Regional Ministry of Economic Transformation, Industry, Knowledge and Universities
Andalusian Knowledge Agency

Directorate for Evaluation and Accreditation

GUIDE TO RE-ACCREDITATION
OF
BACHELOR'S, MASTER'S AND DOCTORAL UNIVERSITY DEGREE PROGRAMMES IN ANDALUSIA

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1. Introduction

Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance, determines the general framework for regulating the processes of verification, monitoring and renewal of accreditation of official university education.

Doctoral studies, which are a type of postgraduate study, lead to the award of the official title of Doctor, in accordance with the regulations governing official university education in Spain (Organic Law 4/2007, of 12 April). Each university organises doctoral studies in accordance with Royal Decree 99/2011, of 28 January, which regulates official doctoral studies. This Royal Decree constitutes the regulatory framework for the new structure of doctorates adapted to the guidelines of the European Higher Education Area.

Article 34 of Royal Decree 822/2021 establishes that university centres that are not institutionally accredited must renew the accreditation of their official university degrees in accordance with the procedure that each Autonomous Community establishes in relation to the universities within its jurisdiction, which will be resolved by the Council of Universities on the basis of a mandatory and binding report from the corresponding quality agency, within the following deadlines:

a) The accreditation of official undergraduate degrees with 240 credits must have been renewed within a maximum period of six years from the date of commencement of the degree or renewal of the previous accreditation.

b) The accreditation of official undergraduate degrees with 300 or 360 credits must have been renewed within a maximum period of eight years from the date of commencement of the degree or renewal of the previous accreditation.

c) The accreditation of official university master's degrees must have been renewed within a maximum period of six years from the date of commencement of the degree or renewal of the previous accreditation.

d) The accreditation of official university doctoral degrees must have been renewed within a maximum period of six years from the date of commencement of the doctoral programme or renewal of the previous accreditation.

The evaluation for the renewal of the accreditation of official degrees in Andalusia will be managed by the Directorate of Evaluation and Accreditation (DEVA) of the Andalusian Knowledge Agency (AAC). The DEVA, as a full member of the European Association for Quality Assurance in Higher Education (ENQA), and registered in the European Quality Assurance Register (EQAR), complies with the quality criteria and standards established in article 25 of Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.

The aim of this guide is to define the procedure for the re-accreditation of official university bachelor's, master's and doctorate degrees of the Universities of the Autonomous Community of Andalusia.

The purposes of the re-accreditation of Official University Degrees are the following:

- To ensure the quality of the training programme offered in accordance with the levels of qualification established and the criteria expressed in the legal regulations in force.
- To guarantee that the quality of the results obtained in the development of official university education corresponds to the commitments acquired and verified by the corresponding assessment body.
- To verify that the degree has carried out an appropriate monitoring process and that the quantitative and qualitative information available has been used to analyse its development and to generate and implement the relevant proposals for improvement.
- To ensure the availability and accessibility of valid, reliable, relevant, pertinent and relevant public information to assist in decision-making for students and other stakeholders in the university system at national and international level.
- To provide recommendations and/or suggestions for improvement for the degree that support the internal quality improvement processes of the training programme and its development, and which will have to be taken into account in future monitoring and re-accreditation.

This guide is in line with the ENQA Criteria and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015) approved by the EHEA Conference of Ministers of Education held in Yerevan, Armenia on 15 May 2015, and the Evaluation Protocol for the Monitoring and re-accreditation of bachelor's and master's degrees developed by REACU (approved on 2 March 2022).

This guide presents the procedure that DEVA follows for the evaluation of the dossiers, as well as the list of criteria and evidence that will be assessed in the evaluation process of the training programmes.

2. Evaluation procedure

Article 34 of Royal Decree 822/2021, of 28 December, which establishes the organisation of university education and the procedure for quality assurance, regulates the "Procedure for the re-accreditation of degrees taught in non-institutionally accredited university centres". This section explains the evaluation process which is the responsibility of the DEVA-AAC, as the competent quality agency.

1. The re-accreditation will be subject to periodic calls for applications to which the Andalusian Universities will apply, taking into account the procedure and the deadline legally established by the Autonomous Community.

The necessary requirements for the university to be able to apply for re-accreditation of degrees are the following:

- The verification report must be up to date.
- It must not have any open amendment process.
- It must have at least one follow-up report.

2. Degrees applying for renewal of accreditation must submit **a Self-Assessment** in accordance with the sections of Annex I (bachelor's and master's degrees) and Annex II (doctoral degrees) of this guide and provide the evidence specified in each of the criteria of the guide. Access to the evidence should be included in the self-report or, where appropriate, include links to where the evidence is located.

3. In order to initiate this procedure, the university shall apply to the Council of Universities via the Ministry of Universities' application.

4. The application for renewal of accreditation received shall be forwarded within 5 working days to DEVA for evaluation.

   The DEVA will appoint the Commission that will evaluate the documentation submitted by the university applying the criteria set out in this document. The Commission, through DEVA, may request additional documentation from the university to be provided within 10 working days.

5. A visiting panel will conduct the mandatory tour of the university.

6. At the end of the visit, the coordinators' committee will prepare a draft interim report that will be approved by the reporting committee. The university shall be notified of the interim report, and will have a period of 20 working days in which to submit any arguments it deems appropriate.

