to consider for compliance with this guideline:

• The characteristics of the administrative secretariat services.
• The characteristics of academic guidance services and/or programmes.
• The characteristics of professional/clinical placement services and/or programmes.
• The characteristics of career guidance services and/or programmes.
• The characteristics of student mobility services and/or programmes.
• Where applicable, the characteristics of the technical support service for students in the case of online or blended learning.
• The degree of compliance with the commitments set out in the verification report and/or subsequent amendments.
• Where applicable, the level of implementation of the recommendations included in the degree programme's verification, authorisation and monitoring reports.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

DIMENSION 3. OUTCOMES

Criterion 6. Learning outcomes

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

Guideline 6.1: *The teaching activities, teaching methodologies and assessment systems used are appropriate and aligned with the objective of achieving the intended learning outcomes.*

Points to consider for compliance with this guideline:

• The teaching 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.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

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

Aspects to consider for compliance with this guideline:

- Students' academic progress and the extent to which the level of rigour required for the acquisition of the degree's competences and learning outcomes is appropriate.
- 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.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

Criterion 7. Satisfaction and performance indicators

Standard: The results of the programme's indicators are consistent with the programme's design, management and the resources made available to it, and meet the social demands of its environment through regular evaluation.

Guideline 7.1. *The trends in the 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) are appropriate, in line with the subject area and the context in which the programme is situated, and is consistent with the characteristics of the new intake and with the forecasts set out in the verified report.*

Aspects to consider for compliance with this guideline:

- The trend in the number of new students per academic year in relation to the projections set out in the verified programme description 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 programme description and/or subsequent amendments.
- In the case of Master's degrees, the effectiveness of the supplementary training modules set out in the verified report and/or subsequent amendments.
- The reliability of the data and indicators provided by the university.
- 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 report and/or subsequent amendments.

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

- 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.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

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

Aspects to consider for compliance with this guideline:

- The reliability of the results of surveys or other methods used to assess the satisfaction of the various stakeholders.
- The satisfaction of stakeholders with the knowledge acquired and the skills developed by students.
- The satisfaction of stakeholders 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.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

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

Aspects to consider for compliance with this guideline:

- The reliability of employability indicators.
- The evolution of employability indicators in relation to the socio-economic and professional context of the degree programme.

- The existence of institutional action plans at the university to facilitate and improve the employability of graduates of the degree programme.
- Graduates' satisfaction with the training received and their employability prospects.
- Employers' satisfaction with the training graduates received on the degree programme and their employability prospects.

Strengths and achievements:

Weaknesses and improvement measures adopted or to be adopted (improvement plan):

4. TABLES AND EVIDENCE

4.1 TABLES

The degree programme report drawn up by the university or higher arts education institution for the renewal of accreditation must be accompanied by the four tables listed below. The information contained in these tables is one of the elements intended to assist in drafting the assessment of the achievements made in relation to each of the guidelines and criteria on which the evaluation for the renewal of accreditation of official bachelor's and master's degree programmes is based.

- **Table 1:** Trends in the relationship between the categories or types of teaching staff delivering teaching on the degree programme and the number of ECTS credits taught by each category, for each academic year from the implementation or renewal of accreditation up to the last full academic year prior to the drafting of the report.
- **Table 2:** Academic results in the modules comprising the curriculum during the last full academic year prior to the drafting of the report.
- **Table 3:** Trends in the main indicators and overall data on the teaching staff delivering the degree programme for each academic year from the introduction or renewal of accreditation up to the last full academic year prior to the drafting of the report.
- **Table 4:** Trends in the main indicators and data on supply and demand for the degree programme for each academic year from the introduction or renewal of accreditation up to the last full academic year prior to the drafting of the report.

Table 1. Trends in the relationship between the categories or types of teaching staff on the degree programme and the number of ECTS credits taught.

