

GUÍA DE APOYO PARA LA ELABORACIÓN DE LA MEMORIA DE VERIFICACIÓN/MODIFICACIÓN DE TÍTULOS UNIVERSITARIOS OFICIALES

June 2026

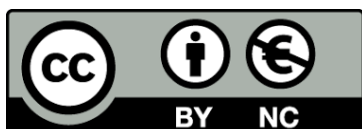


**AGÈNCIA VALENCIANA
D'AVUACIÓ I
PROSPECTIVA**





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INTRODUCTION

Royal Decree 822/2021 of 28 September, which establishes the organisation of university education and the procedure for ensuring its quality, as amended by Royal Decree 905/2025 of 7 October, stipulates that study programmes leading to official degrees shall be verified by the Council of Universities. Decree 141/2025 of 7 October of the Regional Government, the purpose of which is to regulate bachelor's, master's and doctoral programmes in the Valencian Community, as well as to govern the procedure for the authorisation, implementation, modification and discontinuation of such programmes within the Valencian University System.

In accordance with the aforementioned Royal Decree 822/2021, it is the quality assurance agencies of the Autonomous Communities registered in the European Quality Assurance Register for Higher Education (EQAR) which, having successfully passed an external evaluation in accordance with the *European Standards and Guidelines for Quality Assurance in Higher Education* (ESG), are responsible for carrying out the quality assurance procedures for the university system within their territorial jurisdiction.

The Valencian Agency for Evaluation and Prospective Studies (AVAP) is an external evaluation body listed in the EQAR Register and is therefore responsible for evaluating all quality assurance procedures within the university system in the Valencian Community.

The aim of this guide is to advise universities on interpreting the information requested in Annex II of Royal Decree 822/2021, as well as to provide recommendations and/or suggestions on elements that will improve draft proposals for official undergraduate and master's degree programmes, facilitate their evaluation and enable their more appropriate development.

The structure of the guide is based on the evaluation criteria set out in Annex II of Royal Decree 822/2021, providing guidance on how to complete each of these criteria.

The guidance provided in this guide applies in all cases to official bachelor's and master's degree programmes, with paragraphs that apply exclusively to either of these two levels being clearly identified.

Following an initial period and drawing on current experience with these processes, this new version of the guide is presented, aligned with the content of Royal Decree 822/2021 of 28 September, which establishes the organisation of university education and the procedure for ensuring its quality, as well as other applicable regulations. During the drafting process, input from the Qualifications Verification Commission and the Discipline-Specific Verification Committees has been taken into account.

GENERAL RULES FOR THE SUBMISSION OF REPORTS

Deadlines for the submission of applications:

- The period for submitting applications is:
 - ✓ Verifications and substantial modifications: throughout the year.
 - ✓ Non-substantial modifications: from 1 September to 31 May, both inclusive.
- For reasons of institutional organisation, economy and sound management of public resources, universities must adhere to the following timeframe: the date of application for a new verification or modification of a programme must be at least six months after the date of issue of the last verification/modification report for the same programme, in order to ensure its proper implementation. This timeframe includes programmes withdrawn by the university following a provisional or final report. Non-substantial modifications are excluded from this requirement.
- Royal Decree 640/2021 of 27 July on the establishment, recognition and authorisation of universities and higher education institutions, and the institutional accreditation of higher education institutions, as amended by *Royal Decree 905/2025 of 7 October, which adds: Ninth Additional Provision. **Limitations on applications for the verification of new official programmes or for substantial modifications thereto.***
 1. Universities engaged in teaching activities may not apply, in any calendar year, for a number of verifications of new official degree programmes or of substantial modifications to them exceeding one-fifth of the number of Bachelor's and Master's programmes they currently offer; furthermore, this criterion shall apply in the case of substantial modifications where these involve an increase in the number of places offered on Bachelor's or Master's programmes. Where no such increase is requested, there is no limit on the submission of proposals for substantial modifications to official university programmes.
 2. This provision shall not apply to new universities established or recognised by a law of the Legislative Assembly of the Autonomous Community or by the Spanish Parliament, at the time of submitting to the relevant quality assurance agency the Bachelor's, Master's and Doctoral degree programmes committed to be offered as part of their initial academic provision in the report submitted under the procedure laid down in this Royal Decree for the establishment or recognition of a new university.
 3. In the event of an unfavourable verification report on a new official Bachelor's or Master's programme by the competent quality assurance agency, the matter shall be referred to the Council of Universities for it to issue an unfavourable decision, and the university may not submit a new application for verification of that programme within one year of receiving the unfavourable report.
- A programme that has not been previously implemented and delivered within a period of two years from the date of obtaining the corresponding favourable decision from the Council of Universities may not be resubmitted for accreditation or modification.
- The provisions of Article 34.11 of Royal Decree 822/2021 shall apply: a university whose official degree programme has not applied for renewal of accreditation within the relevant timeframe, or which, having done so, has not obtained such renewal, may not, within the following two years from the date on which the programme's accreditation expired, submit a curriculum report for a new verification process if this is similar in name and core content to the curriculum of the programme for which accreditation has not been renewed.

- Degree programmes that are currently undergoing or are due to undergo (at least eight months in advance), an accreditation renewal process may not be submitted for modification, in order to prevent the two procedures from conflicting within the computer system.

Formats and documentation to be provided:

- The reports on official degree programmes submitted by universities for evaluation must comply with the provisions of Royal Decree 822/2021, Annex II ('Model report for the application for verification of the curriculum of an official university degree programme').
- Reports requesting a substantial modification must be submitted in an updated form; that is, they must not contain highlighted or crossed-out text from previous modifications that have been approved and incorporated into the verified report. To indicate this for sections that remain unchanged, the statement "Updated without including modifications" must be clearly specified. It is the responsibility of the university and the party submitting the modification not to make any changes to the content of those sections.

In Section "1.10 Justification", references to previous modifications shall be removed or, if it is considered important to retain them, they shall be placed at the end of the document and duly identified.

- Once the verified report is ready, with 'marks' of previous modifications removed, the proposed changes shall be highlighted as follows:
 - The text to be deleted shall be struck through and the proposed text shall be highlighted in colour.
 - Within a single modification, different colours shall be used for each stage of the process (modification, first justification, etc.).
 - The changes must be incorporated into the explanatory report or the relevant annexes, as well as being cited and justified in the document setting out the justifications.
- Changes not specified as such in the initial application and/or in the justification and response document will not be accepted. Furthermore, all modifications cited in these documents must be incorporated into the report.
- Reports must not contain links unless expressly permitted in this guide, as set out below:
 - ✓ Documentation must not be submitted via links to online repositories (Drive or others). Should the documentation to be provided not be able to be attached as an annexe in the Ministry's application system, it may be included in the section "1.10 Justification", identifying it appropriately and linking it to the relevant section.

- ✓ To display regulations relating to the institutions or the university, links must be used that function correctly and lead to the official websites of the degree programme, institution or university.
- Where it is necessary to submit agreements whose size exceeds the limit permitted in the SOLRUCT application, they may be submitted as attachments within a single PDF file (a feature also referred to as 'Collection', 'Package', 'Portfolio' or 'Cartera'), but this must always be clearly stated on the first page, as some browsers do not read them and only allow the cover page to be viewed.
- Agreements relating to joint degree programmes, dual specialisations, and partnership agreements with healthcare organisations in the case of health sciences degree programmes must be included in the programme description, signed by all participants and currently in force.

DIMENSION 1. DESCRIPTION, LEARNING OBJECTIVES AND JUSTIFICATION OF THE PROGRAMME

The information to be provided under this criterion constitutes the details that the institution will make public and which will be available to students and the wider public.

1.1 Name of the programme

1. Full title of the programme

The proposal must specify the title of the programme, bearing in mind that it must be consistent with the proposed curriculum and must not be misleading as to its content, scope or academic and professional implications. Legal and administrative requirements must be taken into account.

The full title of the programme shall be in Spanish; it may be in English or another language if the entire programme is taught in that language.

Full title of the programme:

- Graduate in [name of the programme] from the University of [Name of the institution]
- Master's Degree in [name of the programme] from the University of [Name of the institution]

Where the title covers two or more areas of study linked by the conjunction 'and' – for example, Bachelor's Degree in A and B or Master's Degree in A and B – the academic weighting of both areas must be balanced within the curriculum.

The title must accurately reflect the content of the programme, at least the compulsory content applicable to all students. For a term or concept to appear in the title, at least 20 per cent of the compulsory credits for the programme must relate to it (excluding the Final Year Project/Master's Thesis).

A bachelor's programme and a master's programme may share the same title provided that their MECES levels are clearly 2 and 3, respectively.

In addition to the title, this section must indicate whether the programme is a *joint programme* (national or international). In this case, the signed agreement must be attached and the specifications for joint programmes must be met.

2. Title in second languages

For a programme to be named in Spanish and in a second language, one of the following conditions must be met: it must be bilingual (see criterion 1.8); the entire programme must be taught in that second language; at least one cohort of students must complete the credits corresponding to the compulsory modules in that second language, with the exception, where applicable, of the Final Year Project (TFG) or Master's Thesis (TFM) and External Academic Placements.

It is not considered good practice for programmes taught exclusively in Spanish to use words or expressions in a second language in their title, unless it is a term widely

accepted within the relevant academic or professional community.

3. Names of programmes qualifying graduates to practise regulated professions

The titles of *qualifications that entitle holders to practise regulated professions* must comply with the agreement of the Council of Ministers and the relevant Ministerial Order. Thus, for example, in accordance with the fifth additional provision, 'Qualifications for Specialists in Health Sciences', of Royal Decree 822/2021, the names of such qualifications must not, in terms of their title or content, be liable to cause confusion with those of the specialists in health sciences regulated under Chapter III of Law 44/2003 of 21 November.

1.2. Area of study to which it relates

The proposed programme must be associated with a branch and area of study.

1. The university shall propose the classification of the qualification under one of the areas of study specified in Annex I of Royal Decree 822/2021, ensuring consistency with the disciplines, the educational objectives and the title of the qualification. Areas of study may be categorised by branches of knowledge, following, as a guide, the provisions set out in Annex I of this guide. This classification may be used for registration on the SOLRUCT platform, whilst this area remains active.

The area of study to which the degree is assigned must ensure academic consistency with the content of the modules, subjects or courses that substantially make up the core curriculum set out in the study programme.

Where there are several disciplines associated with the programme, the area of study closest to the disciplines involved in the programme shall be identified from amongst those set out in Royal Decree 822/2021, indicating as the field that corresponding to the predominant discipline. The relationship between the area of study to which the programme is assigned and its title and learning outcomes will be assessed, as well as the correspondence and suitability of the proposed area of study with the curriculum.

In line with the ministerial orders describing degree programmes linked to regulated professions, the core subjects included in such programmes may be assigned to the area of study of the programme, even though in principle they might be considered to belong to another area (for example, 'chemistry' in a degree in Pharmacy or 'mathematics' in engineering programmes). This may be applied broadly to the modules required for the core training of any degree programme, even if it is not a regulated profession.

At least half of the core credits of a programme (a minimum of 60 ECTS in 240 ECTS degree programmes) must be linked to the same area of study to which the programme is assigned. The remainder may be linked to other areas. In 300 and 360 ECTS degree programmes, core training shall comprise a minimum of 75 and 90 ECTS, respectively.

The area of study is relevant to the recognition of credits in bachelor's programmes. Up to all the core programme credits may be recognised between programmes belonging to the same area of study.

2. The **'Interdisciplinary'** area of study is reserved for cases where cooperation between several disciplines results in a programme that cannot be described using the established areas of study. Where the content allows for assignment to more than one area, if they

constitute only a very small proportion of the 2nd and 3rd fields, it does not make sense for it to be classified as interdisciplinary. Therefore, wherever possible, before classifying a

programme under the interdisciplinary area, it shall be classified under the area with the highest credit load.

Modules or courses must be linked to the specific area of study to which they correspond, based on their content and learning objectives. They may be assigned to the interdisciplinary area only in cases where it is not possible to assign them in a clear and justified manner to a single area of study. If at least fifty per cent of the core modules cannot be assigned to a specific area, the degree programme shall be classified as interdisciplinary.

3. Undergraduate programmes with an open academic pathway may be organised using modules from two or more bachelor's degrees belonging to the same area of study or to related areas of study.

1.3. Bachelor's degree specialisations and Master's degree specialisations

1. Given that the title of the programme is unique, where a Bachelor's degree includes **specialisations**, or a Master's degree includes **specialisms**, these must not be included in the title itself, although they must be reflected on the official degree certificate. The titles of bachelor's degree specialisations and master's degree specialisations must not be misleading as to their content, level or academic and professional implications. Thus, for example, the titles of specialisations or areas of specialisation must not, in their naming or content, be confused with those of **health sciences specialists** regulated under Chapter III of Law 44/2003 of 21 November.

These specialisations must have their own sufficient and coherent academic content that justifies their relevance and provides a thematic or professional deepening of the curriculum.

The academic justification for these curricular specialisations shall be included in section '1.10 Justification of the Programme'. The specific objectives of the specialisations must also be set out in section '1.11 Main educational objectives of the programme'. The structure and specific details of the curriculum for the specialisations shall be set out in section '4.1 Basic structure of the programme'.

If the curriculum provides for the possibility that some students may obtain a minor or specialisation, whilst others follow a general pathway that does not lead to the award of a minor or specialisation, the appropriateness of this proposal must be justified in section "1.10 Justification".

The number of credits (ECTS) associated with each minor or specialisation must be indicated in the relevant section of this section 1.3, and must comply with the provisions of Articles 13.3 and 16.4 of Royal Decree 822/2021.

2. Minor subjects (Bachelor's degree). In official Bachelor's degree programmes, a minor subject must account for at least 20 per cent of the total credit load of the programmes.

3. Specialisations (Master's). In official Master's degree programmes, a specialisation must account for at least 20 per cent of the total credit load of the programme, but may not exceed 50 per cent of the ECTS credits in the curriculum.

4. As a general rule, in both Bachelor's and Master's degree programmes, the credits for the Bachelor's Final Project (TFG) or Master's Final Project (TFM) may not be counted towards the credits for the minor or specialisation. Where a Bachelor's or Master's degree programme includes external work placements, the credits associated with these may be counted as credits for the specialisation or concentration, provided that the placements are specific, consistent and tailored to the content and scope of those specialisations or concentrations.

5. University programmes that do not comply with these percentages must do so when submitting a substantial modification to the curriculum, as is the case with all aspects of the programme description in accordance with Transitional Provision 5 of Royal Decree 822/2021.

6. It should be borne in mind that modules/courses leading to a specialisation or major are generally optional, given that compulsory modules/courses are those which all students must take in order to obtain the degree; therefore, in 'Dimension 2: Outcomes of the Teaching and Learning Process', those linked to a specialisation or major should not be included. These competences should be set out in the general description of the curriculum, under Section '4.1 Basic Structure of the Programme', and in the relevant course descriptions for the different subjects.

Should the programme include compulsory modules or subjects that form part of a minor or specialisation and which, therefore, must be taken by all students to obtain the degree, these must be adequately justified in Section 4.1, since, as noted, such modules or subjects relating to a minor or specialisation are generally considered to be optional.

7. In addition, special requirements may be included for undertaking the various modules or subjects, which may affect a particular minor or specialisation. Minors or specialisations must be curricular specialisations and may be linked to different centres offering the same programme, making use of their specific human and material resources. Thus, the various specialisations may be offered at several centres or may correspond to one or more of them. In this regard, regardless of the existence of specialisations, there may be subjects exclusive to a particular centre, not necessarily linked to any specialisation.

8. Dual specialisations

With regard to dual specialisations, the percentage of ECTS credits to be completed at the partner organisation (company, organisation, institution or public body) shall be:

- Between 20 and 40 per cent of the credits for Bachelor's degrees.
- Between 25 per cent and 50 per cent of the credits for Master's degree programmes.

It should be noted that dual specialisations are not specialisations in the conventional sense, but rather specific curricular structures. These structures are set out in Article 26, Chapter VI of Royal Decree 822/2021, which deals with specific curricular structures and teaching innovation in official university programmes.

Annex II of this Guide sets out guidelines for the design of dual specialisations.

9. Regulated professions

For verification purposes, a regulated profession is defined as one for which the Ministry responsible for universities has laid down guidelines, which must be met by any degree programme leading to the practice of that profession.

Table 1. Programmes leading to a regulated profession.