7. The coordinators' committee will review the allegations and draft a final report that will be submitted to the reporting committee for approval. The final report , which may be favourable or unfavourable, shall be sent to the applicant university, the Council of Universities, the Ministry of Universities and the Autonomous Community or Autonomous Communities concerned.

8. Once the Council of Universities has received the DEVA's report, the Council of Universities shall issue the corresponding decision. If the report is favourable, a favourable decision will be issued, and if the report is unfavourable, a decision rejecting the renewal of accreditation will be issued. The decision shall state the grounds for appeal, the administrative or judicial body before which an appeal is to be lodged and the time limit for lodging it. Once the deadlines have elapsed without the corresponding decision having been issued, administrative silence will be taken to mean a favourable outcome.

9. The Council of Universities shall notify the university of the decision on re-accreditation or non-renewal within 3 working days of its approval to the university applying for the degree, notifying the Autonomous Community or Autonomous Communities concerned, the assessment agency involved in the procedure and the Ministry of Universities. In the event that a diploma is not renewed, the diploma shall be declared "extinct" and an entry to that effect shall be made in the RUCT. As a consequence, the competent Autonomous Community shall determine the progressive extinction of its syllabus, on an annual basis, from the academic year following that in which the aforementioned decision was taken, and shall declare its definitive extinction when this occurs for the purposes of its registration in the RUCT. In any case, both the Autonomous Community and the university, within the scope of their respective competences, shall adopt the appropriate measures to guarantee the academic rights of the students who are taking these studies.

10. The university involved may submit a complaint to the Presidency of the Council of Universities within 15 working days of receipt of the resolution of the Council of Universities, which shall be dealt with in accordance with the procedure established in Article 26.10 of Royal Decree 822/2021.

11. Once the procedure has been completed, the Council of Universities shall communicate the decision of the accreditation renewal procedure to the RUCT, in order to include the favourable or unfavourable re-accreditation in the degree's file. The corresponding decision will put an end to administrative proceedings in accordance with the provisions of article 114.1.b) of Law 39/2015, of 1 October. If the time limits foreseen have elapsed without the corresponding decision on the appeal having been issued, the appeal may be understood to have been rejected.

    A university that has not applied for re-accreditation of an official university degree within the corresponding period or that, having done so, has not obtained accreditation, may not submit a syllabus report for a new verification process within the following two years, starting from the date on which the accreditation of the degree expired, if the syllabus is similar in name and basic content to the syllabus of the degree that has not renewed accreditation.

Degrees taught in several centres will be processed in a single file for re-accreditation, even if the degree is taught in several centres. The degree has a single administrative manager, who will be responsible for the initial processing of the verification report, as well as for managing the re-accreditation. The self-assessment of a degree taught in several centres of the same university must provide disaggregated information, which may give rise to a report that presents evaluations for the different assessment criteria differentiated according to the centres in which the degree is taught. As a result of these assessments, the report may be favourable to the renewal of the degree in some centres and unfavourable in others.

Joint or double inter-university degrees, degrees with a single official syllabus, even if they are taught between several universities through a collaboration agreement, must process a single

accreditation renewal file. All degree programmes, even if they are taught jointly by several universities, must have a single administrative manager, who will be the university in charge of the initial processing of the verification report, as well as the one responsible for managing the re-accreditation. The internal quality assurance system (IQAS) to be taken as a reference will be the one included in the verified report.

International joint degrees shall be submitted for re-accreditation according to the "Guidelines for the Assessment of Joint Programmes in the Framework of the European Quality Assurance Approach" Guide"[1], based on the European Approach for Quality Assurance of Joint Programmes.

In accordance with the provisions of article 35 of Royal Decree 822/2021, of 28 December, which establishes the organisation of university education and the procedure for quality assurance, university centres that have obtained institutional accreditation through the procedure established in article 14 of Royal Decree 640/2021, of 27 July, will renew the accreditation of the official university degrees they offer as long as these centres maintain institutional accreditation. In the RUCT, the date of renewal shall be the date corresponding to the institutional accreditation resolution issued by the Council of Universities.
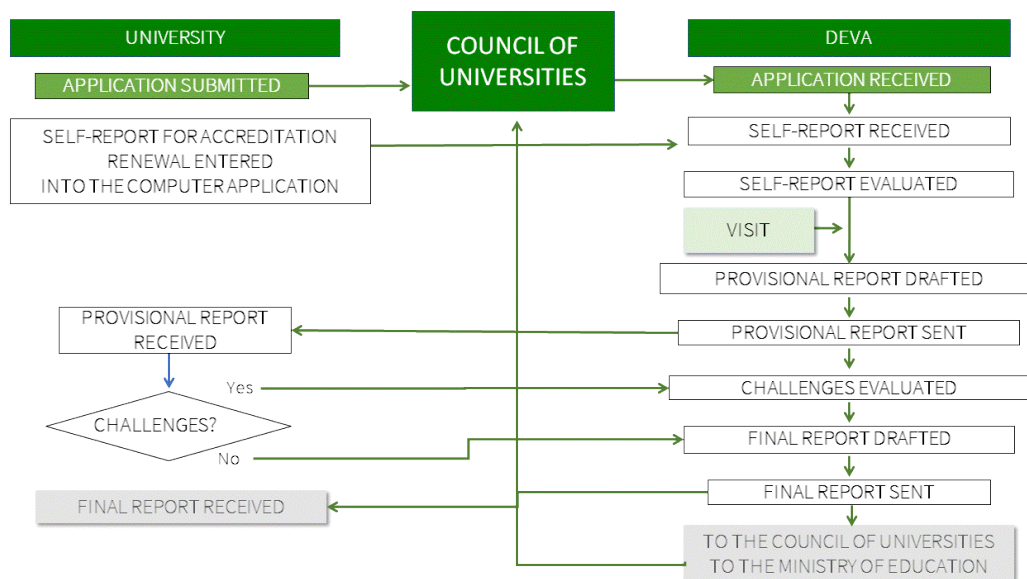