PROGRAMME:

Institution or campus:

TEACHING STAFF		Academic year 20xx– 20xx	Academic year 20xx– 20xx	Academic year 20xx– 20xx	Academ ic year 20xx– 20xx	Academ ic Year 20xx– 20xx	Academic Year 20xx– 20xx	Link to further information
University Professors	Total staff							
	Number of credits taught							
	Percentage of the degree							
University College lecturers	Total staff							
	Number of credits taught							
	Percentage of the degree							
Permanent teaching staff	Total staff							
	Number of credits taught							
	Percentage of the degree							
Tenured university lecturers	Total number of staff							
	Number of credits taught							
	Percentage of the degree							
Tenured lecturers at university colleges	Total number of staff							
	Number of credits taught							
	Percentage of the degree							
Contract-based lecturers with a PhD	Total number of staff							
	Number of credits taught							
	Percentage of the degree							
Assistant Lecturers with a PhD	Total number of staff							
	Number of credits taught							
	Percentage of the degree							
Assistant Lecturers	Total number of staff							

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

TEACHING STAFF		Academic year 20xx– 20xx	Academic year 20xx– 20xx	Academic year 20xx– 20xx	Academ ic year 20xx– 20xx	Academ ic Year 20xx– 20xx	Academic Year 20xx– 20xx	Link to further information
	Number of credits taught							
	Percentage of the degree							
Associate Lecturers	Total number of staff							
	Number of credits taught							
	Percentage of the degree							
Other academic staff	Total number of staff							
	Number of credits taught							
	Percentage of the degree programme							
Total number of teaching staff who have been involved in teaching the degree programme								
Total credits taught								

Completion of the grey column is not compulsory.

In the case of private or Church-run universities, affiliated institutions, or where the degree programme is taught at different campuses, this table must be drawn up in accordance with the institution's own figures for contract and/or statutory teaching staff, accompanied by a description of these figures at the foot of the table.

In accordance with the provisions of Article 7.9 of *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*, for the purposes of the percentages indicated in Article 7, associate teaching staff in Health Sciences shall not be included in the calculation.

Table 2. Academic results in the subjects that make up the curriculum¹

TITLE:

Centre or campus:

Academic year:

Subject	Total number of enrolled students	Percentage of first-time students	Course pass rate	Percentage of failures	Percentage of students who did not sit the exam	Course pass rate	Percentage of students passing on first enrolment out of the total number of students enrolled for the first time

¹ The information relating to performance indicators (columns from 'pass rate' onwards) excludes students whose credits for this module have been recognised, adapted or validated.

The pass rate for the module indicates the percentage of students who pass the module out of the total number of students enrolled (regardless of whether they sit the assessment for it).

The pass rate for the module indicates the percentage of students who pass it out of the total number of students who sit the assessment for it.

Table 3. Trends in key indicators and overall data on teaching staff delivering the degree programme

DEGREE PROGRAMME:

Centre or campus:

TEACHING STAFF	Academic year 20xx– 20xx	Academic year 20xx– 20xx	Academic year 20xx– 20xx	Academic year 20xx– 20xx	Academic Year 20xx– 20xx	Academic Year 20xx– 20xx	Link to further information
Total number of teaching staff who have been involved in teaching the degree programme							
Total number of PhD holders							
Proportion of academic staff holding a PhD							
Proportion of full-time academic staff							
Proportion of permanent academic staff							
Number of teaching staff accredited by ANECA or one of the regional government evaluation agencies, who are not career civil servants within the teaching corps of public universities.							
Total number of six-year service increments for the entire teaching staff							
Total number of five-year periods for the teaching staff as a whole							

In the case of private or church-run universities that do not have an agreement in place with the CNEAI or AVAP, the method by which the university determines the research experience of its teaching staff must be indicated in a footnote to the table.

In accordance with the provisions of Article 7.9 of 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, for the purposes of the percentages set out in Article 7, associate teaching staff in the Health Sciences shall not be included in the calculation.