Profession	Council of Ministers' Resolution	Ministerial Order
Architect	RESOLUTION of 29 July 2010	ORDER EDU/2075/2010
Technical architect	RESOLUTION of 27 December 2007	ORDER ECI/3855/2007
Dentist	RESOLUTION of 14 February 2008	ORDER CIN/2136/2008
Dietitian-Nutritionist	RESOLUTION of 5 February 2009	ORDER CIN/730/2009
Nurse	RESOLUTION of 14 February 2008	ORDER CIN/2134/2008
Pharmacist	RESOLUTION of 14 February 2008	ORDER CIN/2137/2008
Physiotherapist	RESOLUTION of 7 February 2011	ORDER CIN/2135/2008
Technical Aeronautical Engineer	RESOLUTION of 15 January 2009	ORDER CIN/308/2009
Agricultural Technical Engineer		ORDER CIN/324/2009
Technical Forestry Engineer		ORDER CIN/324/2009
Industrial Technical Engineer		ORDER CIN/351/2009
Technical Mining Engineer		ORDER CIN/306/2009
Technical Naval Engineer		ORDER CIN/350/2009
Technical Engineer in Civil Engineering		ORDER CIN/307/2009
Technical Engineer in Telecommunications		ORDER CIN/352/2009
Technical Surveyor		ORDER CIN/353/2009
Speech and Language Therapist	RESOLUTION of 5 February 2009	ORDER CIN/726/2009
Early Years Educator	RESOLUTION of 17 December 2007	ORDER ECI/3854/2007
Primary School Teacher	RESOLUTION of 17 December 2007	ORDER ECI/3857/2007
Doctor	RESOLUTION of 17 December 2007	ORDER ECI/332/2008
Optician-Optometrist	RESOLUTION of 5 February 2009	ORDER CIN/727/2009
Podiatrist	RESOLUTION of 5 February 2009	ORDER CIN/728/2009
Occupational Therapist	RESOLUTION of 5 February 2009	ORDER CIN/729/2009
Veterinarian	RESOLUTION of 17 December 2007	ORDER ECI/333/2008

Table 2. Master's programmes qualifying for a regulated profession.

Profession	Agreement of the Council of Ministers	Ministerial Order
Architect	RESOLUTION of 28 July 2010.	*ORDER EDU 2075/2010
Civil Engineer	RESOLUTION of 15 January 2009.	ORDER CIN/309/2009
Aerospace Engineer		ORDER CIN/312/2009
Agricultural Engineer		ORDER CIN/325/2009
Mining Engineer		ORDER CIN/310/2009
Forestry Engineer		ORDER CIN/326/2009
Industrial Engineer		ORDER CIN/311/2009
Naval and Ocean Engineering		ORDER CIN/354/2009
Telecommunications Engineer		ORDER CIN/355/2009
Teacher of Compulsory Secondary Education and Sixth Form, Vocational Training and Language Teaching	RESOLUTION of 17 December 2007.	**ORDER ECI/3858/2007
		ORDER EDU/3498/2011
General Health Psychologist	RESOLUTION of 3 June 2013.	ORDER ECD/1070/2013

*Repeals Order ECI/3856/2007, of 27 December.

** Ministerial Order amended by Order EDU/3498/2011.

Table 3. Programmes linked to a regulated profession

Profession	Council of Ministers' Agreement	Ministerial Order/ /Legislative reference
Solicitor and Court Representative	RESOLUTION of 7 February 2023.	* ROYAL DECREE 775/2011
General Health Psychologist	RESOLUTION of 3 June 2013.	ORDER CNU/1309/2018

* On 17 December 2024, the Supreme Court declared ROYAL DECREE 64/2023 null and void; ROYAL DECREE 775/2011 therefore remains in force

Table 4. Master's degree programmes linked to a regulated profession.

Profession	Council of Ministers' Agreement	Ministerial Order/ /Legislative reference
Solicitor and Court Representative	RESOLUTION of 7 February 2023.	* ROYAL DECREE 775/2011

* On 17 December 2024, the Supreme Court declared ROYAL DECREE 64/2023 null and void; ROYAL DECREE 775/2011 therefore remains in force

Table 5. Master's programmes subject to entry requirements based on professional qualifications

Profession	Agreement of the Council of Ministers	Ministerial Order/ /Legislative reference
Administrative manager	Resolution of 8 February 1963. Resolution of 19 July 2024, issued by the Secretary of State for the Civil Service, announcing aptitude tests for entry into the profession of Administrative Manager, as this is the regulation governing the equivalence of a university Master's degree program and the tests (Twelfth General Provision).	DECREE 424/1963

10. Classification of certain types of Bachelor's degree programmes at MECES Level 3 (Master's)

Pursuant to the tenth additional provision of Royal Decree 822/2021, Bachelor's programmes comprising at least 300 credits, including a minimum of 60 credits at Master's level, may be classified at MECES Level 3 (Master's) by resolution of the Council of Universities.

This provision allows for the possibility of applying for such classification at the same time as applying for verification of the curriculum. In this case, the university must indicate MECES Level 3 in its application for verification of the official programme, under the section 'MECES Level', and must state the request for classification in section '1.10 Justification of the Programme'.

In the case of qualifications that have already been verified, such classification may be requested via the Ministry's online portal, the Qualification Officialisation Application, where a specific option is available for this purpose.

1.4. Joint inter-university qualifications

1. Where several universities jointly organise a single official Bachelor's or Master's programme, a joint application for verification must be submitted; this application must be accompanied by the relevant agreement, signed and in force between the universities. Proposals for agreements, as well as agreements that are unsigned, not in force or not up to date, will not be accepted.

The agreement must specify which university will act as coordinator and will therefore be responsible for submitting the report in the various administrative procedures set out in Royal Decree 822/2021 (verification, monitoring, modification and accreditation), as well as for each university's participation in teaching through its respective teaching staff, the academic and assessment regulations to be followed, and the responsibility for awarding

the programme and managing the academic records of enrolled students (Royal Decree 822/2021).

Furthermore, the procedure for amending or discontinuing the curriculum must be set out, and information must be provided on the mechanisms for teaching coordination, student mobility (where applicable), and the quality assurance system adopted for the programme (which may be that of one of the participating universities or one designed specifically for this purpose).

The programme report must provide detailed information in section 4.1 on the curriculum adopted by each participating university and the coordination mechanisms between the universities. The quality assurance systems of the participating institutions must be described in section 8.1. It is recommended that this section be completed with standardised information across the different universities, identifying the public information channels available to all stakeholders and, where applicable, the degree programme's website.

2. International joint degree programmes

- a) In the case of **international joint degree programmes**, the provisions of the sixth additional provision of Royal Decree 822/2021 of 28 September shall apply.

"The management of students' academic records, academic regulations, the awarding of programmes and the European Diploma Supplement, as well as the fee for the provision of academic services, shall be set out in the agreement signed between the universities offering the joint degree programme. In all cases, the Spanish university or universities shall always hold a copy of the academic records of the enrolled students."

- b) In the case of **international joint degree programmes within the framework of the European Commission's European Universities Programme**, the provisions of the seventh additional provision of Royal Decree 822/2021 of 28 September shall apply.

International joint degree [programmes](#) may be subject to the European [Approach](#) for Quality Assurance of Joint *Programmes* ([EQAR](#)), adopted by the European ministers responsible for higher education, in accordance with the terms set out in Additional Provisions 6 and 7 of Royal Decree 822/2021.

The REACU Protocol of 29 April 2022 ([2022-04-29 REACU-ProtocoloTitulosConjuntosInternacionales.pdf](#)) on the evaluation of international joint university degree programmes in accordance with the European approach to quality assurance *for joint programmes* ("European Approach for Quality Assurance of Joint Programmes") shall be taken into account.

- c) In the case of joint international degree programmes recognised under the Erasmus Mundus programme, the provisions of the eighth additional provision of Royal Decree 822/2021 of 28 September shall apply.

1.5. University institution(s) at which the programme is taught

The institution responsible for delivering a programme is the one that assumes responsibility for its delivery and the corresponding assessment processes. It is responsible for coordinating the delivery of the programme.

It must be either an integrated (in-house) centre or an affiliated centre of the university. Universities must specify which centres are involved in delivering the programme. Their names and RUCT codes must be provided.

In all cases, it must be stated whether the centre has institutional accreditation or not.

1.6. Mode of delivery: face-to-face, blended and online

1. It must be stated whether the courses leading to the degree at each centre are delivered face-to-face, in a hybrid format, online, or through a simultaneous combination of these modes. This is in accordance with the provisions of Royal Decree 822/2021 and the guidelines of the Spanish Network of University Quality Agencies (REACU), set out in the document 'Guidelines and Recommendations for the Development and Evaluation of Study Programmes for Bachelor's and Master's Degree Programmes in Different Modes of Delivery' (29 November 2021) – set out in Annex III of this Guide – as well as in the Resolution of 6 April 2021 of the General Secretariat for Universities.

Royal Decree 822/2021, in Articles 14.7 and 17.5, stipulates that official Bachelor's and Master's degree programmes may be delivered through **face-to-face**, **hybrid** or **online modes of delivery**.

- **Face-to-face teaching mode:** a mode in which all teaching activities comprising the curriculum are delivered face-to-face (with teaching staff and students interacting in the same physical space, be it a classroom, laboratories or specialised academic spaces).
- **Hybrid teaching mode:** a mode in which the teaching activities comprising the curriculum include modules or subjects delivered both face-to-face and online (non-face-to-face), whilst maintaining the unity of the educational programme and consistency across all the most relevant academic aspects – even if the combination of the two teaching modes requires adaptations to the academic elements to accommodate them. For a degree programme to be classified as hybrid, the proportion of non-face-to-face credits must fall within the range **of 40 to 60 per cent** of the programme's total credit load.
- **Online teaching mode:** a mode in which all teaching activities included in the curriculum are organised through academic interaction between teaching staff and students that does not require the physical presence of either party in the same university teaching space. This mode of university teaching is characterised primarily by its reliance on the intensive use of digital information and communication technologies. In terms of credit load, a degree programme may be defined as delivered via online teaching where **at least 80 per cent** of the credits (ECTS) comprising it are delivered through this mode of teaching.

2. Distribution of ECTS credits by degree programme in accordance with Royal Decree 822/2021

Bachelor's programme:

ECTS	Core modules	Modules or subjects	PAE Curricular	Final Year Project
240	60 ECTS	Minimum 6 ECTS	up to 25% *	6/24 ECTS
300	75 ECTS	Minimum 6 ECTS	up to 25% *	6/30 ECTS
360	90 ECTS	Minimum 6 ECTS	up to 25% *	6/36 ECTS

PAE (*) Exception: Dual Specialisation (20–40%) or programmes governed by EU law.

Qualifying degrees: subject to specific regulations; also degrees leading to a qualifying Master's degree

Master's programme:

ECTS	Modules or subjects	PAE in the curriculum	Master's Thesis
60/90/120	Compulsory and optional	Up to 33% (1/3)	6/30

Qualifying programmes: specific regulations.

3. ECTS distribution

ECTS credits indicate the volume of learning based on the learning outcomes and the associated workload. The workload is an estimate of the time a person typically needs to complete all work activities, such as lectures, seminars, projects, practical work, work placements and independent study, in order to achieve the learning outcomes in formal education settings. The typical workload ranges from 1,500 to 1,800 hours per academic year; in other words, one ECTS credit is equivalent to between 25 and 30 hours of work.

Therefore, 1 ECTS credit may represent between 25 and 30 hours. An academic year has a workload of between 1,500 and 1,800 hours (36–40 hours per week), which is equivalent to 60 ECTS credits of 25–30 hours each. Universities in Valencia use ECTS credits of 25 hours.

Royal Decree 1125/2003 of 5 September, which establishes the European Credit System and the grading system for official university degrees valid throughout the national territory, in Article 4.3, breaks down the hours as follows:

- Lectures, theoretical or practical classes.
- Study hours.
- Hours devoted to seminars, assignments, work placements or projects.
- Hours required for the preparation and sitting of examinations and assessment tests.

With the aim of standardising terminology and criteria, AVAP defines students' learning activities by distinguishing between classroom-based teaching, independent study, curricular External Academic Placements (PAE) and the Final Degree Project (TFG) / Master's Thesis (TFM):

- **Student learning activities (core, compulsory and optional modules):**
 - **Classroom-based learning: 8–10 hours per 1 ECTS credit (for online delivery, a minimum of 4 synchronous hours per 1 ECTS credit will be required).**

Includes:

- Theoretical classes (lectures, seminars).
- Practical classes (practical sessions, laboratory work).
- (*) The total number of practical and theoretical lessons must not be less than 4 hours.
- Guided asynchronous activities (these may include theory, exercises, problems and practical activities).
- Scheduled group tutorials (compulsory).
- Assessment.

- **Independent (theory and practical work) and Tutorials: 17–15 hours/ECTS.**

- **Curricular External Academic Placements (PAE):** these must comprise a minimum of 20 contact hours per ECTS. Qualifications leading to professional registration, as well as all those subject to specific regulations, shall comply with the provisions set out in their own regulations.
- **Final Year Project (TFG/TFM):** these are considered in their entirety as independent work and individual tutorials, although their presentation may be counted as a teaching activity (assessment).

4. Calculation of the mode

ATTENDANCE BY MODALITY		
	MAXIMUM	MINIMUM
Face-to-face	100%	80%
Blended	60%	40%
Online	20%	0%

FACTORS TO BE TAKEN INTO ACCOUNT 1 ECTS = 25 hours		
	MAXIMUM	MINIMUM
Classroom-based activity	10 hours	8 hours*
PAE	25 hours	20 hours
Final Year Project	0h	0h

*Variable for Master's programmes only

The AVAP website contains the application for calculating the mode of study for a programme. To do this, you must complete the form following the instructions. Based on the data entered, the system performs the calculations to determine the mode of study. Once you have completed and saved the form, a PDF file will be generated which must be included in your thesis, appended at the end of section 1.10.

An example of the delivery mode calculation is provided in the final section of Annex III.

In any case, the Discipline Verification Committees will assess the suitability of the delivery modes associated with the degree programme for achieving the associated learning outcomes. Furthermore, this assessment is a cross-cutting issue that will draw on the information provided in dimensions 4, 5 and 6.

Hybrid and online delivery methods must take into account the provisions set out in Annex III.

1.7. Total number of credits

As set out in Article 5 of Royal Decree 822/2021, study programmes shall be structured into modules of 60 ECTS credits. An exception to this rule applies to Master's programmes with a total credit load of 90 credits; in such cases, one of the modules may be worth 30 credits.

Bachelor's degree programmes

1. Bachelor's degree programmes shall comprise 240, 300 or 360 ECTS credits.

Generally speaking, the total number of credits for bachelor's degree programmes will be 240 ECTS credits, structured into 60-credit modules, or as otherwise determined on an exceptional basis for programmes subject to special regulations.

2. Basic education credits shall account for at least 25 per cent of the total credits for the programme. Therefore, 240-credit Bachelor's programmes must include a minimum of 60 credits of basic education, whilst those with 300 and 360 credits must include at least 75 and 90 credits of basic education, respectively.

Each of these *core modules* must be worth at least 6 credits and must be offered in the first half of the curriculum.

With regard to core modules, Royal Decree 822/2021, in Article 14, stipulates that these must be linked to the field of study to which the degree programme belongs, although they need not be 100 per cent identical to it. At least 50 per cent of the basic training credits must be associated with the area of study of the programme, whilst the remaining credits may correspond to basic subjects within this or other areas, provided that their relevance as initial training for students or their cross-disciplinary nature is justified. Basic training is understood as that which provides the fundamentals and foundation of a field of study, without necessarily being specific to a particular programme.

3. For programmes regulated by royal decree or ministerial order, it shall be compulsory to comply with the specific regulations relating to the regulated profession with regard to subjects linked to that profession.

4. In the case of **optional modules**, the number of credits of this type for which students must enrol must be specified, rather than the total number of optional credits offered by the curriculum.

5. Curricular **External Academic Placements** (PAE) shall not exceed 25 per cent of the total credits for the programme, except in the case of bachelor's programmes where specific legislation has established a different percentage. They should preferably be offered in the second half of the curriculum.

The inclusion of External Academic Placements in the box provided for this purpose in the RUCT implies that such placements must be undertaken on a compulsory basis by all students in order to obtain the degree. Proposals seeking to include External Academic Placements on an optional basis for all students must count these credits under the optional credits section.

6. The **Final-Year Project** (TFG) shall be worth a minimum of 6 credits for all programmes and a maximum of 24 credits for 240-credit programmes, 30 credits for 300-credit programmes and 36 credits for 360-credit programmes. It must be undertaken during the final stage of the degree programme and be aimed at assessing the learning outcomes associated with the programme. It will be defended at a public examination.

Master's Degree Programmes

7. Master's degree programmes shall comprise 60 ECTS, 90 ECTS or 120 ECTS, structured into 60-credit modules. In the case of Master's degree programmes with a total credit load of 90 ECTS, one of the academic years may comprise a credit load of 30 credits. Master's degrees shall comprise compulsory and optional modules, the Master's final project (TFM), external academic placements (PAE) where applicable, and other academic activities (Art. 17.1 of Royal Decree 822/2021).

8. For programmes regulated by royal decree or ministerial order, it shall be compulsory to comply with the specific regulations relating to the regulated profession in respect of the subjects linked to that profession. (For programmes leading to a regulated profession, it shall be compulsory to comply with the specific regulations set out in the relevant ministerial order in respect of the subjects linked to that profession).

9. Master's degree programmes may include **supplementary training modules**, which shall be defined in ECTS credits; the credit load of these modules may not exceed the equivalent of 20 per cent of the total credits of the degree programme. Credits for supplementary training modules shall be treated in the same way as the other credits in the curriculum of the Master's degree programme.

Credits for supplementary training modules may or may not be included within the Master's programme's total credits, depending on the admission regulations established by each university.