Figure: Procedure for the renewal of accreditation of official bachelor's, master's and doctoral degrees.

3. Assessment dimensions, criteria and guidelines for bachelor's and master's degrees

DIMENSION 1: DEGREE MANAGEMENT

CRITERION 1: PUBLICLY AVAILABLE INFORMATION

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[1] http://deva.aac.es/include/files/universidades/titulaciones-conjuntas/Guia.pdf?v=202261512403

The institution has mechanisms in place to adequately communicate to all stakeholders the characteristics of the programme and the processes that ensure its quality.

ESG 2015: 1.8. Public information. Institutions should publish clear, accurate, objective, up-to-date and easily accessible information on their activities and programmes.

1.1 The degree publishes complete and up-to-date information on the characteristics of the programme and its operational development.

Guidelines:

1. The website of the degree has information on the characteristics of the programme, in particular: Complete name of the degree in Spanish and in the other language in which it is taught; Mentions of the bachelor's degree and specialisations in the master's degree; Universities that teach the courses in the case of joint degrees; teaching modality (face-to-face, hybrid and virtual); total number of credits; language or languages of instruction; number of places offered by modality and, where applicable, by each of the centres/universities where the degree is taught, access requirements and student admission procedures; credit recognition and transfer criteria; information on the mobility programmes for in-house and adopted students; entry and exit profiles to which the courses are oriented.

2. The website of the degree has information on the operational development of the programme, specifically: name of modules, subjects or topics of the syllabus; number of ECTS credits; typology (basic, compulsory, optional, external academic practices, information on the End of Degree Projects/End of Master's Projects; time organisation; description of teaching activities and methodologies, as well as the evaluation systems for each subject including teaching contents and information on the teaching staff and the person who coordinates it; description of the basic profiles of the teaching staff (number of lecturers, number of PhDs, categories and accreditations, teaching merits -in the case of non-accredited teaching staff-, research merits -in the case of non-doctoral teaching staff-, number of five-year and six-year periods, areas of knowledge in which they teach, number of ECTS taken up in the subjects) and other necessary and available human resources; material resources and services available (teaching spaces, academic facilities and equipment, laboratories, computer rooms...); in the case of academic internships, the number of teaching staff and the number of teaching hours); in the case of external academic placements, the organisation mechanism and criteria for student choice and the agreements or commitments with entities, institutions, organisations and companies, including the number of places available.

3. The degree's website has information on the actions planned for the academic and professional support and guidance of students once they have enrolled, taking into account the diversity of students.

4. The information provided on the degree's website is clear and easily accessible to students and society as a whole

5. The information on the degree is accessible to people with functional diversity.

6. All the information on the degree programme is contained on a single web page; in the event that there is more than one web page related to the degree programme, homogeneity and updating of this information must be guaranteed. It must also be ensured that there is a system in place that allows information to be updated simultaneously in all of them.

Evidence:

Information that must be accessible through the degree's website:
- Full title of the degree in Spanish and in the other language in which it is taught;

- mentions in the bachelor's degree and specialisations in the master's degree;
- universities providing the courses in the case of joint degrees;
- teaching modality (face-to-face, hybrid and virtual);
- total number of credits;
- language(s) of instruction;
- number of places offered by modality and, where appropriate, by each of the centres/universities where the degree is taught,
- access requirements and admission procedures for students;
- criteria for the recognition and transfer of credits;
- information on mobility programmes for home and host students;
- entry and exit profiles to which the courses are oriented.
- name of modules, subjects or subjects of the curriculum;
- number of ECTS credits;
- typology (basic, compulsory, optional, external academic placements);
- information on End of Degree Projects/End of Master's Projects;
- time organisation;
- description of teaching activities and methodologies, as well as the assessment systems for each subject, including teaching content and information about the teaching staff and the person who coordinates it;
- description of the basic profiles of the teaching staff (number of lecturers, number of PhDs, categories and accreditations, teaching merits -in the case of non-accredited teaching staff-, research merits -in the case of non-doctoral teaching staff-, number of five-year and six-year periods, areas of knowledge in which they teach, number of ECTS taken up in the subjects);
- necessary and available human resources;
- material resources and services available (teaching spaces, academic facilities and equipment, laboratories, computer rooms, etc.);
- in the case of external academic placements, the organisation mechanism and criteria for student choice and the agreements or commitments with entities, institutions, organisations and companies, including the number of places available.
- information on academic and vocational guidance for students.