Table 4. Trends in the main indicators and data on supply and demand for the degree programme

DEGREE PROGRAMME:

Centre or campus:

	Verified annual report data	Academic year 20xx–20xx	Academic year 20xx–20xx	Academic year 20xx–20xx	Academic year 20xx–20xx	Academic year 20xx–20xx	Academic Year 20xx–20xx	Link to further information
Number of new students per academic year								
Student-to-lecturer ratio								
(in the case of Foundation Year programmes) Number of places per academic year								
Graduation rate (as defined by SIU)								
Drop-out rate (as defined by SIU)								
Efficiency rate (as defined by SIU)								
Performance rate (as defined by SIU)								
Overall student satisfaction with the degree								
Student satisfaction with teaching staff								
Students' satisfaction with the resources								
Staff satisfaction with the degree programme								
Graduates' level of satisfaction with the degree								
Employers' satisfaction with the degree								
Enrolment rate								
Supply and demand ratio for new student places								

In fields for which the forecast set out in the audited annual report is required, and where that report provides figures only at degree level rather than at institution or campus level, the overall figure for the degree must be included.

4.2 EVIDENCE

Along with the **degree programme report drawn up by the university for the renewal of accreditation**, the supporting evidence detailed below must be provided. The information contained in this evidence is essential for assessing the achievements made in relation to each of the guidelines and criteria on which the evaluation for the renewal of accreditation of official bachelor's and master's degree programmes is based.

Evidence to be provided by AVAP

Code	Criteria	Evidence
EA1	All	Verification, authorisation, amendment and monitoring reports

Evidence to be submitted with the report for the renewal of the degree's accreditation²

Code	Criteria	Evidence	Period
E0	All	Current degree programme report verified by ANECA	In the academic year preceding the one in which the report was drawn up.
E1	1 2 3 4 6 7	Link to the degree programme's webpage.	In the current academic year
E2	1	Reports or documents setting out the conclusions of internal and external consultation procedures to assess the relevance and up-to-date nature of the programme's graduate profile.	From the programme's launch up to the academic year preceding the one in which the report was drawn up.
E3	1	Reports or documents setting out the mechanisms, agreements and conclusions regarding the coordination between modules, subjects or equivalent units, covering both general aspects and the relationship between theory and practice.	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
E4	1	Admission criteria applicable to the degree programme and the results of their application.	From the introduction of the degree programme up to the academic year preceding the one in which the report was drawn up.
E5	1	List of students who have been awarded credit recognition for other university degrees, work experience, institutional qualifications or non-university higher education. The visiting panel may select a sample of favourable decisions or reports to assess the appropriateness of the credit recognition granted (period under consideration – degree).	From the introduction of the degree programme up to the academic year preceding the one in which the report was drawn up.
E6	3	Information and documentation on the Internal Quality Assurance System in relation to the following aspects of the degree programme: the design, review and improvement of its learning outcomes and learning outcomes; the management and handling of student complaints; mechanisms for student support and guidance; management and improvement of mobility and external/clinical placements; mechanisms to support and promote entry into the labour market; and mechanisms for collecting and analysing results and indicators.	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
E7	3	(where applicable) Certificate confirming the implementation of the Centre's Internal Quality Assurance System (AUDIT)	Academic year in which it was obtained.
Code	Criteria	Evidence	Period

² Where the degree programme is delivered at more than one institution and/or is inter-university, evidence must be provided for each institution and/or university. Where the period is stated as 'since the introduction of the degree programme', this should be understood to mean 'since the introduction or renewal of the programme's accreditation'.