- a) If the supplementary modules are not included in the structure of the curriculum, they must be detailed in section 3.1 of the programme description as part of the entry and admission requirements. In this case, they will not be counted towards criterion 1.7 'Total number of credits'.
- b) If the supplementary modules form part of the Master's degree programme, they must be counted in section '1.7 Total number of credits for the degree'. It is important to note that the total duration of a Master's programme, with or without supplementary modules, must be 60, 90 or 120 credits. Furthermore, the Master's degree programme must include at least 60 ECTS credits at Master's level (MECES 3).

The description of the supplementary modules included in the curriculum must be included in section "4.1 Course Structure". The inclusion of these supplementary modules may be without prejudice to the recognition of a certain number of credits for students whose prior learning allows for the recognition of modules designated as supplementary modules.

In any case, the duration of the Master's programme must be the same for all students, regardless of whether they are required to undertake supplementary modules or not.

10. In the case of **optional modules**, the number of credits of this type for which students must enrol must be specified, rather than the total number of optional credits offered by the curriculum.

11. Where the programme includes **specialisations**, the credits corresponding to these shall be considered optional from an overall perspective of the programme, even if enrolment in them is compulsory in order to obtain the specialisation.

12. The inclusion of **External Academic Placements** (PAE) in the box provided for this purpose in the RUCT implies that such placements must be undertaken on a compulsory basis by all students in order to obtain the degree. Proposals seeking to include External Academic Placements on a non-compulsory basis for all students must include these credits under the section for optional credits.

In the case of Master's programmes, the number of credits associated with placements must not exceed one third of the total credits for the degree.

Where a Master's programme is designated as professionally oriented, it is recommended that compulsory external placements account for at least 10 per cent of the ECTS credits (6 for a 60-ECTS Master's, 9 for a 90-ECTS Master's and 12 for a 120-ECTS Master's).

13. Meanwhile, the **Master's Thesis** (TFM) shall be worth between 6 and 30 ECTS credits. These theses must be designed to assess the attainment of the learning outcomes associated with the Master's programme and must therefore be scheduled for the final stage of the curriculum. Furthermore, they must be defended at a public examination.

14. **Specific Features of External Academic Placements for Bachelor's and Master's Programmes**

In both cases—bachelor's and Master's programmes—where the degree programme has a *professional focus*, it is recommended that the programme include placements through which students can acquire the more professionally oriented learning outcomes of the programme.

Although placements are usually undertaken towards the end of the curriculum, they may also be carried out throughout the course—whether at Bachelor's or Master's level—and linked to the various modules. However, this planning must be duly justified in section '4.1 Basic structure of the programme'.

External academic work placements must be appropriate to the intended learning outcomes. Whether this is feasible will depend on the nature of the degree programme and the learning outcomes to be achieved within it.

1.8. Language(s) of instruction

1. The **languages** in which the degree programme is taught must be specified. For a language that is not an official language of the Valencian Community (Spanish and Valencian) to be included under criterion 1.8 of the programme documentation as a language of instruction, it must be ensured that at least one core or compulsory module is

taught exclusively in that language, excluding modules specifically devoted to language learning. As a general rule, languages that are included only in optional modules or that appear only in a particular study pathway should not be included in this section. Students taking modules in these languages will have this reflected in their European Diploma Supplement.

2. A degree programme is considered **bilingual** if at least half of the ECTS credits in the curriculum are taught in a non-official language of the Valencian Community, excluding the Bachelor's Thesis (TFG), the Master's Thesis (TFM) and external work placements. In this case, the title of the programme may be described as 'bilingual'.

3. The organisation of the delivery of the degree programme in those **languages that are not official** in the Valencian Community must be set out in a coherent manner in accordance with the following criteria in the programme description:

- Dimension 2. Outcomes of the training and learning process.
- Dimension 3.1. Access, recognition and mobility – Level of language proficiency according to the CEFR (Common European Framework of Reference for Languages: Learning, Teaching and Assessment) required of students.
- Dimension 4.1. Basic structure of the programme. – Information on the languages of instruction in the various course descriptions and the establishment of separate groups where appropriate.
- Dimension 5.1. Academic staff. Level of language proficiency in accordance with the CEFR required of lecturers teaching these subjects, and specification of which lecturers hold such accreditation or equivalent language proficiency.

1.9 Number of places offered on the degree programme

The following should be noted:

- The total number of places offered at the institution.
- The number of places for new students entering the first year.

1. Total number of places offered at the institution: the total number of places to be offered across the different years of the degree programme's implementation must be indicated; for example, for a 240-credit degree, this will be the projected number of places over the four years of the degree programme's implementation.

All places offered to new students must be taken into account, including those associated with possible delivery modes, those in the groups into which teaching may be organised, possible intakes per academic year, the type of student (full-time/part-time) and dual specialisations.

2. Number of new student places for the first year: the number of new student places for the first year must be stated. If a higher number of places is anticipated in any given year, it is this figure that must be entered under 'maximum total number of new student places planned at the institution'.

This information must be provided for each of the institutions where the degree programme will be taught. The estimates must be commensurate with the material and human resources allocated to the degree programme (Dimensions 5 and 6).

The provisions of Decree 141/2025 of 7 October of the Regional Government, on the organisation of official university undergraduate, master's and doctoral programmes within

the Valencian Community, Article 18. Sustainability of university degree programmes, shall be observed. Point 1: In official undergraduate degree programmes at public universities, the number of places for new students must be at least 50. In the case of official Master's degree programmes, the number of places for new students must be at least 20. In exceptional circumstances, programmes may be exempt from this requirement, provided the university provides due justification demonstrating the viability of the programme regardless of the number of students, or that the programme is of clear strategic interest to the Valencian University System.

3. Furthermore, in the case of **a degree programme combining several modes** of delivery, the number of places offered (number of first-year places) for each mode must be specified.

The total number of places offered by mode of delivery, language of instruction and the centres where they are offered must correspond to the authorised places.

4. It is not necessary to explicitly state in the report that, in accordance with Articles 15 and 18 of Royal Decree 822/2021, at least 5 per cent of places on undergraduate and Master's degree programmes must be reserved for students with a degree of disability of 33 per cent or more or with permanent educational support needs, as this requirement applies directly under current regulations.

For both Bachelor's and Master's degree programmes, the number of places offered will be particularly important when assessing the sufficiency and adequacy of the human and material resources available for the degree programme (Dimensions 5 and 6).

5. **Dual specialisations:** the total number of places to be reserved for the dual specialisation shall be specified, as set out in the agreement. The objectives of these places shall be specified and justified, and must be aligned with those established for the degree programme (see Annex II).

6. Places corresponding to any bridging courses for the Bachelor's programme, if applicable, shall not be included in this section, as these will be covered in Section 3.1 'Student Access and Admission' of the programme description.

7. Where the Bachelor's or Master's degree programme forms part of an **academic programme** offering **dual degrees**, the total number of places offered to new students shall include both the places for the programme in question and those reserved for students coming from the other degree involved in the programme.

8. Where the Bachelor's degree programme forms part of a **Bachelor's degree programme with an open academic pathway** (Article 23 of Royal Decree 822/2021), the number of places, out of the total number on offer, reserved for students following this pathway may not exceed 10 per cent of the lowest total number of new student places proposed by the degree programmes involved in the pathway. The university must expressly include this type of admission in its enrolment regulations.

Example:

A 240 ECTS undergraduate degree programme spread over four academic years, with the following distribution of places by mode of delivery:

- 40 places for new students on the face-to-face mode.
- 100 new student places for the online mode.

The programme is also offered as a face-to-face dual degree programme; therefore, the 40 places for the face-to-face mode already include the 10 places set aside for entry from the other programme that forms part of the dual degree programme.

The programme description shall specify:

- Places by mode: Face-to-face 40 / Online 100.
- Number of new places for the first year: 140.
- Total number of places offered at the institution: 560 (calculated as 140×4 years).

1.9. Justification for the degree programme

1. The proposal for the degree programme must be presented with a clear rationale to society, public authorities and the university itself. As part of the degree programme accreditation process, it is necessary to briefly justify the academic, scientific, professional and social significance of the degree programme, providing evidence to support its relevance and importance. Its integration into the strategic planning of the university and the university system of the Valencian Community must be highlighted, as well as its capacity to achieve the proposed outcomes.

In this regard, various types of evidence may be provided:

- The university's previous experience in delivering degree programmes with similar characteristics.
- Data and studies on the potential demand for the programme and its relevance to society.
- Justification of the existence of national and international benchmarks that endorse the proposal and its alignment with the proposed degree programme. Some examples are given below:
 - Curricula from Spanish, European and other international universities, or other international benchmarks of proven quality or relevance.
 - Degree programmes listed in the catalogue in force at the time of the entry into force of Organic Law 4/2007 of 12 April, amending Organic Law 6/2001 of 21 December on Universities.
 - Documents relating to the procedures for the recognition of current qualifications published by the relevant ministries and professional bodies.
 - Other documents supporting the justification of their academic quality or significance.

2. It must also be demonstrated that the chosen mode of delivery (face-to-face, blended, online), the language of instruction (where this is not one of the official languages), and any specific curricular structures enable the attainment of the learning outcomes and educational objectives set out in the proposal, particularly in the case of degree programmes with a strong practical and experimental component.

3. Degree programmes qualifying graduates to practise a regulated professional activity

- a) In the case of programmes qualifying graduates to practise a regulated profession, an external consultation process must be carried out with the relevant professional bodies within the University's geographical area for the development of the training programme, setting out the results of the consultation. Furthermore, the proposal's compliance with the regulatory standards governing the professional practice associated with the programme must be justified, with explicit reference to those standards.
- b) If a Bachelor's programme does not lead to the practice of a regulated profession, but completing it is an essential requirement for admission to a Master's programme that does provide access to that profession, this section must explain how the proposed training in that Bachelor's programme meets the conditions set out in the relevant regulations. To date, there are three cases to which this provision applies:
- Access to the **profession of architect** is achieved through a Master's programme that meets the conditions set out in Order EDU/2075/2010; this Order also includes the guidelines (in terms of competences and content) that any Bachelor's degree programme leading to the Master's must adhere to.
 - Entry to the professions of **lawyer and court representative** is achieved upon completion of a Master's programme and passing the examination set out in Royal Decree 775/2011. This Royal Decree also defines the competences that any Bachelor's degree programme leading to these Master's degrees must fulfil.
 - Entry to the profession of **general health psychologist** is granted upon completion of a Master's degree programme that meets the requirements set out in Order ECD/1070/2013; a necessary prerequisite for entry is the possession of a Bachelor's degree in Psychology, together with, where applicable, with supplementary training ensuring that the applicant has obtained at least 90 ECTS credits in subjects specifically related to healthcare.

4. Qualifications enabling professional practice that require recognition by the Official Professional Bodies

Master's degree programmes linked to eligibility for professional practice (or a professional qualification) which require recognition by the relevant Official Professional Associations for the award of the professional qualification must undergo an external consultation procedure with the said professional associations to obtain such recognition (for example, administrative manager).

5. Qualifications covered by agreements with the Council of Universities

In the case of qualifications awarded in accordance with agreements established by the Council of Universities, this must be expressly stated, as in the following examples:

- Resolution of 8 June 2009 of the General Secretariat for Universities, publishing the Agreement of the Council of Universities, which sets out recommendations for universities' proposals for applications for official qualifications in the fields of Computer Engineering, Technical Computer Engineering and Chemical Engineering.
- Resolution of 31 March 2026 of the General Secretariat for Universities, publishing the Agreement of the Council of Universities establishing

recommendations for the submission of proposals for official degree programmes in the areas of Computer Engineering and Technical Computer Engineering. This resolution updates the previous one dated 8 June 2009, which relates to the area of computer science.

- Resolution of 18 September 2018, issued by the General Secretariat for Universities, publishing the Agreement of the Council of Universities of 17 September 2018, which sets out recommendations for universities' proposals for verification reports for the official Bachelor's degree in Physical Activity and Sport Sciences.

1.10. Main educational objectives

1. The learning objectives of a degree programme must clearly express its aims and be consistent with the disciplines that comprise it, its purposes and its approach. Their definition is key to ensuring the internal coherence of the programme, which must be aligned with the justification, the corresponding MECES level and the graduate profile.

This coherence must be evident across all elements of the programme design: learning outcomes, teaching activities, assessment systems, as well as the required entry profile.

2. These can be specified in accordance with the aims set out in Royal Decree 822/2021 for each level of education in Article 13, in the case of undergraduate degree programmes, and in Article 16, in the case of Master's degree programmes. Depending on the different MECES levels, the educational objectives must adopt distinct approaches:

- a) At Bachelor's level, they focus on providing a basic and generalist education. Their purpose is to equip students for the initial pursuit of professional activities and to ensure their all-round development.
- b) At Master's level, the objectives are geared towards advanced training, whether specialised or multidisciplinary; they must promote academic and professional specialisation or, where appropriate, initial training in research activities.

3. Where the programme includes '**mentions**' (in the case of Bachelor's degree programmes) or '**specialisations**' (in the case of Master's programmes), the learning objectives for these must be provided.

4. Where the degree programme includes a Dual Specialisation, its specific objectives must be set out and justified in this section; these must be aligned with those established for the degree programme as a whole.

1.11. Specific curriculum structures

As set out in Royal Decree 822/2021, universities may incorporate specific curriculum structures into their study programmes. Reference to these structures must be included in the students' European Qualifications Supplement (EQF).

Specific curriculum structures refer to academic pathways or specialised curriculum tracks. The Royal Decree specifies three types in Chapter VI (dedicated to specific curriculum structures and teaching innovation in): Dual Specialisation (Art. 22), Bachelor's programmes with an open academic pathway (Art. 23) and Academic programmes for concurrent double degree programmes with a specific pathway (Art. 24), although universities, in the exercise of their autonomy, may design others.

If the degree programme's design includes specific curricular structures, the learning outcomes of those specific curricular structures (Dimension 1) must be provided, along with a description of them (Section 4.4 of Dimension 4). This information must be submitted in PDF format in the specific section provided within the Degree Accreditation Application for these specific curricular structures.

In the case of the Dual Specialisation, the structure of this document is set out in Annex II.

1.12. Innovative teaching methodologies

1. Universities may propose innovative teaching methodologies aimed at achieving better student outcomes in the teaching and learning processes.

This section should only be completed in exceptional cases where the university presents clearly innovative and distinctive strategies in the application of its teaching and learning model. These should not be confused with the teaching methodologies themselves, which are provided in Dimension 4.

2. As set out in Royal Decree 822/2021, these methodological strategies for innovation will affect the degree programme as a whole. Furthermore, they must be consistent with the learning outcomes to be achieved in the degree programme, its curriculum, the material resources and academic staff available, and must be aligned with the planned teaching activities and assessment systems.

1.13. Core graduate profiles

The core graduate profiles for the degree programme must be clearly defined and, where applicable, include the implications for the practice of regulated professional activities. If further detail is required regarding the graduate profiles and the character limit of the application does not permit this, this information may be added at the end of the annex under section '1.10 Justification'.

The core graduate profiles represent the set of academic, professional and personal qualifications that graduates demonstrate they have attained upon completion of the degree programme. Their appropriate articulation is a strategic element of the degree programme, as it establishes the link between the educational process and the needs of the labour market. Therefore, this section must describe the specific employment context to which the degree programme leads, serving as a key reference point both for prospective students (guidance and expectations) and for employers and society.

The core graduate profiles must be clearly defined and, where applicable, include the implications for the practice of regulated professional activities. It is necessary to precisely define the main areas of professional practice, identifying the sectors or areas of work, as well as the most relevant posts or roles in which graduates will be able to pursue their professional careers. Should the degree, in itself, not guarantee the full development of the qualifications associated with the graduate profile, the necessary supplementary or additional training must be specified.

The graduate profiles formulated must be consistent with the educational objectives, the learning outcomes and the programme's curriculum, as set out in the programme

description.

If further detail is required regarding the graduate profiles and the character limit of the application does not permit this, this information may be added at the end of the annex under section '1.10 Justification'.

DIMENSION 2. OUTCOMES OF THE EDUCATIONAL PROCESS AND LEARNING OUTCOMES

1. Learning outcomes are statements of what a student is expected to know, understand and be able to do at the end of a training and learning process. They are specified as:

- **Knowledge or content** that has been understood through the assimilation of theories, information, data, etc. They are the result of the assimilation of information through learning.

When drafting content, verbs such as: know, identify, recognise, classify, describe, compare, relate, explain, point out, express and analyse, amongst others, may be used.

- **Skills or abilities** to apply knowledge and use techniques in order to complete tasks and solve problems. Skills include: cognitive and creative skills involving the use of intuitive, logical and critical thinking; problem-solving skills; technical and practical skills involving dexterity and the use of methods, materials, tools and instruments; or communication skills.

The following verbs can be used when describing skills: to devise, to use, to apply, to experiment, to simulate, to demonstrate, to execute, to compose, to create, to plan, to observe, to develop, amongst others.

- **Competencies:** demonstrated abilities to apply knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. These may also include the attitudes or values relevant to professional practice.

2. The learning outcomes of the degree programme will be acquired primarily through the programme's compulsory modules; therefore, this section must include a description of the learning outcomes that all students must achieve during their studies and which are required for the award of the proposed programme. The learning outcomes associated with a degree programme shall be specified and classified according to whether they relate to knowledge or content, skills or abilities, or competences.