1.2 The degree publishes information on the results achieved and satisfaction taking into account all stakeholders (teaching staff, students, graduates, employers, support staff).

Guidelines:
1   The web page of the degree includes the satisfaction results of the stakeholders (students, teaching and research staff, support staff, graduates and employers).
2   The website of the degree includes the main data and results of this degree: academic supply and demand, results by subjects and overall results of the training programme, student body, academic staff and employability.

Evidence:

Information that must be accessible through the degree's website:
- Student satisfaction score.
- Results of the satisfaction of the teaching and research staff
- Satisfaction score ofsupport staff.
- Result of the satisfaction of graduates.
- Employer satisfaction score.

- Data and results obtained from the degree: academic supply and demand, results by subjects and overall results of the training programme, student body, academic staff and employability.

1.3 The institution publishes the IQAS in which the degree is framed, as well as all the results of the reviews carried out, both in the monitoring andin the renewal of accreditation.

Guidelines:
1   The web page of the degree gives access to the Quality Management System in which the degree is framed, where the decision makers , the procedures and the improvement actions implemented must be shown. The website of the degree gives access to the different academic regulations and specific support systems for students once they have enrolled.
2   The web page of the degree must provide access to the Verification Report and, where applicable, its modified version, and to the monitoring and re-accreditation reports.
3   The degree's website should provide access to the degree's improvement plan.

Evidence:

Information that must be accessible through the degree's website:
-    Verified and, if necessary, amended report .
-    Responsible for the QMS.
-    Composition of the Degree Quality Committee and the agreements adopted by the committee.
-    QMS procedures.
-    Improvement actions implemented by the QMS.
-    Academic enrolment regulations that set out the minimum number of ECTS credits to be enrolled per student and per academic year.
-    Access and admission regulations.
-    Tenure regulations.
-    Credit recognition and transfer regulations.
-    Mobility regulations.
-    Evaluation regulations.
-    Regulations for external placements.
-    Regulations for the preparation and defence of bachelor's and master's degree final projects.
-    Specific support systems for students once they have enrolled.
-    Agency assessment of the request for verification.
-    Monitoring and re-accreditation reports.
-    Degree improvement plan.

1.4 Satisfaction of students and teaching and research staff with the public information available on the degree.

Guidelines:
1.   The degree has valid indicators to determine the satisfaction of students and teaching and research staff with the information available to the public.
2.   Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
1.   Satisfaction indicators (Aspects to be included on the degree website).

2. Analysis of satisfaction indicators and improvement actions implemented.

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
1.1 The title publishes complete and updated information on the characteristics of the programme, its operational development.	It provides up-to-date, comprehensive and relevant information on the characteristics of the programme and its operational development. The degree has additional procedures for its dissemination. (Social networks, advertising in secondary schools, translation of the website into other languages...).	The degree publishes complete and up-to-date information on the programme, with no shortcomings detected.	Deficiencies are detected in the publication of degree information, but these are not serious breaches according to what is stated in the report.	The information published does not coincide to a large extent with that contained in the report, or is not up to date.
1.2 The degree publishes information on results achieved and satisfaction taking into account all stakeholders.	The institution publishes up-to-date, aggregated and exhaustive information on the academic and satisfaction results of all degree groups over the last six years.	The degree programme publishes sufficient information on the results of satisfaction and transparency of the degree (students, teaching and research staff, support staff, graduates and employers).	Deficiencies are detected in the publication of the results of satisfaction and transparency of the degree	No results are published on the satisfaction of stakeholders or on the transparency of the degree

1.3 The institution publishes the IQAS in which the degree is framed as well as all the results of the reviews carried out, both in the monitoring and in the renewal of accreditation.	The institution publishes and disseminates comprehensively the quality policy, IQAS processes and related elements of accountability, including monitoring and accreditation results.	The degree provides easy access to the IQAS, academic regulations, official degree information and improvement actions	Deficiencies are detected in access to the IQAS, academic regulations, official degree information and improvement actions.	Access to one or more of the following items is not provided: IQAS, academic regulations, official degree information, and improvement actions
1.4 Students and teaching and research staff's satisfaction with the public information available on the degree.	The degree has valid indicators of student and teaching and research staff satisfaction with the publicly available information on the degree. The teaching and research staff and the student body show a high level of satisfaction (>4)[2]. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student and teaching and research staff satisfaction with the publicly available information on the degree. The teaching and research staff and the student body show a medium level of satisfaction (3-4)[2]. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student and teaching and research staff satisfaction with the publicly available information on the degree. The teaching and research staff and the student body show a medium-low level of satisfaction (2-<3)[2].	The teaching and research staff and the student body show a low level of satisfaction (1-<2)[2]. Results are not analysed by decision-makers

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[2] For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale.

CRITERION 2: QUALITY ASSURANCE SYSTEM

The degree has an Internal Quality Assurance System (IQAS) deployed and implemented with the necessary mechanisms to obtain information on the correct development of the implementation of the degree and oriented towards continuous improvement.

