

**POINTS TO BE TAKEN INTO ACCOUNT BY EVALUATORS
OF THE ACCREDITATION RENEWAL PROGRAMME FOR
OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S
DEGREES AND MASTER'S DEGREES IN ARTISTIC
EDUCATION IN THE VALENCIAN COMMUNITY**

June 2026



**ASPECTS TO BE TAKEN INTO ACCOUNT BY EVALUATORS OF THE PROGRAMME FOR THE RENEWAL OF ACCREDITATION
OF OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES AND MASTER'S DEGREES IN ARTISTIC EDUCATION IN
THE VALENCIAN COMMUNITY**



**VALENCIAN AGENCY FOR
STRATEGIC ASSESSMENT
AND FORECASTING**

ASPECTS TO BE TAKEN INTO ACCOUNT BY EVALUATORS OF THE PROGRAMME FOR THE RENEWAL OF ACCREDITATION OF OFFICIAL UNIVERSITY BACHELOR'S AND MASTER'S DEGREES AND MASTER'S DEGREES IN ARTISTIC EDUCATION IN THE VALENCIAN COMMUNITY

CRITERION 1 – ORGANISATION AND IMPLEMENTATION

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 training 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.

Points to consider:

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 in the curriculum is appropriate and enables students to achieve the intended learning outcomes 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 student-centred 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.

Where applicable, the inclusion of educational content on gender equality and the prevention and eradication of sexual violence (Organic Law 10/2022 of 6 September on the comprehensive guarantee of sexual freedom).

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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.

Points to consider:

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.

Guideline 1.3: The degree programme has teaching coordination mechanisms (horizontal and vertical articulation between the different subjects/modules) that allow for both an appropriate allocation of students' workload and appropriate timetabling, ensuring the acquisition of the learning outcomes¹.

Points to consider:

Vertical and horizontal coordination within the curriculum and between the different subjects is adequate and prevents gaps or overlaps.

Coordination mechanisms for subjects that include both theoretical and practical or laboratory activities.

Coordination mechanisms for subjects that involve different groups undertaking the same activity.

¹ This section covers: an analysis of the appropriate sequencing of teaching activities, content and assessment methods within each subject and across the various subjects that make up the academic year and the curriculum, so as to avoid gaps and overlaps and to facilitate the acquisition of skills by students, whilst ensuring an appropriate workload for them.

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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 ensures that students can achieve the same competences regardless of the centre or campus where they are studying.

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 mechanisms for coordinating teaching across the different delivery modes – where the degree programme is offered in several formats (face-to-face, online or blended) – ensure that students can acquire the same learning outcomes regardless of the mode they choose.

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 as set out in the verified programme description and/or any subsequent amendments thereto.

Points to consider:

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 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.

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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.

Guideline 1.5: The application of the various academic regulations (retention, recognition, etc.) is carried out appropriately and helps to improve the values of the academic performance indicators.

Points to consider:

The proper functioning of the committees responsible for implementing 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 or experience in relation to the competences to be acquired by students on the degree programme.

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CRITERION 2. INFORMATION AND TRANSPARENCY

Standard: Institutions must publish clear, accurate, objective, up-to-date and easily accessible information about 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:

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 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 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.

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.

Other results relating to the degree programme (employability, teaching quality, supply and demand rates for new student places, etc.) are published on the website.

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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 monitoring reports or reports on the renewal of the degree programme's accreditation have been implemented.

Guideline 2.2 The information required for decision-making by students and other stakeholders in the university system or the system of higher arts education institutions at national and international level is easily accessible.

Points to consider:

Ease of access to the programme description (including its title, credits, institutions 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 qualification leads to a regulated profession or provides access to further studies leading to a regulated profession, easy access to the link to the Order regulating the studies, as well as to information on what it means and entails for a qualification to lead to the practice of a "regulated profession".

Where the degree 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.

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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 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 programme's monitoring or renewal reports have been implemented.