3. Learning outcomes associated with optional modules, specialisations, areas of specialisation, or specific technologies within engineering degree programmes regulated by a Ministerial Order and implemented as specialisations or pathways must not be included in this section, as they will not be acquired by all students. Such learning outcomes associated with any of the above cases may be set out in section '4.1 Curriculum Planning'.

4. In bachelor's programmes, the proposed learning outcomes must serve the purpose of enabling students to acquire a basic and generalist education in one or more disciplines, aimed at preparing them for the practice of professional activities and ensuring their comprehensive development as citizens.

5. In Master's degree programmes, the purpose of the degree must be to enable students to acquire advanced, specialised and multidisciplinary training, geared towards academic or professional specialisation or towards fostering an introduction to research activities.
6. The learning outcomes proposed for the programme must be formulated clearly and precisely, and must be aligned with its level within the Spanish Qualifications Framework for Higher Education (MECES) (regulated by Royal Decree 1027/2011 of 15 July).

Examples of learning outcomes for the programme. Knowledge or content:

To understand the basic principles and international standards for the environmental management of an organisation.

Skills or competences:

To design work procedures using computerised tools for document management.

Competences:

To implement environmental management systems within an organisation.

7. Learning outcomes are acquired through activities that enable the integration of these skills, competencies and knowledge; they must therefore be assessable.
8. Learning outcomes, and in particular competencies due to their direct link to professional and personal development, must be specific to the degree programme and not generic. In other words, they must identify the characteristics of graduates from a specific degree programme and distinguish them from those of other degree programmes.
9. Where the programme qualifies the holder to practise a regulated professional activity, the curriculum must comply with the provisions laid down for that programme in the relevant ministerial orders. Consequently, the learning outcomes set out in those orders must be included in this section of the report. In this regard, and as a general rule, both the competencies listed in 'Section 3. Objectives–Competences' of the aforementioned orders and those linked to the modules described therein—which are to be acquired by all students—must be included.
10. Learning outcomes must be based on democratic principles and values and the Sustainable Development Goals set out in Article 4.2 of Royal Decree 822/2021, insofar as the academic qualification is directly related to them.
11. Learning outcomes must be defined taking into account fundamental rights and equal opportunities between men and women, in accordance with the provisions of Act 3/2007 of 22 March on the effective equality of women and men, the principles of universal accessibility for people with disabilities (Legislative Royal Decree 1/2003 of 29 November, approving the consolidated text of the General Law on Persons with Disabilities and their Social Inclusion) and the values inherent in a culture of peace and democratic values (Law 27/2005 of 30 November on the promotion of education and a culture of peace).

12. In accordance with Article 32 of Organic Law 10/2022 of 6 September on the comprehensive guarantee of sexual freedom, the assessment, verification and accreditation of university degree programmes shall take into account the degree of compliance with the provisions of this legislation in the area of education. The absence of content relating to gender equality and the prevention and eradication of sexual violence, without appropriate justification, may give rise to a reasoned unfavourable report. Universities shall establish a training programme on the prevention of violence against women and the promotion of equality between women and men, which can be assessed and accredited by AVAP within the curricula leading to official university degrees, in a manner consistent with the competencies inherent to those degrees. The requirements set out in Organic Law 10/2022, Dimension 4.13, regarding the planning of teaching programmes must be taken into account.

13. The appropriate number of learning outcomes will depend on the degree programme in question, but it must be borne in mind that these are defined at degree programme level and that their number must under no circumstances exceed the students' capacity to acquire them, the organisational feasibility of the curriculum, or the rationality of the assessment system used to evaluate learning progress.

14. The design of the curriculum must be aimed at ensuring that students achieve the intended learning outcomes; therefore, for each subject, it must be defined what students are expected to be able to demonstrate upon successful completion. In this regard, there must be consistency between the learning outcomes defined for the degree programme and their elaboration in the Course Planning (Dimension 4).

DIMENSION 3. ADMISSION, RECOGNITION AND MOBILITY

This section assesses whether the degree programme has systems in place that clearly regulate and provide information on the various routes of access, admission and student guidance at the start of their studies, and whether these systems are adequate.

3.1. Entry requirements and student admission procedures

1. Entry

With regard to entry to Bachelor's degree programmes, the provisions of Article 15 of Royal Decree 822/2021 and Royal Decree 534/2024 of 11 June, which regulate the entry requirements for official university Bachelor's degree programmes, the basic characteristics of the entrance examination and the basic regulations governing admission procedures, shall be observed.

For Master's degree programmes, when defining the entry requirements, the provisions of Articles 18.1 and 18.2 of Royal Decree 822/2021 must be taken into account.

In the case of Master's degree programmes leading to the practice of a regulated profession, the entry requirements set out in the relevant Ministerial Order must be observed.

University regulations must stipulate that, for both Bachelor's and Master's degree programmes, at least 5 per cent of the places offered must be reserved for students with a recognised degree of disability of 33 per cent or more, as well as for students with permanent educational support needs (Articles 15.3 and 18.6 of Royal Decree 822/2021).

Should it be necessary to hold specific entrance examinations for a degree programme, the programme description must set out the procedure for these examinations, as well as any criteria and/or conditions deemed necessary, which must be appropriate to the nature of the degree programme.

2. Admission

Admission criteria must be academic in nature, public, objective, clearly described, unambiguous and consistent with the subject area of the degree programme.

For admission to Master's degree programmes, the recommended entry profile must be included; this must be made public and available before students enrol. This profile must describe the skills, prior knowledge and level required to ensure students can benefit fully from the programme.

Where languages other than the official languages are used in the teaching process, the admission requirements must specify the level of proficiency in those languages required of students, in accordance with the relevant European standards. It is recommended that, as a minimum, a B2 level of the CEFR be required for proficiency in these languages in Bachelor's and Master's programmes.

Furthermore, for degree programmes taught in Spanish and/or Valencian, students who have not previously studied in these languages or for whom they are not their usual language must demonstrate proficiency at B2 level.

The body responsible for conducting the admissions process must be specified. Furthermore, the criteria for assessing merits and the specific admission tests used in the selection system established for the degree programme must be provided. In the admission procedure, where a distinction is made between the assessment of objective merits and the interview with candidates, the criteria used must not be subject to double assessment in both phases. Where applicable, the main criteria to be assessed during the interview must be explicitly stated.

These systems and procedures must include, for students with specific educational needs arising from a disability, appropriate support and advisory services, which will assess the need for possible curricular adaptations, alternative pathways or alternative courses of study.

Furthermore, for Master's degree programmes, when defining the admission criteria, account must be taken of the provisions of Article 18.4 of Royal Decree 822/2021 (Procedures for conditional enrolment for access to an official university Master's degree programme) and, where applicable, the ninth additional provision – Academic programmes with successive pathways in the areas of Engineering and Architecture.

3. Supplementary training modules

Where the Master's degree programme includes **supplementary training modules**, a description must be provided of which student groups, based on their prior learning, will be required to undertake them and which will be exempt from doing so.

The credit load of the supplementary training modules must not exceed the equivalent of 20 per cent of the degree's total credit load.

These supplementary modules may be organised outside the Master's programme's curriculum or included within it. Section 3.1 must describe the profile of students required to undertake these supplementary modules. In all cases, it must be ensured that students undertake at least 60 ECTS credits that develop learning outcomes at MECES Level 3.

The detailed definition of the modules (content, learning outcomes, teaching activities, assessment methods) shall be set out in section '4 Curriculum' where the supplementary modules form part of the Master's programme, and in this section 3.1 of the application where they do not.

4. Procedure for changing mode of study

The conditions under which, where applicable, students may change delivery mode must be specified, provided that the simultaneous delivery of different teaching modes within the same degree programme is envisaged.

The programme proposal must include detailed information on the procedures in place to enable students to change their mode of delivery (face-to-face, blended or online), including the time period during which this is possible. Changes to the mode of delivery must not result in the number of places offered exceeding the limit set out in the programme proposal for each mode. Furthermore, the programme proposal may stipulate that a procedure for changing the mode of delivery is not permitted.

3.2. Credit transfer and recognition systems

1. The proposed systems for credit transfer and recognition must be set out, with a view to facilitating student mobility, both within the country and abroad.

2. **Credit recognition** is understood **to mean** the acceptance, by a university, of credits obtained in official courses or the university's own degree programmes, whether at that university or another, so that they may be counted towards other courses for the purpose of obtaining an official degree.

In the case of a **joint** degree, it must be ensured that all students undertake the programme under the same academic and administrative conditions, regardless of the institution at which they enrol; consequently, they must be subject to comparable regulations and criteria for credit recognition.

In the case of **programmes that are discontinued** due to the introduction of the proposed degree programmes, the credit recognition must be reflected in the new programme to be introduced.

3. **Credit transfer** involves the inclusion in the academic transcript and the European Diploma Supplement (EDS) of all credits obtained in previously completed official degree programmes, at the same or another university, even if they did not lead to the award of an official degree programme.

Thus, all credits obtained by students in official courses undertaken at any university – whether transferred, recognised or undertaken to obtain the relevant degree programme – will be included in their academic record and reflected in the European Diploma Supplement.

Credits corresponding to Final Year Projects (TFG) or Master's Theses (TFM) cannot be recognised, with the exception of those carried out specifically as part of a mobility programme.

4. Credits previously earned by students may be recognised in the new degree programmes they are to undertake, in accordance with the regulations established by the university for this purpose, which must, in all cases, comply with the following basic rules.

In the case of a **Bachelor's degree programme**:

- Provided that the degree programme to which the student is seeking admission belongs to the same field of study, up to the full number of core course credits may be recognised, whilst ensuring the academic and educational coherence of the learning outcomes. The recognition of credits in interdisciplinary degree programmes must be based on the specific area of study of each of its subjects.
- Credits for other modules and subjects may also be recognised between degree programmes within the same area of study or across different areas, provided that the knowledge, competencies and skills defined by the modules or subjects to be recognised are consistent, both academically and in terms of educational objectives, with those in the curriculum of the degree programme to which the student wishes to progress (Article 10.9 of Royal Decree 822/2021).

- Students may obtain academic recognition in the form of credits for their participation in **university cultural, sporting, student representation, charitable and cooperation activities**. To this end, the curriculum must provide for the possibility of recognising at least 6 credits for participation in such activities. Under no circumstances may the total number of credits recognised under this provision exceed 10 per cent of the total credits in the curriculum.
- Credits obtained in **non-university higher education programmes** that are relevant to the learning outcomes of the programme may also be recognised, up to a maximum of 25 per cent of the programme's credit load, and these shall apply to core, compulsory and optional modules of the Bachelor's degree programme (Article 130 of Royal Decree 659/2023 of 18 July, implementing the organisation of the Vocational Training System). The report must include a link to the agreement between the higher-level vocational training centre and the university, approved by the university's governing body and the department responsible for vocational training within the Valencian Regional Government, setting out the relationships between the relevant qualifications. Furthermore, the minimum number of ECTS credits to be recognised must be specified. If required by the agreement, a link to the relevant website must be provided.
- In the event that the university's regulations provide for the possibility of recognising a number of credits for these circumstances (accredited work and professional experience, non-university higher education, non-official university education), but the degree programme description does not specify the credits to be recognised (minimum and maximum) in the table under Criterion 3.2, for the purposes of assessment, it will be understood that such recognition does not apply to that specific degree programme. A link to the relevant regulations shall be provided in section 3.2.

In the case of **Master's degree programmes**:

- The transfer of credits between official university Master's programmes may take place provided that the programmes belong to the same area of study, taking into account the academic and educational coherence of the knowledge, competencies and skills defined by the modules or subjects to be recognised with those existing in the curriculum of the programme to which admission is sought.

5. **Accredited work and professional experience** may also be recognised in the form of credits, which will count towards the award of an official degree programme, provided that such experience is related to the learning outcomes inherent to that degree. Likewise, credits relating to **non-official university courses or institution-specific qualifications** and **non-university higher education** may be recognised. The recognition of these credits will not involve the awarding of a grade for them; therefore, they will not count towards the assessment of the academic record.

The recognition of credits in cases of accredited work and professional experience, non-official university courses or institution-specific qualifications, and non-university higher education shall be based on the following criteria:

- The number of credits recognised on the basis of professional or work experience and non-official university courses (institutional qualifications) must not may not, **in total**, exceed 15 per cent of the total credits comprising the curriculum. In all cases, the

subjects or modules of the curriculum affected by the recognition must be indicated and specified, and these must have a quantitative equivalence to the recognised credits.

- With regard to the recognition of **credits based on professional or work experience**, the following must be provided: 1) the part of the curriculum affected by the recognition; 2) a definition of the type of professional experience that may be recognised, based on the profile, position, years of experience and level of commitment. As a guide, a maximum of 3 ECTS credits will be recognised for every 6 months of accredited full-time professional experience; and 3) justification of such recognition in terms of learning outcomes, as the graduate profile must be the same. Recognition based on professional or work experience must primarily apply to External Academic Placements, as well as to those modules or subjects within the curriculum that include learning outcomes associated with skills and competences.
- Credits from institution-specific qualifications may, in exceptional cases, be recognised at a rate exceeding 15 per cent of the total ECTS credits for the qualification and, where applicable, be recognised in full, provided that the corresponding institution-specific qualification has been discontinued and replaced by an official qualification. In accordance with the Royal Decree, internal quality assurance systems shall ensure the academic suitability of this procedure; in any case, the programme description for the aforementioned institution-specific degree must be submitted, containing the information set out in Annex IV of this Guide.

6. Where the university's regulations provide for the possibility of a range of credits to be recognised in these cases (accredited work and professional experience, non-university higher education, non-official university education), but the programme description does not explicitly specify the credits to be recognised (minimum and maximum), in the table for Criterion 3.2, for the purposes of assessment, it will be understood that such recognition does not apply to that specific degree programme.

3.3. Procedures for organising mobility for outgoing and incoming students

Where applicable, justification must be provided for how mobility activities align with the programme's learning outcomes, including information on active collaboration agreements and conventions for student exchange within the specific degree programme, calls for applications or mobility grant schemes funded by the participating universities or institutions, as well as on the support units and information systems for outgoing and incoming students. Where applicable, a link to the university's regulations on mobility must be included.

DIMENSION 4. CURRICULUM PLANNING

1. All curricular activities included in the course planning for degree programmes must be designed to ensure that students achieve the intended learning outcomes, as defined in Dimension 2 of the verification report. Therefore, for each module or subject, it is essential to specify what students are expected to be able to demonstrate upon completion. In this context, it is essential to ensure academic consistency between the learning outcomes defined for the degree programme and their implementation in the academic planning. The curriculum design must explicitly set out all the theoretical and practical knowledge and skills that students are required to acquire during their studies.

2. When designing and allocating credits for the bachelor's and postgraduate curricula, the guidelines set out in Articles 14 and 17 of Royal Decree 822/2021 and specified in section 1.7 of this Guide must be followed.

3. A curriculum may be structured around core, compulsory, optional or mixed modules, in addition to the Bachelor's or Master's Final Project (TFG/TFM). It may also incorporate external academic placements, seminars, supervised projects or other learning activities. Regardless of the structure adopted, the description of the curriculum must include detailed information on the content, learning outcomes, assessment systems and educational activities, expressed in terms of academic teaching and learning units. This information is essential for assessing the suitability and coherence of the curriculum design in relation to the programme's title, educational objectives, graduate profiles and intended learning outcomes, as well as its alignment with the MECES level.

The design of the curriculum must, in turn, allow for traceability between the mode of delivery, languages of instruction, types of modules, subjects or courses, timetable, learning activities and their face-to-face component, teaching methodologies (including, where applicable, specific methodological strategies for teaching innovation), assessment systems and, where relevant, specific curricular structures.

4. The organisational units of the curriculum have been defined as follows:

- a) **Module:** an academic unit comprising one or more subjects, forming an organisational unit within a curriculum. Although it is not compulsory to group subjects into modules, doing so may facilitate the understanding and organisation of the curriculum. A module may be defined according to the nature of the subjects it contains. Generally speaking, modules may be defined as theoretical, methodological or technological in nature, or linked to professional practice or research. This grouping may cover a specific period or be spread over several periods (for example, in the case of a module comprising several subjects scheduled across alternating semesters).
- b) **Subject/Course:** an academic unit comprising one or more courses, forming coherent units from a disciplinary perspective. Royal Decree 822/2021 uses the terms 'subject' and 'course' interchangeably. It is common to define a 'course' as the academic unit for which students enrol, whilst several courses may be grouped together to form a subject. When a subject carries a high number of credits and involves the acquisition of numerous learning outcomes, it is necessary to describe in detail the various learning activities, assessment methods and content. This information must enable verification that the subject's curriculum design ensures the acquisition of those learning outcomes. If a description at subject level is chosen, the names of the modules comprising the subject must be provided.

Bachelor's Degree Programmes

5. Study programmes leading to a Bachelor's degree shall comprise 240 ECTS credits, except for those which, under specific legislation or European Union law, are required to comprise 300 or 360 credits. Their sequential structure is set at 60 credits per academic year. Exceptions to this rule shall be made for international joint degree programmes established within the framework of the European Commission's European Universities Programme calls for proposals and for those referred to in the sixth additional provision of Royal Decree 822/2021.