ESG 2015: 1.1 Quality assurance policy. Institutions should have a public policy on quality assurance as part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, involving external stakeholders.
1.7. Information management. Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
1.9. Continuous monitoring and regular evaluation of the programmes. Institutions should regularly monitor and evaluate their programmes to ensure that they achieve their objectives and respond to the needs of learners and society. Such evaluations should lead to continuous improvement of the programme. As a result of the above, any measures envisaged or adopted must be communicated to all stakeholders.
1.10 Cyclical External Quality Assurance

2.1. Responsible for the Internal Quality Assurance System and Quality Assurance Policy

Guidelines:
1   The IQAS specifies: the persons responsible for the IQAS and for each of the procedures, the quality policy of the degree or of the centre where the degree is taught, the quality manual or procedures manual and the scorecard.
2   The QMS contemplates its regulations and/or operating rules specifying how the participation of the agents involved in the degree programme is articulated in this body: teaching staff, students, academic managers, support staff and other external agents.
3   The IQAS has a document management system.

Evidence:
-   Information on the QMS review
-   Quality policy of the degree or of the centre where the degree is taught.
-   Body responsible for managing, coordinating and monitoring the functioning of the IQAS
-   Composition of the Commission and Minutes of meetings Quality manual or procedures manual.
-    Scorecard.
-   Access to the document management system of the QMS.

2.2 The QMS has a procedure for the design, review and improvement of the degree.

Guidelines:
1.   The processes, procedures and mechanisms deployed facilitate the review of the degree based on the analysis of the information collected.
2.   The degree has criteria for interrupting the delivery of the degree, temporarily or permanently, and mechanisms to safeguard the rights and commitments acquired with students.
3.   The QMS includes contingency or risk prevention plans for exceptional situations.
4.   In the case of inter-university double degrees, coordination between universities is ensured, as well as a collaboration agreement specifying which quality assurance system applies to

the degree, without accepting more than one quality assurance system for a degree. The QMS envisages a mechanism specifying how the information applicable to the degree will be collected from the different universities.

5. Where appropriate, the degree with special specific curricular structures has the necessary mechanisms in place to guarantee the quality of the training programme.

Evidence:
- Processes, procedures and mechanisms for analysing the information collected for the review of the degree.
- Mechanism to analyse programme results.
- Procedure for the termination of the degree.
- Contingency or risk prevention plans for exceptional situations.
- In the case of double inter-university degrees, collaboration agreement specifying the functioning of coordination and collaboration agreements between universities.
- Where appropriate, coordination between:
  o Degrees taught in more than one centre.
  o Joint Degrees.
- Where appropriate, mechanisms to guarantee the quality of the training programme of degrees with special specific curricular structures, as is the case of:
  o Double Degrees/master's Degrees with specific itinerary.
  o Bachelor's degrees with a dual mention (provide agreements).
  o Undergraduate degrees with specific curricular structures and teaching innovation.
  o Degree programmes with an open academic pathway, provide the QMS report specifying the percentage of students taking the pathway.

2.3. The QMS guarantees the collection of information on the results of the training programme and the satisfaction of all stakeholders, for the proper analysis of the degree.

Guidelines:
1. The QMS includes the definition of responsibilities and objectives based on indicators that help them to make decisions and improve the quality of the degree programme.
2. The QMS has procedures and mechanisms in place to facilitate the continuous collection and analysis of relevant and pertinent information, both quantitatively and qualitatively. In particular on learning outcomes and stakeholder satisfaction and this analysis has an impact on improvement-oriented decision making.

Evidence
- Procedures and mechanisms deployed to facilitate the collection of the results of the training programme.
- Procedure for decision-making and quality improvement in the degree programme.
- Mechanism for collecting and analysing the satisfaction of the different groups involved:
  o Student body.
  o Academic staff
  o Support staff and administrative and service staff.
  o Graduates.
  o Employers.

2.4. The QMS has an updated Improvement Plan based on the analysis and review of the information collected. The improvement plan must include all the improvement actions proposed in the degree. Each of these actions must specify the indicators that measure the actions, the persons responsible, the level of priority, the date of achievement and the timeframe.

Guidelines:

1   The IQAS has an improvement plan as a result of the review of the processes and definition of actions derived from the implementation of the degree programme.
2   The procedures and mechanisms deployed facilitate the preparation of periodic monitoring reports, which serve as support for continuous improvement and decision-making for the modification and renewal of the degree's accreditation.
3   The improvement plan takes into account the recommendations of the different internal and external monitoring processes
4   The improvement actions are followed up and the initially set objectives are achieved.

Evidence
-   Procedures and mechanisms for regular monitoring reports
-   Improvement plan containing all the improvement actions proposed in the degree. Each of these actions must specify:
    o   indicators to measure actions,
    o   responsible,
    o   priority level,
    o   date of achievement and
    o   timing.
-   Periodic procedure for analysis and review of the improvement plan.
-   History of the Degree Improvement Plan.
-   External evaluation reports (verification, modifications, monitoring and renewal of accreditation).