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

E8	3 4	Certificate confirming the implementation of DOCENTIA or the evaluation process for academic staff using programmes similar to DOCENTIA, together with the results.	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
E9	4	Existence of plans for innovation and teaching improvement or pedagogical training for teaching staff, staff mobility programmes, training courses on IT platforms, etc., and staff participation in these.	The last two academic years prior to the one in which the report was drawn up.
E10	5	(in the case of degree programmes where placements require support staff) A brief description of the support staff, their training and professional development, primarily linked to the delivery of practical activities, excluding staff belonging to the university's central services.	The two academic years immediately preceding the one in which the report was drawn up.
E11	5	(in the case of online or blended learning) A brief description of the technology platform supporting teaching, as well as the teaching materials used in the teaching process.	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
E12	5	Detailed description of the facilities (classrooms, laboratories, libraries, computer rooms, etc.) available for the delivery of the degree programme, accompanied by the relevant illustrative material.	The academic year immediately preceding the one in which the report was drawn up.
E13	5	Brief description of the services, programmes or initiatives providing academic, career and mobility support and guidance for students.	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
E14	5 6	(where external work placements or clinical placements form part of the curriculum) List of final work placement reports completed by students, including the name of the collaborating centre or organisation	From the introduction of the degree programme up to the academic year preceding the one in which the report was drawn up.
E15	5 6	List of assessed Bachelor's and Master's theses, with details of the supervisor and examination board	From the academic year in which the first cohort graduated to the academic year preceding the one in which this report was drawn up.
E16	6 7	Reports on stakeholder satisfaction surveys	From the launch of the degree programme to the academic year preceding the one in which the report was drawn up.
E17	7	Documentation or reports containing studies on graduate employment or employability data for graduates of the degree programme.	From the academic year following the first cohort of graduates up to the academic year preceding the one in which the report was drafted.
E18	1	The university's or institution's regulations on retention and/or academic progress.	From the introduction of the degree programme up to the academic year preceding the one in which the report was drawn up.
E19	1 2 6 7	Report issued by the Students' Representative Committee on the progress of the degree programme	From the launch of the degree programme up to the academic year preceding the one in which this report was drawn up.
E20	4	List of teaching staff on the degree programme, including the following information for each member of staff: academic rank, field of expertise, modules taught and number of ECTS credits.	The last two academic years prior to the one in which the report was drawn up.

This evidence 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 Degree Programme Evaluation Committee have access to its content.

Other optional evidence to be submitted with the report for the renewal of the degree programme's accreditation³

Code	Criteria	Evidence	Period
E21	1	List of students participating in mobility programmes	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
E22	1 7	Where available, studies carried out on the application of the university's regulations on retention and/or academic progress and their impact on various rates, such as graduation, drop-out, performance and success rates, etc.	From the introduction of the degree programme up to the academic year preceding the one in which the report was drawn up.
E23	2	Intranet, virtual campus or other similar learning resources made available to students.	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
E24	3	Documents reflecting the periodic review or audit of the implemented SAIC and its results	From the introduction of the degree programme up to the academic year preceding the one in which the report was drawn up.
E25	4	Plan for the recruitment of academic staff	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
E26	4	Support Staff Recruitment Plan	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
E27	4	Resource allocation plans	From the introduction of the degree programme up to the academic year preceding the one in which the report was drawn up.

This evidence must be uploaded to the platform as separate PDF files, the filenames of which must always include a reference to the relevant evidence, to ensure that the External Evaluation Committee and the Degree Evaluation Committee have access to its content.

³ If the degree programme is taught at more than one institution and/or is inter-university, evidence must be provided for each institution and/or university. Where the period is stated as 'since the introduction of the degree programme', this should be understood to mean 'since the introduction or renewal of the degree programme's accreditation'.