6. Curricula comprising 240 credits must include a minimum of 60 credits of core modules, of which at least half must relate to the same area of study as the degree, whilst the remainder must relate to other fields and must consist of modules or subjects worth at least 6 credits each, which must also be offered in the first half of the curriculum.

For 300- and 360-credit Bachelor's degree programmes, core studies shall comprise a minimum of 75 and 90 credits, respectively.

7. Where the curriculum includes curricular external academic placements, these shall account for a maximum of 25 per cent of the total credits for the programme, with the exception of those Bachelor's degree programmes which, under European Union law, must have a different percentage; such placements shall preferably be offered in the second half of the curriculum. Degree programmes that include a Dual Specialisation, as regulated in Article 22, are also exempt from this rule; the duration of such placements shall be between 20 and 40 per cent of the credits for the degree programme.

8. The final-year project is compulsory and is classified as a 'Final Project' credit. Its aim is for students to demonstrate their mastery and application of the knowledge, competencies and skills that define the degree programme. This final-year dissertation shall be worth a minimum of 6 credits for all degree programmes, and a maximum of 24 credits for 240-credit degree programmes, 30 credits for 300-credit degree programmes and 36 credits for 360-credit degree programmes. It must be undertaken during the final phase of the curriculum. Furthermore, final-year dissertations must be defended at a public examination, in accordance with the regulations established for this purpose by the institution or, where applicable, the university.

Master's Degree Programmes

9. Curricula leading to a Master's degree shall comprise 60, 90 or 120 ECTS credits, distributed across compulsory and optional modules, the Master's dissertation, external academic placements where applicable, and other academic activities.

10. Master's degree programmes may include external academic placements to reinforce students' training through university-supervised activities at organisations such as institutions, companies or organisations. These placements should enable students to apply the competencies and skills acquired, or, where appropriate, to improve their research skills. These placements may not exceed one-third of the total credit load comprising the curriculum.

11. The Master's dissertation is compulsory and is awarded as 'Final Project' credits. Its aim is for students to demonstrate their mastery and application of the knowledge, competences and skills that define the degree. It shall be worth between 6 and 30 ECTS credits. It must be undertaken during the final phase of the curriculum and defended at a public examination, in accordance with the regulations established for this purpose by the institution or, where applicable, the university.

Degree programmes qualifying graduates to practise a regulated profession

12. In the case of degree programmes qualifying graduates to practise regulated professional activities in Spain, the study programmes must comply with the conditions laid down by the Government and, where applicable, with the relevant European regulations. These study programmes must, in all cases, be designed in such a way as to enable students to achieve the necessary learning outcomes stipulated for practising the corresponding profession within the various professional bodies.

Even if the programme does not confer professional qualifications, if it is designed as a pathway to programmes that do confer such qualifications, it must also comply with the provisions of the regulations governing the programme or the profession, as applicable, to which access is sought.

Application of Organic Law 10/2022 of 6 September on the comprehensive guarantee of sexual freedom to academic qualifications that are subject to verification or modification

13. Pursuant to Article 32.1 of Organic Law 10/2022, the assessment, verification and accreditation of university degree programmes shall take into account the degree of compliance with the provisions of Title III of that Law, relating to training. Consequently, the absence of content relating to gender equality and the prevention and eradication of sexual violence, without appropriate justification, may give rise to a reasoned unfavourable report from the relevant verification or evaluation body.

In general terms, Article 32.2 of Organic Law 10/2022 establishes the obligation for universities to establish an educational pathway on the prevention of violence against women and the promotion of equality between women and men within the curricula leading to official university programmes, in a manner consistent with the competencies inherent to those programmes. In this regard, these educational pathways may be structured through specific Bachelor's or Master's degree programmes in gender studies, the incorporation of gender-specific content, subjects or modules into the various Bachelor's or Master's programmes, or even through the establishment of specialisations, concentrations or *minors* in gender studies leading to the award of the European Diploma Supplement corresponding to the programme. Particular attention will be paid to compliance with these regulations in academic qualifications related to the areas of Social and Legal Sciences (Educational Sciences; Social Sciences, social work, industrial relations and human resources, sociology, political science and international relations; Law and legal specialisms; Gender Studies and feminist studies; Journalism, communication, advertising and public relations) and Health Sciences.

As a specific provision, in accordance with Article 24.1 of Organic Law 10/2022, with regard to training in the teaching and educational sector, the inclusion of content aimed at providing training in the prevention, awareness-raising, detection and management of sexual violence in certain subjects or modules within the curricula of official university degrees leading to teaching professions (Bachelor's and Master's degrees in the field of Educational Sciences).

Similarly, as a specific provision, in accordance with Article 25.1 of Organic Law 10/2022, in relation to training in the health, social-health and social services sectors (Bachelor's and Master's degrees in the field of Health Sciences, in particular Nursing and Medicine, as well as Social Work and academic qualifications related to social services – such as social education or social integration), training content on the prevention, detection,

intervention and support for victims of sexual violence shall be included in certain subjects or modules of the curricula for official university degrees where this is consistent with the competencies inherent to those degrees.

4.1. Structure and description of the curriculum

4.1.1. Structure

1. The organisational units comprising the curriculum must be described; different levels of structure may be used for this purpose. A maximum of three levels may be used (modules, subjects and courses).
2. The information on the curriculum must be sufficiently broken down to allow for its evaluation and to verify its suitability for achieving the established learning outcomes.
3. For each of the levels (modules/subject areas/courses) into which the curriculum is organised, the following information must be specified (in the relevant forms on the SEDE online portal):

- a) **Title**, which must be consistent with the learning outcomes and content covered in the subject/course.
- b) **Number of ECTS credits**. When allocating credits to each of the subjects that make up the curriculum, the number of hours of student work required to achieve the corresponding learning outcomes must be taken into account. This allocation must include the hours devoted to lectures, theoretical or practical classes, hours of independent (or personal) study, those devoted to seminars, assignments, practical work or projects, and those required for the preparation and completion of the relevant assessment tests.

The minimum number of hours per credit shall be 25, and the maximum 30. The allocation of credits, and the estimation of the corresponding number of hours, shall be understood to refer to students undertaking full-time university studies for a minimum of 36 and a maximum of 40 weeks per academic year.

- c) **Type**: core, compulsory, optional, mixed, Final Year Project (FYP) or Master's Thesis (MT) or External Academic Placements (EAP).

A mixed module is defined as one that encompasses subjects of different types.

Compulsory and core modules are considered to be those which all students must take. Consequently, by their very nature, all modules related to a specific pathway, specialisation or major will be optional from the general perspective of the curriculum. Generally speaking, modules consisting entirely of optional subjects or activities shall be considered optional modules.

The Final Year Project (TFG) and Master's Thesis (TFM), by their very nature, must be defined separately. The same applies to External Academic Placements when these are compulsory.

The designation 'External Academic Placements' (PAE) must be applied exclusively when this module or course is compulsory for all students on the degree programme. If the PAE module is not compulsory for all students, it must be considered an optional module. This includes cases where the degree programme is structured into specialisations or areas of concentration, where PAE modules may differ according to the established curricular specialisations.

- d) For core modules, the area of study must be specified, in accordance with the guidelines set out in section '1.2 Field of study to which it belongs'. Duration and placement of the subject within the curriculum. The corresponding time unit and the number of ECTS credits to be studied in that time unit (annual, half-yearly, four-monthly, quarterly) must be indicated.
- e) **Learning outcomes.** For each subject, the specific learning outcomes must be set out, linking them to those established in Dimension 2 of the report, so as to ensure their consistency with the degree programme's curriculum design.

If the curriculum includes optional modules, their specific learning outcomes must be set out in the PDF for Section 4.1. These outcomes must not be included in Dimension 2, as they will not be covered by all students on the degree programme, but only by those taking these optional modules or subjects.

4.1.2. Description

1. A brief **general description** must be included **of the** chosen **structure** of modules, subjects or courses that will make up the curriculum and how they will be sequenced over time, as well as the languages used in the learning process, with groups organised by language where applicable.

2. Where the curriculum is delivered **through more than one mode of teaching and learning** (face-to-face, blended, online), a description must be provided of how the information relating to each of these modes will be presented within the various modules and subjects. For each mode of delivery, all relevant information regarding the curriculum must be provided. It must be ensured that the different modes of delivery enable all students to achieve the same learning and educational outcomes.

3. Where applicable, any possible **study pathways** must be justified and described, such as degree programme specialisations, master's specialisms, groups differentiated by language of instruction, programmes adapted to the characteristics of each institution, dual programmes with specific pathways, or any other type of pathway that students may follow within the curriculum.

This section shall set out the specific learning outcomes that are unique to these study pathways and which, therefore, are not acquired by all students. Similarly, it shall indicate in which modules/subjects/courses within the pathway these learning outcomes are intended to be addressed.

In addition, special requirements may be included for undertaking the various modules or subjects, concentrations, specialisms or specific pathways within the curriculum.

4. In the case of predominantly practical modules/subjects/courses offered via a blended and/or online delivery method, a justification must be provided as to why this delivery

method is suitable for the acquisition of the competences and learning outcomes set out.

5. Regardless of the programme's delivery mode, External Academic Placements for official degree programmes must be face-to-face. In exceptional cases, and subject to specific justification consistent with the training plan, they may be delivered online or in a hybrid format.

6. **Teaching coordination systems.** Measures aimed at coordinating teaching activities and assessment systems must be described, so as to ensure horizontal (within the course) and vertical (across the degree programme) interaction. At a minimum, the parties involved and the mechanisms and procedures to be used to ensure adequate coordination must be specified. Coordination systems shall be considered of particular importance in joint or inter-university degree programmes.

7. The PDF attached to Criterion 4.1 shall include a detailed description of the selected main level of structure (subject/module) in the form of a fact sheet. This fact sheet must detail the following aspects, in accordance with the guidelines set out in point 3 of section 4.1.1, corresponding to the 'Structure of the Curriculum' in this guide:

- a) **Name.**
- b) **Number of credits.**
- c)
- d) **Type** (core, compulsory, optional, mixed, Bachelor's or Master's Final Project, External Academic Placements).
- e) **Field of study** (in the case of core modules).
- f) **Timing** within the curriculum.
- g) The **learning outcomes** that students will achieve. The learning outcomes established for the degree programme shall be linked to each subject. The university may describe other learning outcomes, not included in the list provided in Dimension 2 of the report, which correspond to optional subjects. A specific, clearly identified section shall be created for this purpose. Where the curriculum includes mixed-type modules—that is, those comprising both compulsory and optional credits—it must be made clear which part of the content corresponds to the learning outcomes and compulsory credits, and which part corresponds to the learning outcomes and optional credits.
- h) The planning of the **learning activities** to be carried out in each module/subject (as applicable). For each of these learning activities, the number of hours required, the percentage of these hours to be spent in face-to-face sessions and, in the case of online delivery, the percentage of the learning activity involving synchronous student–tutor interaction must be specified.

Subjects are not classified by mode (face-to-face, blended or online) in the same way as the degree programme itself is. It is the descriptive information on the percentage of face-to-face contact and synchronous interaction within the hours of teaching activities for each subject that will be used as a reference in the calculations to determine the degree programme's mode of delivery, as set out in section '1.6. Mode of delivery: face-to-face, hybrid and online' of Dimension 1.

The percentage of face-to-face teaching refers to face-to-face teaching in the strict sense, which implies the physical and synchronous presence of teaching staff and students at the teaching venue to carry out the teaching activity, in line with the provisions of Royal Decree 822/2021, Article 14.7.

In justified cases, where teaching takes place in person at one university campus and, at the same time, synchronously at a different university campus—always under the

coordination of university staff at both campuses—such teaching may be considered face-to-face in both instances. The resources and staff required to carry out these activities must be detailed in Dimensions 5 and 6 of the verification report.

The student/teaching staff interaction rate (or synchronous interaction rate) measures the synchronous but non-physical interaction between these parties. It does not influence the determination of the degree programme's delivery modes but rather provides information on what percentage of the distance learning activity involves interaction, offering the necessary information to assess the attainment of the learning outcomes associated with the module/subject/course. The synchronous interaction percentage must be specified for both the online and blended learning modes.

It should be noted that students' independent study is not considered to be a teaching activity in the strict sense. Independent study will not be taken into account in the calculations used to determine the programme's delivery mode.

As set out in Section 1.6, Paragraph 3 of this Guide, learning activities consist of teaching activities and students' independent study. Please note that the standard requirements for a face-to-face degree programme are that the teaching activities for each module should comprise between 8 and 10 hours of face-to-face teaching per ECTS credit; proposals falling outside these ranges must be justified. The standards for online or blended degree programmes require at least 4 hours of synchronous interaction per ECTS credit.

The learning activities, the time allocated to them, and the percentages of face-to-face contact and synchronous interaction must be consistent with the number of credits associated with the module/subject, the content and the learning outcomes that students are required to achieve.

Where learning outcomes are acquired through lectures and practical activities, the percentage of face-to-face contact must be sufficient to ensure the acquisition of those learning outcomes.

In the module 'External Academic Placements', the learning activity consisting of the actual completion of these placements at partner organisations must account for at least 80 per cent of the total hours of learning activities allocated to the ECTS credits for the module.

- i) **Teaching methodologies.** The main teaching methodologies associated with the learning activities for each module must be described, ensuring that they are aligned with the achievement of the established learning outcomes.
- j) The course **content** must be described in sufficient detail to enable an assessment of its consistency with the learning activities, the credits allocated, the learning outcomes and its alignment with the levels of the Spanish Qualifications Framework for Higher Education (MECES).
- k) If the description of the teaching plan is provided at subject level — as the most basic level — the modules included within that subject must be listed.
- l) **Assessment systems.** The assessment systems to be used to evaluate the learning outcomes achieved in the module/subject must be detailed, along with the weighting of each. This weighting shall be specified as a range with a lower and upper limit; the lower limit may not be '0' under any circumstances, and the difference between the limits may not exceed 30 per cent.

Assessment systems must be tailored to the nature of the various subjects and be consistent with the learning outcomes to be achieved by students, the learning

activities and the teaching methodology used.

- m) **Languages in which the subjects will be taught.** Prior to the start of each academic year, students must be informed of the languages in which each subject will be taught if it has been specified that several languages will be used in the teaching process.
- n) A '**Comments**' section, in which comments, clarifications or additional information on each subject may be included. This section is optional.

8. Courses. Where subjects are further broken down into courses, the following information must be provided for each course as a minimum: nature, ECTS credits, timetable, and languages of instruction.

4.2 Basic description of teaching activities and methodologies

In this section of the verification report, a complete list of the teaching activities and methodologies used in the various subjects comprising the curriculum must be provided, including an appropriate description of each one. The teaching activities and methodologies associated with each subject must correspond strictly to the terms defined in this list, ensuring coherence and consistency throughout the entire report.

4.3 Basic description of the assessment systems

1. A complete list of the assessment systems for the various subjects comprising the curriculum must be provided, including an appropriate description of each one. It is essential that the assessment systems described for each subject are consistent and use the same terminology as set out in this list throughout the entire report.

2. The assessment system for External Academic Placements (PAE) must include a report by the academic tutor, a report by the professional tutor or the company and/or institution, and the final report produced by the student. The academic tutor will supervise each student's achievement of the learning outcomes, with a specific weighting established for the professional tutor and a separate one for the academic tutor in the assessment.

3. The final report shall specify that Bachelor's and Master's final projects must be defended at a public session, as set out in Royal Decree 822/2021, in accordance with the regulations established for this purpose by the centre or, where applicable, the university.

The defence of the Bachelor's and Master's theses may take place via videoconference in any of its forms, provided that:

- a) A representative of the university verifies the identity of the student presenting the final-year project.
- b) The defence is public, either where the student is present or where the examination board is present.
- c) There is the possibility of synchronous interaction between the student and the examination board.

4. Links must be included to the university's or centre's current regulations on External Academic Placements and the Final-Year Project, whether this is a Bachelor's Final-Year Project (TFG) or a Master's Final-Year Project (TFM), as applicable.

5. As stated in the REACU document of 15 January 2020, “In applying these criteria, assessment systems must ensure adequate verification of the authorship of assessment tests, as well as that these have been completed by the student without external assistance. This may be achieved through the face-to-face nature of the assessment system, or through an appropriate combination of technology and human resources, which ensure the identification of students and control of the environment, thereby enabling proper assessment through the demonstration of each student's attainment of the learning outcomes.”

In the case of degree programmes where a significant proportion of the assessment is conducted remotely, the authorship verification system for the assessment procedures shall be detailed in section “6.1 Justification of available material resources and services”.

4.4 Basic description of specific curricular structures

The specific curriculum structures within the degree programme must be set out in the curriculum report and justified in Dimension 1. In such cases, this section 4.4 must provide the information necessary to assess their coherence and suitability in relation to the programme's objectives and learning outcomes.

The university must ensure that students following these structures achieve the key learning outcomes of the official degree programme containing these specific curricular structures.

In the case of the Dual Specialisation, the structure and content of this document are set out in Annex II of this guide.

DIMENSION 5. ACADEMIC AND TEACHING SUPPORT STAFF

This dimension assesses the suitability of the teaching staff and other human resources (support staff) necessary to guarantee the quality of teaching and ensure that students achieve the learning outcomes set out in the degree programme.

A detailed description must be provided of the basic profiles of the teaching staff and other human resources required and available to deliver the proposed curriculum effectively.