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
2.1. Responsible for the QMS and Quality Assurance Policy.	The QMS reviews and updates the Quality Assurance Policy as well as the IQAS Officers. There is evidence of the review and updating of the IQAS.	The degree has IQAS officers and a quality assurance policy	Deficiencies are detected in the procedures for appointing IQAS officers or in the quality assurance policy.	The IQAS does not have a procedure for the designation of IQAS officers and/or a quality assurance policy.
2.2 The QMS has a procedure for the design, review and improvement of the degree.	The IQAS has an implemented process that optimally facilitates the design and approval of degree programmes, review and improvement of the degree, with the involvement of all stakeholders.	The degree has an IQAS that allows for the review and improvement of the degree	Deficiencies are detected in the degree review and improvement procedures of the IQAS	The IQAS does not have a procedure for the design, revision or improvement of the degree
2.3 The QMS ensures the collection of information for the proper analysis of the degree, especially academic results and stakeholder satisfaction.	The IQAS has an implemented process that optimally manages the collection of relevant results, with the existence of a table of indicators with complete information on their evolution over time. The IQAS has a process in place that optimally manages the collection of information on stakeholder satisfaction.	The degree has procedures in place for the collection of relevant and useful information and, in particular, for learning outcomes and information on stakeholder satisfaction	Weaknesses are detected in the procedures for the collection of relevant and useful information and, in particular, for learning outcomes and information on stakeholder satisfaction	There are no procedures in place for the collection of information, as well as for learning outcomes and feedback on stakeholder satisfaction
2.4. The QMS has an updated Improvement Plan based on the analysis and review of the information collected. The improvement plan must	The IQAS has an implemented process that optimally manages the preparation and review of the degree's improvement plan. The improvement plan should	The degree has procedures that serve to improve the accreditation of the degree, as well as for the implementation of	Deficiencies are detected in the procedures that serve to improve the accreditation of the degree, as well as for the implementation of	There are no procedures in place for the improvement of the accreditation of the degree, as well as for the implementation of

include all the improvement actions proposed in the degree. In each of these actions, the indicators that measure the actions, decision makers, the level of priority, the date of achievement and the time frame must be specified.	include all the improvement actions resulting from the review of the degree, and should not be limited to a mere reproduction of the recommendations from the institutional reports. In each of these actions, the indicators that measure the actions, the persons responsible, the level of priority, the date of achievement and the timeframe must be specified.	improvement actions	improvement actions	improvement actions

CRITERION 3.DESIGN, ORGANISATION AND DEVELOPMENT OF THE TRAINING PROGRAMME

The training programme has been implemented in accordance with the syllabus and, where appropriate, with subsequent modifications

ESG 2015: 1.2 Programme design and approval. Institutions should have processes for the design and approval of their study programmes. Programmes should be designed in such a way that they meet the targets set for them, including the expected learning outcomes. The qualification of a programme should be clearly specified and publicly available and should refer to the exact level of the national higher education qualifications framework and thus to the Qualifications Framework of the European Higher Education Area.

1.3 Learner-centred teaching, learning and assessment. Institutions should ensure that programmes are delivered in a way that encourages learners to actively participate in the creation of the learning process and that learner assessment reflects this learner-centred approach.

1.4 Admission, development, recognition and certification of students. Institutions should consistently apply pre-established and public standards covering all phases of the student "life cycle", e.g. admission, progression, recognition and certification of students.

3.1 The design of the degree is updated and is periodically reviewed, incorporating, if necessary, actions for improvement.

Guidelines:
1   The current training programme must correspond to the latest version of the verified report or, as the case may be, its latest modification.
2   In case of modifications to the degree, these must have been implemented.

Evidence:
-   Updated and, if necessary, modified verified report (DEVA).
-   Verification Report and if necessary modification (DEVA).
-   Where appropriate, monitoring reports (DEVA).
-   Where applicable, re-accreditation reports (DEVA).
-   Minutes of the Quality Assurance Committee.
-   Teaching guides, specifying the subjects taught in other languages.

3.2 The mode of teaching (face-to-face, virtual (or non-face-to-face) and/or hybrid (or blended) is in accordance with the syllabus of the training programme.

Guidelines:
1   The teaching modalities correspond to the verified and, if necessary, modified report.
2   In the event that the Degree is taught in several teaching modalities, there is teaching coordination between the different modalities so that the acquisition of competences and the learning outcomes are homogeneous in all the modalities involved.

Evidence:
-   Evidence sub-criterion 3.1.

3.3 The processes of management and implementation of the regulations applicable to the degree are developed in an adequate manner and benefit the development of the training programme, in particular with regard to:

- Recognition of credits and validations.
- End of Degree Project/End of Master's Project management regulations (direction and coordination, student selection regulations, typologies, assessment systems, rubric, composition of the panel).
- Where appropriate, additional training.
- Rules for tenure.

Guidelines:
1   Credit recognition and validation processes are applied in accordance with current regulations and take appropriate consideration of the applicant's previous education or experience.
2   The End of Degree Project/End of Master's Project management processes are sufficiently agile and transparent to allow for the completion of the degree programme within the planned deadlines. This includes various aspects such as the selection criteria for End of Degree Projects/End of Master's Projects, the list of End of Degree Projects/End of Master's Projects on offer by tutors, the assignment of tutors, reference topics, etc.
3   With regard to the complementary training, in the cases in which they are required, they will guarantee the levelling and prior knowledge of the students who take them.
4   Compliance with the rules of residence.