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

Points to consider:

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 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, reading list, 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.

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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.

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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 IQAS in place ensures 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:

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 outcomes 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 guidelines.

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.

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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.

Points to consider:

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.

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

Points to consider:

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 SAIC system in place has procedures in place to facilitate the assessment and improvement of employability.

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The SAIC system in place has procedures in place to facilitate the assessment and improvement of the handling of suggestions, complaints and compliments.

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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.

Points to consider:

The professional, teaching and research experience of the 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 the academic staff assigned to the 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.

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

Points to consider:

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 fulfilled.

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.

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.

Points to consider:

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.

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The existence of procedures for identifying, addressing and supporting teaching staff, enabling the resolution of teaching issues related to the teaching and learning process.

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.

Points to consider:

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 improvement of the teaching and research qualifications of academic staff.

Where applicable, the extent to which 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 have been implemented.

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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 support staff involved in teaching activities are appropriate in view of the nature and mode of delivery of the degree programme, the number of enrolled students and the skills to be acquired by them.

Points to consider:

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 set out in the degree programme's verification, authorisation and monitoring reports have been implemented.

Guideline 5.2 The material resources made available for the delivery of the degree programme are appropriate in view of the nature and mode of delivery of the programme, the number of enrolled students and the competences to be acquired by them.

Points to consider:

The characteristics of the classrooms and their equipment in relation to the number of students and the scheduled learning activities.

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Where applicable, the characteristics of laboratories, workshops and experimental spaces in relation to the number of students and the scheduled learning activities.
The characteristics of work and study spaces (libraries, study rooms, meeting rooms, etc.).
The characteristics of the 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 educational 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.

Guideline 5.3 The services made available for the delivery of the degree programme are appropriate in view of the nature and mode of delivery of the programme, the number of enrolled students and the competences to be acquired by them.

<i>Points to consider:</i>
The characteristics of the administrative secretariat services.
The characteristics of the academic guidance services and/or programmes.
The characteristics of the professional/clinical placement services and/or programmes.
The characteristics of career guidance services and/or programmes.

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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 verification, authorisation and monitoring reports for the degree programme.

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, their teaching methodologies and the assessment systems used are appropriate and aligned with the objective of achieving the intended learning outcomes.

Points to consider:

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.

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Where the degree programme is delivered across several centres, 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.

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

Points to consider:

Students' academic progress and the extent to which the level of rigour required for the acquisition of the programme'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.

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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 periodic evaluation.

Guideline 7.1 The trend 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) is appropriate, in accordance 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.

Points to consider:

The trend in the number of new students per academic year in relation to the forecasts set out in the verified report and/or subsequent amendments.

In the case of Master's degrees, the results of applying the admission criteria in relation to the entry profile defined in the verification report and/or subsequent amendments.

In the case of Master's degrees, the effectiveness of the supplementary training modules set out in the verification 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 of the degree programme, 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.

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The relationship between the application of retention regulations and the values of the academic performance indicators.

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

Points to consider:

The reliability of the results of surveys or other methods used to assess the satisfaction of the various stakeholder groups.

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.

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

Points to consider:

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.

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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.

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CHANGE CONTROL

Edition	Date	Description of the change
V.2	01/07/2025	Start of version control for the document Changes: • The title of the document has been amended to include Higher Artistic Education qualifications. • The columns referring to the assessment of each aspect to be considered, in terms of SA (Achieved), SAP (Partially Achieved) and NSA (Not Achieved), have been removed. • The text of the document has been amended where necessary to include a reference to higher arts education institutions. • A reference to Organic Law 10/2022 of 6 September on the comprehensive guarantee of sexual freedom has been included in Guideline 1.1.
V.3.	15/15/2026	• 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 has been amended by removing the preceding article "la". • The need to refer to specific information regarding the campuses where each degree is taught has been included, as until now the document only referred to the institutions.

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