5.1. Academic staff

1. The suitability of the teaching staff assigned to the degree programme is assessed, taking into account their academic specialisation, their hours of commitment, and their teaching and research experience. Factors that may affect their commitment are also taken into account, such as the delivery methods (face-to-face, blended or online), the number of students and their distribution across groups, the languages of instruction, and the existence of external academic placements.

2. To ensure this section is properly assessed, the proposal must distinguish between staff who will be directly involved in delivering the degree programme and, where applicable, those planned for recruitment.

3. With regard to the specialisation of teaching staff, as a general guideline which may vary according to the characteristics of the degree programmes, the following is established:

- For Bachelor's degree programmes, the appropriate qualifications of teaching staff are linked to the area of knowledge to which the subjects belong and to the teaching staff member themselves.
- For Master's degree programmes, the level of specialisation required is higher and must be reflected in the description of the academic profile of the teaching staff.

4. The university must specify the planned teaching staff to ensure the programme is properly delivered. Clear and well-organised information must be provided, specifying the teaching profiles as a whole and, furthermore, each individual case, without the need to provide personal details. The profiles may be described in aggregate terms by fields of knowledge (in relation to teaching) or by the areas of expertise of the teaching staff involved. The teaching profile refers to the teaching staff's experience in delivering specific modules and programmes related to the subject area of the proposed degree programme.

5. To this end, **Table 5A** should provide the following **information** regarding the proposed title, **grouped by subject area or similar**:

- Name of the field of study or similar.
- ECTS credits for new teaching staff in the area required to deliver the degree programme.
- Teaching workload in ECTS per area of knowledge or similar.
- Number of lecturers in the field of study or similar involved in the degree programme.

- Number of accredited and non-accredited PhD holders in the field of study or similar involved in the degree programme.
- Academic ranks of teaching staff in the field of study or similar involved in the degree programme.
 - In the case of public universities: number of Full Professors (CU), number of Associate Professors (TU) and staff employed under the various contractual categories.
 - In the case of private universities, the categories must be defined (with any equivalence to the positions described above being indicated) and the number of teaching staff in each category must be stated. Furthermore, it must be specified whether the teaching staff have received a positive evaluation from a quality assurance agency.
- Number of ECTS credits for the modules or subjects assigned to each area of knowledge or similar.

Table 5A Aggregated information by area of knowledge or similar

Name of the area of knowledge				
New appointments (ECTS)				
ECTS credits allocated to the degree programme				
Academic category	Number	% accredited	% PhD	ECTS credits for the programme
Category 1				
Category 2				
Category 3				
Category 4				
.....				
.....				
.....				

6. **Table 5B** will provide the following **information** regarding the proposed degree programme, **organised by academic staff profiles**:

- Identification of the academic staff profile.
- Academic qualifications.
- Field of knowledge or similar.
- Academic category.
- Workload (Full-time, Part-time), indicating the maximum number of credits that can be taught under each type of workload.
- Accreditation (YES/NO).
- PhD (YES/NO).
- Years of teaching experience.
- Research or professional field (for Master's programmes only).
- Subjects or modules to be taught.
- Language proficiency, in the event that the degree programme is taught in a second, non-official language. If teaching is conducted in a second language that is not one of the official languages of the Valencian Community, the teaching staff involved must

demonstrate at least a C1 level of the CEFR or equivalent in that language.

- For non-accredited and/or non-PhD teaching staff, the following must also be provided:
 - Teaching merits (in the case of non-accredited teaching staff). Years of teaching experience and subjects taught over the last five years. Where applicable, whether they have received recognition for their teaching work from any agency.
 - Research or professional merits where applicable (in the case of teaching staff without a PhD). Indicate the lines of research associated with the profile.

Table 5B Information regarding the programme, organised by teaching profiles

No.	Academic background	Field of knowledge	Academic category	TC/TP commitment	Accredited (Y/N)	PhD (Y/N)	Years of teaching experience	Field of research or professional field*	Subjects taught	Language proficiency**

* For Master's programmes only

** Only if the subject is taught in a second, non-official language

7. It should be borne in mind that the curriculum must ensure the availability of teaching staff appropriate to the degree programme, in terms of teaching, research and/or professional experience, as well as in sufficient numbers, to enable the programme to be delivered on time under the same academic conditions.

For both Bachelor's and Master's programmes, where there are several intakes per year, it is important to clarify each lecturer's workload in accordance with the planned academic calendar. The number of hours per lecturer to be devoted to supervising Bachelor's/Master's final projects and external academic placements must also be specified.

To this end, the information shall be organised as set out in **Table 5.C**. Where a degree programme is delivered simultaneously in several modes (face-to-face, blended, online), a separate Table 5.C must be attached for each mode.

Table 5.C Teaching requirements of the curriculum

Breakdown of the curriculum			Teaching staff		
Subject	No. of students	Total credits taught	Teaching staff profile	Credits taught	Hours of teaching or synchronous activity
Module 1			Profile 1		
			Profile No. 2		
Course 2			Profile 3		
			Profile No. 4		
Subject 3			Profile No. 5		
.....					

8. Joint or Inter-university Degree Programmes

For both bachelor's and postgraduate programmes:

- Agreements must be put in place to organise the involvement of teaching staff from the various participating universities, provided that this has not been explicitly stated in the agreement.
- The academic, research and professional profiles of all teaching staff from the various participating universities must be described in the same terms as set out above.

9. Dual Specialisation

If the degree programme includes a Dual Specialisation, it must be clearly specified which lecturers are involved in the dual pathway. Annex II of this Guide contains all the information on dual specialisations.

10. Required academic staff

For both official Bachelor's and Master's degree programmes, if not all the academic staff are available at the time of submitting the proposal:

- A provisional timetable for the recruitment of the necessary staff who are not yet available, in accordance with the profiles defined in Table 5.B, must be attached.
- The university must explicitly commit to ensuring that the teaching staff will guarantee the proper implementation of the degree programme at all times throughout its duration. This commitment must be reflected in the degree programme report, specifically in dimension 5.

5.2. Teaching support staff and other necessary human resources

1. The necessary support staff directly involved in the degree programme must be specified, indicating their affiliation with the university, their professional experience and their suitability for the areas of study related to the degree programme. If no specific support staff are required, this must be expressly stated.

Support staff must be specified in terms of job profiles, without the need to include names or CVs. The experience of the available support staff must be adequate for delivering the degree programme at each and every one of the campuses.

2. Details must be provided of support staff specialising in the IT management of the teaching platform used, as well as a general description of the IT department.

3. Where the degree programme includes tutors, advisers or similar roles, and combines several modes of delivery, the specific allocation of these staff members to each mode must be specified.

4. Details must be provided regarding the involvement of teaching and support staff in mechanisms for verifying student identity and ensuring the integrity of assessment processes, particularly in the case of online delivery.

5. For both official Bachelor's and Master's degree programmes, if the full complement of teaching support staff is not available at the time of submitting the report, a recruitment forecast must be provided to ensure the viability of the proposal, taking into account the structure of the curriculum, the number of credits to be taught, the areas of study involved, the number of students and other relevant variables. In this case:

- A provisional timetable for the recruitment of the necessary staff who are not yet available must be attached.
- The university must explicitly commit to ensuring that the teaching support staff will guarantee the proper delivery of the degree programme at all stages of its implementation. This commitment must be reflected in the degree programme proposal, specifically in section 5.

5.3. Mechanisms to ensure gender equality and non-discrimination against people with disabilities

The mechanisms available to the degree programme to ensure that the recruitment of teaching staff and support staff is carried out in accordance with the criteria of equality between men and women and non-discrimination against people with disabilities must be clearly set out.

Likewise, the measures established by universities for the continuing professional development of academic staff and administrative and support staff must be set out explicitly, with a view to incorporating content aimed at training in the prevention, awareness-raising and detection of sexual violence, in accordance with Article 24.3 of Organic Law 10/2022 of 6 September on the comprehensive guarantee of sexual freedom.

DIMENSION 6. RESOURCES FOR LEARNING MATERIALS AND INFRASTRUCTURE, PRACTICAL ACTIVITIES AND SERVICES

6.1. Justification of the suitability of the available material resources and services

1. This dimension will assess whether the material resources, infrastructure, placements and services required to carry out the activities in the curriculum are adequate to ensure all the intended outcomes of the training and learning process.
2. The curriculum must provide for a sufficient provision of equipment and infrastructure, both at the participating universities and at the collaborating institutions, justifying their suitability for the educational objectives. Specifically, the key material resources and services for the proposed degree programme must be identified and described (laboratories, computer rooms, scientific, technical, humanities or arts equipment, specialised equipment, library and reading rooms, availability of new technologies – internet, virtual teaching campus – etc.). Only information relating to the resources and infrastructure allocated to the delivery of the proposed degree programme should be provided.
3. Key material resources and services are understood to mean the infrastructure and equipment that are essential for the delivery of the proposed degree programme. Where there are several university-owned and/or affiliated centres, the resources and services available at each of them must be specified.
4. In all cases, the criteria for universal accessibility and design for all must be observed, in accordance with the provisions of Royal Legislative Decree 1/2013 of 29 November, which approves the consolidated text of the General Law on the Rights of Persons with Disabilities and their Social Inclusion.
5. Where other organisations are involved in delivering the training activities, information must be provided on the agreements signed to regulate such involvement. Specifically, sufficient information must be provided to demonstrate that the material resources and services available at the collaborating organisations are sufficient to ensure the delivery of the planned training activities.
6. For degree programmes with a significant practical and experimental component, a description must be provided of the facilities or laboratories and their equipment for carrying out practical work.
7. If the degree programme requires infrastructure outside the university, a list and a brief description of the relevant agreements in force must be provided, including, as a minimum, for each of the facilities, the conditions of use (spaces, opening hours, number of workstations, materials and equipment for practical activities) that enable an assessment of whether these material resources are sufficient to cater for the number of students specified in the programme proposal.
8. Support and guidance services for students must be specified, including a description of the diversity support services available at the university. This information may be supplemented by links to public documents or web pages.

9. For hybrid and online delivery modes, the technological infrastructure available for the specific delivery of the degree programme (such as online platforms or similar systems) must be described, and an explanation provided of how this technology is used to ensure the effective delivery of teaching activities and the achievement of the agreed learning outcomes. Specifically, details must be provided of resources relating to distance learning systems, including the software used for communication with students and access to teaching resources such as the university's own materials, databases, online journals or e-books, amongst others.

The IT equipment that students must have at their disposal for the proper completion of their studies must be specified (stating explicitly whether assessment will be face-to-face or online, or, where a combination of both is used, the weighting of face-to-face and online assessments (Royal Decree 905/2025).

The characteristics of the system for verifying the identity and authorship of students when submitting assignments and sitting assessment tests must be specified.

Where the degree programme is delivered online and/or assessment methods that do not require in-person attendance are predominant, the university must describe in detail the system for verifying the identity and authorship of students when they submit assignments and undertake assessment tests.

The implementation of two-factor authentication for access to resources or the online platform is not considered sufficient to guarantee the integrity of the assessment processes. The university must also have a *proctoring* system, or a similar technological solution, that allows for the reliable verification of students' identities and the supervision of examinations, ensuring that the principles of authenticity, transparency and a level playing field are upheld in all assessment processes, and that the attainment of all relevant Learning Outcomes is reliably demonstrated.

With regard to the use of *proctoring* systems for distance assessment, these must comply with the provisions of the Spanish Data Protection Agency.

6.2. Procedure for the management of External Academic Placements

1. External Academic Placements (PAE) are a training activity designed for university students, the aim of which is to enable them to apply and complement the knowledge acquired during their academic studies, thereby facilitating the acquisition of skills. PAEs may be undertaken as part of the curriculum (compulsory or optional) or on an extracurricular basis. Specific regulations must be in place regarding their organisation and operation, as set out in Royal Decree 822/2021 (Article 11.5), and a link to these regulations must be provided.

2. The description of these External Academic Placements must include the following information:

- a) The organisation, operation and established procedure for allocating placements to students.

- b) In the case of qualifying degrees in which External Academic Placements are an integral part of the curriculum, such as in Health Sciences degrees (Bachelor's degrees in Medicine, Nursing, the Master's degree in General Health Psychology and others), or programmes that qualify students for or are related to access to regulated professions, such as, for example, the Master's Degree Programme in Law and Legal Practice, as well as qualifying degrees in Education Sciences, the agreements signed with the relevant institutions must be provided, in accordance with the degree programme description and current legislation.

Where applicable, the programme description must demonstrate that the partner institutions comply with the provisions of Order SSI/81/2017 of 19 January, which publishes the Agreement of the Human Resources Commission of the National Health System, approving the protocol that sets out basic guidelines designed to ensure and protect patients' right to privacy by students and trainees in Health Sciences.

- c) In general, for degree programmes that include compulsory or optional work placements, the agreements must be attached, or alternatively a list of the bodies, institutions, organisations and companies with which an agreement has been signed or is planned. An estimate of the number of places provided for each of these must be included. This information must enable verification of the suitability and adequacy of these agreements in relation to the number of places offered, as well as to the degree programme's various learning outcomes and graduate profiles.
- d) Students must be informed, prior to enrolment, of the location and sites (town and county) of each of the institutions or companies with which an agreement exists for the completion of the external work placements specific to this degree programme.
- e) Information must be provided on the requirements that PAE professional tutors must meet in order to carry out their professional training activities.

6.3. Projected allocation of material resources and services

In the exceptional event that the facilities required to deliver the proposed degree programme are not available, the dates committed to for their commissioning must be specified, and a formal commitment to their availability by the time the degree programme commences must be included, issued by the person in charge of the institution.

If certain facilities are strictly necessary to commence delivery of the degree programme, it will also be essential to have alternative facilities – the availability of which must be indicated in the report – to ensure that students can carry out their educational activities during the transitional period.

DIMENSION 7. IMPLEMENTATION TIMETABLE

7.1. Timetable for the roll-out of the degree programme

1. The chronological sequence for the implementation of the degree programme and, where applicable, the discontinuation of the previous one, must be specified. The implementation by universities of the curricula leading to the award of official programmes may take place simultaneously, for one or more academic years, or progressively, in accordance with the timeframe set out in the relevant curriculum.

If the entire curriculum is implemented simultaneously, it must be ensured that all learning outcomes are achieved. In all cases, detailed information on the planning adopted must be provided.

2. It should be borne in mind that the nature of the planned timetable (whether for simultaneous or phased implementation) will have an impact on the aspects outlined in dimensions 5 and 6.

3. Where the new degree programme replaces a pre-existing one, the implementation period for the new programme must be specified, along with the period set for the phasing out of the curriculum for the former programme.

4. The phased or full roll-out of a new degree programme must respect the rights of students transferring from degree programmes that are being phased out.

7.2. Procedure for adaptation, where applicable, to the new curriculum by students from the previous university structure

The procedure to be followed must be described to ensure that students on existing degree programmes can make an orderly transition without being disadvantaged by the process; a conversion table must also be included, setting out the equivalences between the modules or subjects in the previous version and those in the proposed new curriculum.

7.3. Courses to be discontinued due to the introduction of the proposed degree programme

1. The official university programmes that are to be discontinued as a result of the introduction of the corresponding degree programme must be specified.

2. In the event that credits from non-official university courses are recognised in a proportion exceeding the 15 per cent limit established by Royal Decree 822/2021, reference to the discontinuation of the relevant university-specific degree programme must be included in section "3.2. Credit transfer and recognition system".

DIMENSION 8. INTERNAL QUALITY ASSURANCE SYSTEM

8.1. Internal Quality Assurance System (IQAS/SAIC)

1. The Internal Quality Assurance System (IQAS) applicable to the degree programme to be verified shall be identified; this must comply with the criteria and guidelines for quality assurance within the European Higher Education Area (ESG).

To this end, a link shall be provided giving access to the IQAS documentation, indicating:

- If it is an externally accredited SAIC.
- Its scope in relation to qualifications, which may refer to a specific qualification, the institution responsible for the qualification, or a general university system.

2. Where an application involves more than one university, a IQAS must be provided; this may have been designed specifically for the degree programme or may adopt that of one of the participating universities. No more than one IQAS will be accepted for a single degree programme.

3. If the degree programme's quality assurance system does not have a certified IQAS, the system to be implemented must, at a minimum, provide for the systematic collection and analysis of feedback on satisfaction from all groups involved in the degree programme.

4. For information on the design and development of quality assurance systems in higher education, please consult the guides and examples produced by AVAP as part of the AUDIT-AVAP 2026 programme. (See: <https://avap.es/es/educacion-superior/acreditacion-institucional/certificacion-del-saic/>).

8.2. Public information

1. The means of public information designed to meet the needs of students – from their enrolment at the university until the completion of their education and learning process – and of other relevant stakeholders, as well as society at large, must be identified and described.

2. Public information, accessible to students, other relevant stakeholders and society at large, must include at least the following elements:

- Name of the degree programme.
- Institution responsible for the degree programme.
- Mode of delivery of the degree programme. In the case of hybrid or online modes, specify whether there is an obligation to attend any module, subject or course in person, specifying the venue, timetable and any other necessary information.
- Languages in which the degree programme is taught.
- Number of places available for new students.
- Entry and admission criteria.
- Entry requirements or special entrance examinations, if applicable.
- Entry profile.
- Student induction and guidance procedures.