Evidence:
-   Regulations on credit recognition and validation and list of students who have obtained credit recognition or validation during the period subject to renewal of accreditation, incorporating aggregate information (ECTS recognised, subject in the degree of origin (Degree, Vocational Training, own degree), and subject recognised, etc.).
-   Number of credits recognised by students on the basis of professional experience or other criteria applied.
-   Regulations on the management of the End of Degree Project/End of Master's Project, including all relevant aspects of this process (enrolment, systems for assigning students to a tutor, mechanisms for choosing the subject matter, timetable for the execution of the End of Degree Project/End of Master's Project, calls for public defence, etc.).
-   Where appropriate, if further training is foreseen, the students who have undertaken this should be documented, with reference in each case to the previous qualification.
-   Average number of credits in additional training of students who have undertaken it.
-   Extra training (if any). Graduates who have completed complementary training courses
-   Rules for tenure.

3.4 The admission criteria, the student profile and the number of places are appropriate and are in line with the stipulations of the training programme.

Guidelines:
1   The number of newly admitted students corresponds to that established in the verified report. The student profile and admission criteria are in line with the type of degree programme and do not generate dysfunctionalities in the development of the programme (including aspects such as levels of previous language knowledge, particularly with regard to degree programmes which admit foreign students).
2   The admission profile and the possible admission tests are public and appropriate to the type of degree.

3 The admission criteria are coherent with the typology of the degree of reference and both the admission criteria and the admission profile itself must be appropriate in order to guarantee the acquisition of the skills established by the degree.

4 The group sizes are adequate for the achievement of the learning objectives and the attainment of the skills foreseen in the Verified Report.

Evidence:
- Entry profile and admission criteria.
- Where applicable, the specific admission tests envisaged and their weightings. Its public nature and its coherence with the reference qualification must be justified.
- Table/description of group sizes including further divisions (practice subgroups, seminars, etc.).
- Indicators for undergraduate degrees in the last six years:
    - Supply, demand and enrolment
      Places offered
      Demand as a 1st option
      New students
      Percentage of first preference entry
    - Cut-off grade
    - Entry grade
    - Entry route
      University entrance exams
      FP2 or equivalent
      University graduates or similar.
      Specific tests for over 25, 40 and 45 year olds.
      Other entry routes.
    - Specific entry tests (if applicable) (standard 1.3).
      Students presented.
      Percentage of students with pass grade.
- Indicators for master's degrees in the last six years:
    - Supply, demand and enrolment.
      Places offered.
      New students.
    - Origin .
      Students coming from the same university.
      Students coming from other Andalusian universities.
      Students coming from other universities in Spain.
      Students coming from foreign universities.
    - Percentage of students with more than 15% of credits recognised.

3.5 The teaching coordination allows for the proper planning of the training programme ensuring that the learning outcomes are taken on board by the students.

Guidelines:
1 Formal scope of coordination: The development of coordination within the degree programme is formally ensured (persons responsible, possible existence of different levels of coordination within the same degree programme, e.g. through figures such as the subject coordinator, etc.).

2   Material scope of coordination: Horizontal and vertical coordination is adequate within the framework of the degree programme. The coordination mechanisms used (coordination meetings with teachers and students, frequency of such meetings, etc.) are evidenced.

Evidence:
1   Description of horizontal and vertical coordination at two levels:
- o Table of academic and support staff involved in the different levels of coordination (degree coordinator, subject coordinators, etc.)
- o and materially recording the development of the same in the form of minutes of meetings or similar documentation.

2   Description of the actions carried out by the work placement coordinator in order to guarantee coordination in the development of the work placement (particularly between academic and external tutors) as well as homogeneity in the assessment of this subject.

3.6 Implementation of degrees with specific structures and teaching innovation, such as:
- **Degrees taught in more than one centre.**
- **Joint Degrees.**
- **Double Degrees with specific itinerary.**
- **Bachelor's degrees with a dual mention.**
- **Undergraduate degrees with specific curricular structures and teaching innovation.**
- **Undergraduate degrees with an open academic pathway.**

Guidelines:
1. The degree has mechanisms to ensure the correct implementation of the degrees with specific structures and teaching innovation.
2. Double degrees, joint degrees and degrees taught in more than one institution have mechanisms to ensure their coordination. The quality of the development of the End of Degree Projects/End of Master's Projects corresponding to each of the degrees must be assured.

Evidence:
- Where appropriate, coordination between:
  - Degrees taught in more than one centre.
  - Joint Degrees.
- Where appropriate, information on the implementation of degrees with specific structures and teaching innovation.
  - Double Degrees/master's with specific itinerary (include information on how the End of Degree Projects/End of Master's Projects are developed in each of the degrees).
  - Bachelor's degrees with a dual mention, (provide agreements).
  - Undergraduate degrees with specific curricular structures and teaching innovation.
  - Degree programmes with an open academic pathway, provide the QMS report specifying the percentage of students taking the pathway.
- The specific regulations approved by the University.
- The degrees involved and their subjects.