TEMPLATE FOR THE DEGREE PROGRAMME REPORT FOR ACCREDITATION RENEWAL, TO BE PREPARED BY THE UNIVERSITY AND BY HIGHER ART EDUCATION INSTITUTIONS | TABLES AND EVIDENCE

Evidence to be provided during the External Evaluation Committee's visit⁴

Code	Criteria	Evidence	Period
EV1	4	A list of lecturers who have taught each of the four modules/subjects of the degree programme selected by the AVAP External Committee, accompanied by a brief curriculum vitae for each of them, provided that this CV is not already available on the degree programme's website. The purpose of the CV is to assess the suitability of the teaching staff's profile for the subject they are teaching; therefore, regardless of the format in which it is presented, the CV must set out their academic qualifications, academic rank, teaching experience (including the number of five-year periods, or equivalent), area or field of expertise, research interests and the most relevant research outcomes. A maximum length of 300 words is recommended for each CV.	The academic year immediately preceding the one in which the report was drawn up
EV2	1	Where applicable, for each centre or campus where the degree is taught, at least three favourable decisions regarding the recognition of credits per academic year and for each of the possible grounds (other university degrees, work experience, the institution's own qualifications or non-university higher education). To be selected by the university.	From the introduction of the degree programme up to the academic year preceding the one in which the report was drawn up.
EV3	5 6	(in the event that there are external work placements / clinical placements as part of the curriculum) Three work placement reports per academic year, carried out at three different partner organisations for each centre or campus where the degree is taught. To be selected by the university.	From the launch of the degree programme up to the academic year preceding the one in which the report was drawn up.
EV4	6	All examinations and assessment tests taken by three enrolled students (whose identities are protected) in each of the four modules/subjects selected by the AVAP External Committee and at each centre or campus where the degree is taught: one with a final mark above 7, another with a final mark between 5.0 and 5.9, and another with a final mark between 4.0 and 4.9.	The most recent academic year prior to the drafting of the report.
EV5	6	Three Bachelor's or Master's final dissertations (with the students' identities protected) selected by the university and by each centre or campus where the degree is taught must be provided: one with a final mark above 7.5, another with a final mark between 6.5 and 6.9, and another with a final mark between 5.0 and 5.5.	The last academic year prior to the year in which the report was drawn up.
EV6	5	In the case of degree programmes leading to a regulated profession in the field of Health Sciences, a copy of all current agreements with partner institutions for the completion of curricular placements / clinical placements.	

⁴ If the degree programme is taught at more than one institution and/or is an inter-university programme, evidence must be provided for each institution and/or university.

5. CHANGE CONTROL

Edition	Date	Description of the amendment
V.2.	25/09/2024	Start of version control for the document Amendments: • The data table in the title has been amended. • The wording of the guidelines for criterion five has been amended to make the text more complete. • EV6 has been included in the section on evidence to be provided during the External Evaluation Committee's visit.
V.3.	2 July 2025	• The title of the document is amended to include a reference to higher education institutions for the arts. The same reference is included throughout the protocol. • The method for submitting documentation has been amended to specify that documents must be uploaded in PDF format, and the option to provide a link has been removed. • Tables 1, 3 and 4 have been amended. Table 1 now includes permanent teaching staff. Table 3 now includes the total number of teaching staff delivering the degree programme, the proportion of permanent academic and research staff, and the number of lecturers accredited by ANECA or regional government agencies. Table 4 now includes the student-to-lecturer ratio. • For E5, the following text is added: "The visiting panel may choose from a range of favourable resolutions or reports to assess the appropriateness of the evaluations carried out (period under consideration – degree programme)."
V.4.	15 June 2026	• The reference to higher arts education at Master's level is amended to "Master's in arts education". • The language is adapted to reflect a gender-sensitive perspective throughout the document. • The reference to AVAP is amended by removing the preceding article "la". • With regard to evidence E12 to be submitted alongside the self-assessment report, the requirement to provide visual evidence of the facilities described has been included. • The requirement to refer to specific information about the venues where the degree is taught has been included, as until now the document only referred to the centres. • A reference to Health Sciences teaching staff has been included in Tables 1 and 3. • A new piece of evidence (E20) has been added: "List of teaching staff delivering the degree programme, including the following information for each member of staff: academic rank, field of expertise, modules taught and number of ECTS credits".



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

Plaça de l'Ajuntament n°6, pta. 8. 46002, Valencia

962939390 – avap@avap.es