- Graduate profiles.
- Regulated professions for which the programme trains students, where applicable.
- Educational objectives.
- Learning outcomes.
- Structure of the curriculum.
- Course/module teaching guides.
- Description of the teaching staff (access to their teaching and research profiles).
- Information on programme coordination.
- Timetables.
- Regulations (continuation of studies, transfer and recognition of credits, final-year project, work placements).
- Description of available resources and services.
- Satisfaction survey results for different groups.
- Current annual report.
- External evaluation reports on the degree programme.
- Information on mobility: procedures, agreements and university regulations.
- Information on External Academic Placements (partner organisations).
- SAIC handbook, structure and procedures.
- Inbox for complaints, claims, suggestions and compliments.

ANNEX I. Distribution of areas of study amongst the branch verification committees

Royal Decree 822/2021 of 28 September, establishing the organisation of university education and the procedure for ensuring its quality, replaces the previous five branches of knowledge with 32 areas of study listed in Annex I.

On 27 May 2022, REACU drew up guidelines and advice for the preparation and assessment of amendments to study programmes to adapt their affiliation to the fields of knowledge (https://avap.es/wp-content/uploads/2022/06/2022-05-27_REACU-DO_AdaptacionAmbitosConocimiento.pdf). Based on this document, the distribution of areas of study amongst AVAP's Branch Verification Committees (CVRs) is as follows:

Arts and Humanities:

- Philology, classical studies, translation and linguistics.
- History of art and artistic expression, and fine arts.
- History, archaeology, geography, philosophy and the humanities.
- Cultural industries: design, animation, cinematography and audiovisual production.
- Interdisciplinary.

Social and Legal Sciences

- Economics, business administration and management, marketing, commerce, accountancy and tourism.
- Educational sciences.
- Social sciences, social work, industrial relations and human resources, sociology, political science and international relations.
- Law and legal specialisms.
- Gender studies and feminist studies.
- Cultural industries: design, animation, film and audiovisual production.
- Journalism, communication, advertising and public relations.
- Interdisciplinary.

Sciences

- Biology and genetics.
- Biochemistry and biotechnology.
- Environmental sciences and ecology.
- Earth Sciences.
- Physics and astronomy.
- Mathematics and statistics.
- Chemistry.
- Interdisciplinary.

Health Sciences

- Physical activity and sports science.
- Biology and genetics.
- Biochemistry and biotechnology.
- Agricultural Sciences and Food Technology.
- Biomedical Sciences.
- Behavioural sciences and psychology.
- Nursing.
- Pharmacy.
- Physiotherapy, podiatry, nutrition and dietetics, occupational therapy, optometry and opticians, and speech and language therapy.
- Medicine and dentistry.
- Veterinary medicine.
- Interdisciplinary.

Engineering and Architecture

- Architecture, construction, building and urban planning, and civil engineering.
- Biochemistry and biotechnology.
- Agricultural sciences and food technology.
- Cultural industries: design, animation, cinematography and audiovisual production.
- Electrical engineering, electronic engineering and telecommunications engineering.
- Industrial engineering, mechanical engineering, automation engineering, industrial organisation engineering and naval engineering.
- Computer and systems engineering.
- Chemical engineering, materials engineering and environmental engineering.
- Interdisciplinary.

EXPLANATORY NOTE

Some fields are categorised under various committees depending on their specialisation, in addition to the interdisciplinary area of study. These are:

- **Physical activity and sports sciences:**
 - In the area linked to Educational Sciences, it is associated with Social and Legal Sciences.
 - In all other respects, it is associated with Health Sciences
- **Behavioural Sciences and Psychology:**
 - In the area linked to Social Sciences and Human Resources, it is associated with Social and Legal Sciences.
 - In other respects, it is associated with Health Sciences.
- **Industries : design, animation, cinematography and audiovisual production:**
 - In the Humanities for the design, animation and cinematography components (in part).

- In Social and Legal Sciences for the cinematography (in part) and audiovisual production components.
- In Engineering and Architecture, for animation (the video games industry and associated IT).
- **Biology and genetics:**
 - In Science.
 - In Health Sciences, for the areas of human biology and genetics associated with medicine and medical therapies.
- **Biochemistry and biotechnology:**
 - In Science.
 - In Health Sciences for the section on Biochemistry and Biotechnology applied to human health.
 - In Engineering and Architecture, covering the technological aspects of biotechnology.
- **Agricultural Sciences and Food Technology:**
 - In Health Sciences for Food Technology.
 - In Engineering and Architecture for Agricultural Sciences and, to some extent, for Food Technology.

ANNEX II. Guidelines for the inclusion of dual specialisations

1. The purpose of this annex is to set out basic guidelines and principles for the inclusion of the Dual Specialisation in the programme descriptions of official undergraduate and postgraduate degree programmes, as referred to in Article 22 of Royal Decree 822/2021, which establishes the organisation of university education and the procedure for ensuring its quality, in accordance with the REACU Assessment Protocol for the inclusion of the 'Dual' designation 2 March of 2022

([2022-03-02 REACU Protocol for Assessment of Inclusion of Dual Degree Mention.pdf](#)).

As set out in Royal Decree 822/2021, *“Official bachelors and master's degree programmes may include the Dual Programme designation, which involves a joint training programme carried out on a complementary basis at the university and at a partner organisation – which may be a company, a social or trade union organisation, an institution or a public body – under the supervision and educational leadership of the university, and whose aim is to provide students with the appropriate skills to enhance their all-round education and employability”*.

Bachelor's and Master's degree programmes with a 'Dual' designation entail the conclusion of a work-based learning contract between the student and the partner organisation (company, social or trade union organisation, institution or public administration), as regulated by Article 11 of Royal Legislative Decree 2/2015 of 23 October, which approves the consolidated text of the Workers' Statute (ET), implemented by Royal Decree 1065/2025 of 26 November.

As set out in Article 5.1 of Royal Decree 1065/2025, this work-based learning contract *“shall aim to combine paid work in an integrated and coordinated manner with the corresponding training processes within the field... of university studies...”*. Furthermore, *“the work activity shall complement and be integrated into the theoretical and practical training established through an individual and accessible training programme, drawn up within the framework of cooperation agreements signed with companies... by universities (or) higher education institutions...”* (Article 5.2). At the same time, *“the paid work activity within the company must fulfil the training purpose of the contract. To this end, the work carried out must be directly related to the training activity justifying the employment contract; the post held must enable the supplementary training provided for in the relevant individual training plan; and the person employed must have a mentor appointed by the company to monitor the individual training plan”* (Art. 5.3).

2. The inclusion of the Dual Qualification may be carried out through the verification procedure referred to in Article 26 of Royal Decree 822/2021, in the case of new proposals for official university degree programmes, or through the modification procedure regulated in Articles 32 and 33 of the aforementioned Royal Decree, in the case of Bachelor's and Master's degree programmes that have already been verified. In this case, the inclusion of Dual Specialisations shall be considered a substantial modification.

3. It should be noted that the Dual Specialisation does not refer to either an intensified curriculum or a specific study pathway; it is not comparable to the specialisations referred to in Article 13 of the said Royal Decree; it is a specific curricular structure and is therefore included in Chapter VI of Royal Decree 822/2021.

4. Should the application for such a designation result in an increase in the number of places on the degree programme, this must also be approved through the relevant substantial amendment.

5. In Dimension 1 of the verification report, under criterion “1.1 Description”, section 1.3.b) ‘Dual Specialisation’, the Dual Specialisation must be registered and the relevant Framework Agreements on Educational Collaboration with the collaborating entity or entities (companies, organisations, institutions or public administrations), duly signed, must be attached. A model of a specific agreement must be included in accordance with the provisions set out in Article 22.3 of Royal Decree 822/2021.

Furthermore, it shall be specified that students will have a tutor appointed by the university and a tutor appointed by the partner organisation, company, institution or public body, who shall jointly supervise the progress of the training programme, under the leadership of the university tutor, ensuring proper coordination. Universities shall ensure that the conditions under which the activities set out in the contract are carried out are appropriate and that these activities facilitate the student's training within the partner organisation.

It shall also specify the maximum number of places per academic year offered by each partner organisation.

6. All other specific information relating to the Dual Specialisation must be compiled in a single document attached to section 4.4 of the degree programme report. The section ‘Structure of Section 4.4’ describes the information to be provided by category.

7. Modification of the Dual Specialisation

Any modification to, or addition of new agreements to, the Dual Specialisation must be analysed to assess whether it constitutes a substantial or non-substantial modification. For each new agreement, the following will be analysed:

- 1) Whether the agreement is based on the university's standard model.
- 2) The number of places increased by the new agreements. If this involves a change in the number of places on the degree programme, it will always constitute a substantial modification.
- 3) The suitability of the company's staff to supervise work placements and the resources provided by the company for the student. There must be a sufficient number of tutors for the dual degree programme at the university. If the training pathway of the dual degree programme differs from that previously approved or if the training activities are modified, the modification will necessarily be substantial.

Before making any changes to the Dual Specialisation, the university must consult the quality assurance agency regarding the nature of the change, providing all the necessary information for its assessment.

Structure of Section 4.4:

4.4.1. Description, learning outcomes and justification of the qualification

The section corresponding to Dimension 1 must include the following information:

1. The total number of places offered on the Dual Specialisation, which must match those stated in the collaboration agreements provided. It should be noted that the total number

of new places offered on the degree programme will include those associated with the Dual Specialisation. Article 2 of Royal Decree 1065/2025 regulates the maximum number of training contracts in force at the same time at each workplace within the same company, which must comply with the following scale: “a) Workplaces with up to ten employees: three contracts. b) Workplaces with between eleven and thirty employees: seven contracts. c) Workplaces with between thirty-one and fifty employees: ten contracts. d) Workplaces with more than fifty employees: twenty per cent of the total workforce”. Sectoral collective agreements may reduce these percentages (Article 4 of Royal Decree 1065/2025).

2. Number of credits in the curriculum to be completed at the partner organisation (company, organisation, institution or public body), bearing in mind that:

- In the case of Bachelor's degree programmes, between 20 and 40 per cent of the degree's credits will be completed at the partner organisation.
- In the case of Master's degree programmes, between 25 and 50 per cent of the degree's credits must be completed at the partner organisation.

These percentages must include those corresponding to the Bachelor's or Master's final project.

It should be noted that the working hours under work-study training contracts associated with the dual degree programme will comprise both actual working time and time devoted to training provided by the University, but “under no circumstances may the actual working time exceed sixty-five per cent during the first year, or eighty-five per cent during the second year, of the maximum working hours set out in the applicable collective agreement for the company or, failing that, the statutory maximum working hours” (Article 8.2(d) of Royal Decree 1065/2025).

3. An academic justification for the proposed Dual Specialisation must be included, along with references to similar academic programmes that support it, as well as a description of how this programme relates to the socio-economic characteristics of the degree's catchment area.

The Dual Specialisation is a blended learning programme that combines university-based training with that undertaken at the partner organisation, with both institutions sharing responsibility for the students' training; therefore, the justification must clearly demonstrate the uniqueness of the Dual Specialisation compared to other training models, such as those based on 'External Academic Placements'.

In dual training, there are two complementary training environments (the university and the partner organisation); therefore, it must be made clear how each party has been involved in the planning, design, implementation and review of the training programme.

4. The cooperation or collaboration agreement between the university and the partner organisation must also be included; this agreement must define the basic skills and knowledge to be acquired in a manner that is complementary to and coordinated with those acquired by the trainee during their training at that university or organisation. A single cooperation or collaboration agreement may cover both the various training activities and the different work-based learning contracts entered into by the company (Article 13.1 of Royal Decree 1065/2025).

Furthermore, the individual training plan drawn up jointly by the partner organisation and the university must be included (Article 13.2 of Royal Decree 1065/2025).

4.4.2. Outcomes of the training and learning process

The learning outcomes of the Dual Specialisation must necessarily be those of the degree programme itself. In this regard, if a single degree programme provides for the acquisition of learning outcomes through both the Dual Specialisation and the standard route, both routes will share the same learning outcomes; the Dual Specialisation is merely an alternative route for achieving those outcomes. Therefore, the learning outcomes to be set out, in general terms, in the Dual Specialisation's educational programme will be those of the degree, and it is not necessary to include anything relating to this criterion.

Any learning outcomes that may be associated with optional credits specific to the Dual Specialisation are included in the course descriptions for each optional module listed in Section 4 of this annex.

4.4.3. Admission, recognition and mobility

1. Selection criteria for students to be admitted to the Dual Specialisation must be set out in the event that demand exceeds the number of places allocated for that specialisation. Furthermore, the process for assigning students to partner organisations must be described. Furthermore, it must be borne in mind that no more than one work-based learning contract may be entered into with a student for the same university degree. Nor may a work-based learning contract be entered into where the relevant activity or job role has previously been carried out by the employee in the same company for a period exceeding six months, under any contractual arrangement, including placement by a temporary employment agency. Furthermore, the conclusion of the contract requires that the employee has not previously entered into another training contract involving similar training, at the same level of education and within the same sector (Article 6.2 of Royal Decree 1065/2025).

The selection criteria must be graded, be of an academic and work-related nature, be publicly available, be clearly described and not be misleading, and be consistent with the subject area of the qualification.

2. The conditions, both academic and employment-related, under which students will enrol in and undertake the Dual Specialisation programme must be set out. It should be noted that the duration of the work-based learning contract shall be as set out in the relevant training plan or programme, but may not be less than three months nor exceed two years, except in the case of people with disabilities, limited intellectual capacity or in situations of social exclusion, in which case the maximum duration may be extended by a further year in accordance with the specific provisions included in the individual training plan and the cooperation agreement. In the event that the contract was entered into for a duration shorter than the established legal maximum and the qualification has not been obtained, it may be extended once or several times, by agreement between the parties (the company and the employee), until the qualification is obtained, without ever exceeding the maximum duration of two years. The maximum duration may be covered by a single contract on a non-continuous basis over various annual periods coinciding with the training periods, as long as this is provided for in the training plan or programme. In cases of non-continuous provision of services, the maximum duration shall be understood to refer to the sum of all periods during which services are provided at the company (Article 7 of Royal Decree 1065/2025).

3. It must be made clear that students on the Dual Specialisation programme may

withdraw from it, provided that they have not completed more than half of the credits required to obtain the said Specialisation and provided they follow the procedure established for this purpose.

4. Furthermore, given that the Dual Degree Programme includes training activities which are professional activities that must necessarily be remunerated, it shall be expressly stated that the legal relationship between the collaborating organisation and the student shall be governed by the contract for dual university training referred to in Article 11.2 of the consolidated text of the Workers' Statute and its implementing regulations (work-study training contract), as well as in any other applicable labour legislation.

4.4.4. Planning of the course

1. The structure and breakdown of the Dual Specialisation training programme must be provided, clearly setting out that the design of the programme coordinates and integrates the training activities at the university with those carried out at the partner organisation. The dual training programme must be primarily geared towards students' acquisition of the learning outcomes defined for the degree.

2. In the case of degrees offering both a dual and a non-dual pathway, it must be borne in mind that both pathways must address the same learning outcomes—those defined for the degree in Criterion 2—with the dual programme being merely an alternative route to achieving them; therefore, both pathways must be consistent and compatible with one another.

3. In general, the definition of the Dual Specialisation's educational programme shall comply with the provisions set out in Dimension 4 of this Guide. The organisational units (modules, subjects and their possible combinations) comprising the educational programme must be described. In any case, the information on the Dual Specialisation's educational programme must be sufficiently detailed to allow for its assessment.

4. For each of the organisational units comprising the curriculum, the following must be specified:

- Name.
- Number of ECTS credits.
- Type (basic, compulsory, external placements, final-year project).
- Venue (university centre, partner organisation, or both).
- Learning outcomes.
- Teaching activities: for each activity, the number of hours allocated and the expected percentage of face-to-face teaching within those hours (university centre) and/or the tasks to be carried out, their frequency and the time required to complete each one (partner organisation).
- Content.
- Assessment methods and their weighting.

5. It must be made clear that the final assessment of whether the module has been passed will be carried out by the lecturer responsible for it at the university, taking into account the assessment by the tutor at the partner organisation of the activities carried out as part of the module.

6. A timeline of the curriculum structure for the training programme must be provided, indicating, for each module/subject, the credits, academic year and period of delivery. In

the case of work-integrated learning modules/subjects, the credits/hours to be undertaken at the partner organisation and the credits/hours to be undertaken at the university must also be specified.

4.4.5. Academic and teaching support staff

In addition to the requirements set out in Dimension 5 of this Guide:

1. The academic staff available who are directly involved in delivering the dual programme and providing tutoring must be specified, indicating their academic rank, their type of affiliation with the university, their experience in dual training or equivalent, and, where applicable, their teaching, research and/or professional experience. In particular, their involvement and commitment to the dual programme must be clearly set out and distinguished from any non-dual elements that may form part of the qualification.
2. In accordance with Article 22.3 of Royal Decree 822/2021, the student shall have a tutor appointed by the university and a tutor appointed by the partner organisation, who, under the leadership of the university tutor and acting jointly, shall oversee the progress of the training programme and must be identified in the dual programme.

In the case of the tutor from the partner organisation, their professional and academic profile and experience in dual training or similar programmes must be specified, as well as the time they make available to students on the Dual Specialisation programme. The company tutor must have the appropriate experience and training and must have the time and resources necessary to carry out their duties, without prejudice to the establishment, where applicable, of specific remuneration to compensate for the performance of these functions. Each mentor may simultaneously supervise, within the company, a maximum of five employees on training contracts, or three in workplaces with fewer than thirty employees. Where the trainee is a person with a disability or limited intellectual capacity, the designated mentor must have appropriate training in equal opportunities and non-discrimination against people with disabilities. The mentor appointed by the company must supervise and guide the performance of the work, ensuring that it is carried out in accordance with the provisions of the cooperation or collaboration agreement, and shall be responsible for monitoring the training and work pathway, supervising the trainee and assessing the work carried out. To this end, they must draw up a report on the employee's performance in the role, in accordance with the terms set out in the individual training plan, upon completion of the employee's work activity (Article 14 of Royal Decree 1065/2025).

3. It must be demonstrated that the number of professional and academic tutors and their level of commitment are sufficient, taking into account the number of students participating in the dual programme, and that their academic and professional profiles are appropriate for the objectives to be achieved.

4.4.6. Learning resources: materials and infrastructure, work placements and services

The suitability of the partner organisations participating in the project must be demonstrated, taking into account the nature and objectives of the degree programme containing the Dual Specialisation, and that these organisations have the necessary operational, human and material resources to support the students and implement the dual training project. In determining the suitability of the partner organisation, the following shall be taken into account:

- The training and learning outcomes achieved through professional activity at the partner organisation must be consistent with the graduate profile of the relevant degree and its MECES level.
- The partner organisation must have sufficient and appropriate departments, services, facilities and equipment for carrying out the training activities to be undertaken, and these must be suited to the learning outcomes to be acquired within that environment.
- The list of job roles, tasks and activities to be carried out at the partner organisation and their alignment with the learning outcomes to be acquired by the students.

ANNEX III. Guidelines for submitting information on degree programmes delivered in hybrid or online formats

The following summarises the specific aspects of the various dimensions relating to the delivery modes:

GUIDELINES

DIMENSION 1. DESCRIPTION, LEARNING OBJECTIVES AND JUSTIFICATION OF THE QUALIFICATION

The degree programme proposal must specify the mode or modes of delivery in which it will be taught, in accordance with the categories described in this document.

The number of places offered in each mode of delivery must be specified. The total number of places for new intake must correspond to the sum of the places for each mode. For all degree programmes, regardless of their mode of delivery, the number of places offered is of significant importance when assessing the sufficiency and adequacy of the human and material resources available for the degree programme (Dimensions 5 and 6). In all cases, these resources must guarantee the optimal organisation of the educational process, ensuring that students are able to achieve all the intended learning outcomes.

The University's regulations on continued enrolment must set out the conditions according to the modes of delivery. Should these conditions differ for the various modes, it must be explicitly stated how a change in mode affects students.

The relevance of the proposed mode or modes of study to the attainment of the learning outcomes defined for the degree programme must be adequately justified, and specific national and/or international benchmarks must be provided.

DIMENSION 2. OUTCOMES OF THE EDUCATION AND LEARNING PROCESS

The outcomes of the training and learning process must be specified; these take the form of knowledge or content, competences, and skills or abilities that all students must acquire, in accordance with the provisions of Dimension 2 of the guide.

DIMENSION 3. ADMISSION, RECOGNITION AND MOBILITY

The specific entrance examinations and criteria must be identical for all students, regardless of the mode of delivery of the degree programme.

Procedures must be set out for organising mobility (both national and international) for both outgoing and incoming students, and it must be explained how these affect the delivery modes. Mobility may be offered to enable students to complete part of their studies by taking modules on other degree programmes with which there is a correspondence of competences.

The programme description must include detailed information on the planned procedures

so that students can change their mode of delivery (face-to-face, hybrid or online), including the period during which this is possible. Changes to students' modes of delivery must not result in the number of places offered exceeding the limit set out in the course description for each mode.

DIMENSION 4. CURRICULUM PLANNING

The curriculum must be consistent with the mode of delivery proposed for the degree programme. Where applicable, the specific curricular structures linked to the different modes of delivery must be described. For each mode of delivery, the proposed teaching activities, methodologies and assessment systems must be defined. These aspects must also be specified in relation to the modules and/or subjects that make up the curriculum, together with the expected learning outcomes, so as to provide a clear overview of the proposal for each mode in which the degree is to be delivered.

Where the curriculum is delivered through more than one mode of teaching and learning (face-to-face, blended, online), a description must be provided of how the content for each of these modes will be presented across the various modules and subjects. For each mode of delivery, all relevant information regarding the curriculum must be provided.

In the relevant section for each module or subject, the learning activities, teaching methodologies and specific assessment systems for each mode must be described, ensuring consistency. It must be ensured that the different modes of delivery enable all students to achieve the same learning outcomes.

For each learning activity within the modules or subjects, the number of hours allocated, the percentage of face-to-face time within those hours and, in the case of online delivery, the percentage of the learning activity involving synchronous interaction between students and teaching staff must be specified.

Subjects are not classified by mode (face-to-face or online). It is the total information regarding the percentage of face-to-face contact and synchronous interaction within the hours of teaching activities for each subject that will be used as the basis for calculations to determine the programme's mode of delivery.

The percentage of face-to-face contact refers to face-to-face contact in the strict sense, which involves the physical and synchronous presence of teaching staff and students at the teaching venue to carry out the teaching activity, in accordance with the provisions of Royal Decree 822/2021, Article 14.7.

In justified cases, where teaching takes place face-to-face at one university and, at the same time, synchronously at another university, provided this is coordinated by university staff at both institutions, such teaching may be considered face-to-face in both instances. The resources and staff required to carry out these activities must be detailed in Dimensions 5 and 6 of the verification report.

In the case of subjects that are predominantly practical in nature and are offered in a hybrid and/or online format, a justification must be provided as to why this format is suitable for the attainment of the established learning outcomes.

Regardless of the degree programme's mode of delivery, External Academic Placements must be face-to-face. In exceptional cases, subject to specific justification consistent with the training plan, they may be delivered virtually or in a hybrid format, provided that details of the tutoring mechanisms and systems are supplied. In all cases, universities shall ensure that external placements are face-to-face for those degree programmes where this is required by their curriculum document or stipulated by internal regulations, national legislation or European Union guidelines (Royal Decree 905/2025).

DIMENSION 5. ACADEMIC AND TEACHING SUPPORT STAFF

Given the specific characteristics of the different modes of delivery and the diversity of existing pedagogical models, the University must set out the structure, profile and role of the academic staff involved in teaching the degree programme in each mode, as well as their workload.

The University must provide information on the maximum number of students per lecturer it expects to have for each group in the case of online or blended degree programmes, as well as the maximum number of final-year projects and students on External Academic Placements that each lecturer may supervise.

The University must provide details of qualified teaching support staff with experience in virtual or hybrid teaching environments. For degree programmes delivered in a virtual format, or those where online assessment procedures predominate, details must be provided of the teaching support staff responsible for verifying the identity of the person taking the assessment and for supervising the conduct of assessments to ensure that students do not receive unauthorised external assistance contrary to assessment regulations, thereby safeguarding the integrity, fairness and transparency of the assessment processes.

DIMENSION 6. LEARNING RESOURCES: MATERIALS AND INFRASTRUCTURE, PRACTICES AND SERVICES

The higher education institution must ensure that teaching staff (both in-house and visiting/consultant) have access to teaching and technological support infrastructure at all times.

Virtual learning environments (teaching systems or platforms, virtual campuses, learning management systems, technological tools) are a key focus for courses delivered in hybrid and virtual formats.

The institution shall provide specific information on:

- The technical and material resources available to meet the objectives of hybrid and virtual courses, demonstrating that they support the defined teaching and learning methodology and the expected number of students. In other words, their functionalities must be described.
- How the reliability and security of the system are guaranteed, as well as its availability (duplicate systems, redundancy systems, control systems, maximum number of simultaneous connections) and access.

- The mechanisms used to verify students' identities and monitor the learning environment to prevent fraud.
- Where applicable, the certifications held by the virtual learning system or platform.
- Any service agreements or contracts, should the e-learning system or platform be outsourced.
- Guarantees of student access to digital learning resources, as well as the availability of information on how to use those resources.
- The mechanisms by which the usability of the *software* and accessibility for students with special educational needs are ensured.

For degree programmes delivered online, or those with assessment systems that do not require physical attendance, the university must detail and justify the mechanisms for verifying identity, authorship and supervision of the procedures used to carry out the various online assessment activities and examinations.

Two-factor authentication alone does not guarantee the integrity of assessment processes. It is essential to implement a *proctoring* system or an equivalent technological solution that verifies students' identities, supervises the conduct of examinations and ensures that students demonstrate the attainment of Learning Outcomes.

DIMENSION 7. IMPLEMENTATION TIMETABLE

Implementation timetables must be specified for each of the delivery modes, should they differ.

DIMENSION 8. INTERNAL QUALITY ASSURANCE SYSTEM

The Internal Quality Assurance System (IQAS) must ensure the quality of the programmes, regardless of the delivery modes offered.

EXAMPLE OF MODALITY CALCULATION

Below is an example of a calculation for a 240 ECTS degree programme, comprising 24 ECTS of PAE and 12 ECTS for the Final Year Project (TFG).

Distribución ECTS	Nº ECTS	Horas presencialidad por 1 ECTS
Actividad lectiva (AL)	204	Cumplimentar tabla por asignaturas
PAE*	24	25
TFG/TFM**	12	0
TOTAL ECTS	240	

* PAE: Prácticas Académicas Externas Curriculares

** No se considerarán las horas de defensa de TFG/TFM

¿Cuántas horas tiene la actividad lectiva para 1 ECTS? 10

VARIABLES A CONSIDERAR PRESENCIALIDAD 1ECTS=25h		
	MÁXIMO	MÍNIMO
Actividad lectiva	10h	8h*
PAE	25h	20h
TFG/TFM	0h	0h

* Sólo para Máster

Subject/Course	ECTS	Contact hours per 1 ECTS	Online hours per 1 ECTS	Face-to-face hours per module/subject
Course 0	6	10	0	60
subject 1	6	10	0	60
Subject 2	6	10	0	60
subject 3	6	10	0	60
subject 4	6	10	0	60
subject 5	6	10	0	60
subject 6	6	10	0	60
subject 7	6	10	0	60
subject 8	6	10	0	60
subject 9	6	10	0	60
subject 10	6	0	10	0
subject 11	6	0	10	0
subject 12	6	0	10	0
subject 13	6	0	10	0
subject 14	6	0	10	0
subject 15	6	0	10	0
subject 16	6	0	10	0
subject 17	6	0	10	0
subject 18	6	0	10	0
subject 19	6	3	7	18
subject 20	6	3	7	18
subject 21	6	3	7	18
subject 22	6	3	7	18
subject 23	6	3	7	18
subject 24	6	3	7	18
subject 25	6	3	7	18
subject 26	6	3	7	18
subject 27	6	0	10	0
subject 28	6	0	10	0
subject 29	6	0	10	0
subject 30	6	0	10	0
subject 31	6	0	10	0
subject 32	6	0	10	0
subject 33	6	0	10	0
subject 34	0	0	0	0
subject 35	0	0	0	0
subject 36	0	0	0	0
subject 37	0	0	0	0
subject 38	0	0	0	0
TOTAL SUBJECTS	204			744
PAE	24	25	0	600
Final Year Project	12	0	0	0
TOTAL	240	0	0	1344

Based on the data entered, the modality calculation is obtained directly:

AUTO-CALCULATION OF MODALITY		
Calculation of % face-to-face teaching	Hours	%
In-person teaching time	744	36
Total attendance (Teaching activities + PAE)	1,344	51
MODALITY:		HYBRID

ANNEX IV. Guidelines for submitting applications for the recognition of credits from the University's own degree programmes (bachelor's and master's)

1. The purpose of this annex is to provide guidance on the recognition of credits from the University's own degree programmes, in cases where applicants are seeking full recognition of such a programme or recognition of a percentage exceeding 15 per cent of the total credits in the curriculum, as provided for in Article 10 of Royal Decree 822/2021.

In exceptional cases, credits from the university's own degree programmes may be recognised at a percentage higher than that indicated in the previous paragraph or, where applicable, recognised in full, provided that the relevant degree programme has been discontinued and replaced by an official degree.

To this end, the following information regarding the institution's own programme shall be included:

2. In 'Section 3. Admission, Recognition and Mobility' of the verification report, the criteria for the recognition of credits from institution-specific qualifications shall be specified and justified.

3. In "Section 3.2. Credit Transfer and Recognition System", a document associated with the institution's own degree programme, the specific aspects of the institution's own degree to be recognised shall be set out in accordance with the following structure:

a. Description of the institution's own degree programme:

- Name of the institution's own degree programme: university and centre(s).
- Mode(s) of delivery in which the institution's own degree was taught: face-to-face, blended, online.
- Number of places offered: if the programme was offered in two delivery modes, the number of students for each mode must be specified.
- Number of credits and duration of the programme: the total number of credits comprising the programme must be included, regardless of whether some of these may be recognised through different activities.
- Editions of the institution's own degree programme to be recognised: specify the edition or editions of the institution's own degree programme for which recognition is sought. If there are several editions of the institution's own degree programme to be recognised, the information set out in this document (description of the degree programme, objectives and learning outcomes, student entry and admission requirements, etc.) must be provided for each one.

b. Objectives and/or Learning Outcomes

The objectives and/or learning outcomes of the institution's own degree programme must be described, and their correspondence with the learning outcomes of the official degree programme's educational process in which they are to be recognised must be established.

c. Student entry and admission

Information must be provided on the academic entry profile for the institution's own programme and the criteria for student access and admission.

d. Learning Outcomes and Curriculum Planning

The description of the curriculum for the institution's own degree programmes must be based on a detailed and justified comparative analysis of the learning outcomes acquired on the new Bachelor's or Master's degree programme, in relation to the teaching content of the former programmes.

In this regard, it will first be necessary to provide a comparison between the basic characteristics of the programme being phased out and the new degree programme in order to assess this correspondence, specifically:

- Modules/subjects/courses/thematic units of the institution's own degree programme compared with the modules/subjects of the official degree programme.
- Old credits compared with ECTS credits, detailing the theoretical and practical hours involved.

This information may be set out in a summary table such as the one below:

Modules/subjects of the institution's own programme	LRU/ECTS credits	Theoretical hours	Practical hours	Modules/subjects of the official degree programme	ECTS credits/ hours

Secondly, details must be provided for each of the modules/subjects/thematic units of the institution's own degree programme, specifying for each of them at least:

- Title.
- Number of credits.
- Mode of delivery.
- Learning objectives and/or outcomes to be achieved by the student.
- Brief description of the content.
- Teaching and learning methodology.
- Assessment methods.

Where the institution's own degree programme includes external work placements, a description of these shall be provided in accordance with the terms set out above.

Furthermore, the criteria for grading and calculating the average mark on the academic record used in the institution's own degree programme must be specified.

Finally, it should be noted that the Bachelor's Thesis and the Master's Thesis cannot be recognised.

e. Academic staff

The human resources available for the programme to be recognised must be described. Aggregate information must be provided on the academic staff associated with the institution's own degree programme, their academic rank, type of appointment at the university, their teaching, research and/or professional experience, and their suitability for the fields of study associated with the institution's own degree programme.

A comparison must be made between these academic staff and those of the official degree programme with which the programme is to be equated.

f. Material resources and services

A description must be provided of the material resources and services associated with the institution's own degree programme.

For degree programmes with a significant practical component, a description of the practical training laboratories must be provided, as well as a list of agreements that enabled students to access the centres where they could carry out their practical work.

g. Adaptation mechanisms and programmes to be phased out

Information must be provided on the period set for the phasing out of the curriculum corresponding to the institution's own degree programme.

Furthermore, the procedure for transferring students from the institution's own degree programme to the official degree programme must be described.

REVISION LOG

REVISI N NO.	DATE	DESCRIPTION OF CHANGE
01	April 2024	Initial version of the guide
02	May 2025	Update: the wording of the entire document has been revised to clarify the various concepts
03	December 2025	Throughout the document: 'area of knowledge' has been replaced by 'area of study' (RD 905/2025). Deadlines for submitting applications. 1.9.2 New student places: the sustainability criterion has been incorporated (Art. 18 D 141/2025). 1.14. Graduate profiles: new wording. 4.1.1. c) The nature of subjects with optional content is specified. 5.1. Table 5 A: area of knowledge or similar (replaces 'area' or 'field of knowledge'). 6.1.9. IT equipment required by students for virtual campuses. AEPD provisions for <i>proctoring</i> systems. Annex II. Dual Specialisation. Point 7 is added: Amendment to the Dual Specialisation. Annex III: reference to PAE (p. 68).
04	March 2026	Annex II. Mention Dual. It is incorporated RD 1065/2025.
5	June 2026	Forms and documentation to be submitted (p. 8). 1.3.9. Tables 3 and 4. Bachelor's and Master's programmes linked to a regulated profession. 1.10. 5. Qualifications covered by agreements with the Council of Universities.