- Training proposal designed to be offered, in accordance with what is proposed in RD 822/2021.
- Detailed description of the teaching coordination processes and how it is developed in relation to the different structures (different centres, universities, professional centres, etc.) involved in the Degree.
- Minutes of the Quality Committee

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
3.1 The degree design is up to date and is periodically reviewed, incorporating, if necessary, actions for improvement.	The Syllabus fully corresponds to the verified Report, and any modifications to the Syllabus have been fully implemented. Evidence is presented on the review of the degree and proposals for improvement of the training programme are established, taking into account the stakeholders. The degree encourages the teaching of subjects in other languages.	The Syllabus fully corresponds to the verified Report, and any modifications to the Syllabus have been fully implemented.	The Syllabus corresponds to the verified Report, with possible modifications to the Syllabus having been implemented, but there are still certain dysfunctions in its implementation.	The Syllabus does not correspond to the verified Report, or possible modifications of the Syllabus have not been implemented at all.
3.2 The mode of teaching (face-to-face, virtual (or non-face-to-face) and/or hybrid (or blended) is in accordance with the syllabus of the training programme.	There is a full correspondence between the teaching methods and the verified report. There is full coordination between delivery modes to ensure the acquisition of skills.	There is a full correspondence between the teaching methods and the verified report.	There is a correspondence between the teaching methods and the forecast of the verified report.	There is no correspondence between the teaching methods and the forecast of the verified report.

3.3 The processes of management and implementation of the degree regulations are developed in an adequate manner and benefit the development of the training programme.
  - credit recognition and validation,
  - management of the End of Degree Project/End of Master's Project,
  - where appropriate, adaptation course or additional training
  - rules for tenure.
	The processes of credit recognition and validation, rules of continuance and additional training are applied in accordance with current regulations and take into account the applicant's previous training or experience in an appropriate manner.
	The management processes of the End of Degree Project/End of Master's Project are completely agile and it is accredited by previous experience that they allow the completion of the Degree within the projected deadlines.
		The processes for the recognition of credits, validation of credits, rules of continuance and additional training are applied in accordance with current regulations and take into account the applicant's previous training or experience in an appropriate manner.
		The management processes of the End of Degree Project/End of Master's Project are substantially adequate and, in general, it is considered that they allow the completion of the Degree within the projected deadlines.
			The processes of credit recognition, validation, continuance rules and additional training are applied in accordance with the regulations in force.
			Specific aspects are detected in the management of the End of Degree Project/End of Master's Project that are managed in a way that may cause a relatively large number of students issues in the completion of the Degree within the planned deadlines (unjustified delays in the deadlines for enrolment, subsequent assignment of tutors or subjects, etc.).
				The processes for the recognition of credits, validation of credits, rules of permanence and additional training are not applied in accordance with current regulations and/or do not adequately take into account the applicant's previous training or experience.
				AND/OR
				The End of Degree Project/End of Master's Project management processes prevent the completion of the Degree within the projected deadlines. This is evident in various aspects such as the assignment of tutors, reference topics, etc.

3.4 The admission criteria, the student profile and the number of places are appropriate and are in line with what is established in the training programme report.	The number of newly admitted students fully corresponds to that established in the verified Report, both in the full-time and part-time modalities. The entry student profile and the admission criteria are in	The number of new students is in line with the number established in the verified report. The student profile and admission criteria are in line with the typology of the	The number of students does not correspond to the forecast in the verified report for all the reference courses, but it is in line with the available resources and does not cause problems in the training process.	The number of incoming students does not systematically correspond to what is established in the verified report, implying a imbalance with respect to the available resources. AND/OR

	line with the type of degree, favouring its development. Both the admission profile and the possible admission tests are public and appropriate to the type of degree, favouring its development.	degree programme and do not generate issues in the development of the programme. Both the admission profile and the possible admission tests are public and appropriate to the type of degree.	The student profile and admission criteria are in line with the typology of the degree programme and do not generate issues in the development of the programme. Both the admission profile and the possible admission tests are public and appropriate to the type of degree.	The student profile and the admission criteria are not in line with the type of degree programme and generate issues in the development of the programme. AND/OR Both the entrance profile and the possible admission tests are not public and are manifestly inadequate for the type of degree programme.
3.5 The teaching coordination allows for the proper planning of the training programme ensuring that the learning outcomes are taken on board by the students.	The development of coordination within the degree programme is formally accredited (persons responsible, possible existence of different levels of coordination within the same degree programme, e.g. through figures such as the subject coordinator, etc.). There is evidence of highly satisfactory and effective coordination.	The development of coordination within the degree programme is formally accredited (persons responsible, possible existence of different levels of coordination within the same degree programme, e.g. through figures such as the subject coordinator, etc.). There is evidence of effective coordination.	The development of coordination within the degree programme is formally accredited (persons responsible, possible existence of different levels of coordination within the same degree programme, e.g. through figures such as the subject coordinator, etc.). There are certain levels of problems in the	The development of coordination within the degree programme is not formally accredited (persons responsible, possible existence of different levels of coordination within the same degree programme, e.g. through figures such as the subject coordinator, etc.). AND/OR There are major

			development of coordination.	coordination problems in the framework of the degree programme
3.6 Implementation of degrees with specific structures and teaching innovation. • Degrees taught in more than one centre. • Joint Degrees. • Double Degrees with specific itinerary. • Bachelor's degrees with a dual mention. • Undergraduate degrees with specific curricular structures and teaching innovation. • Undergraduate degrees with an open academic pathway.	Starting from the particular nature of the Degrees that have specific structures and teaching innovation (Degrees taught in more than one centre, joint Degrees, etc.), extraordinary levels of coordination are clearly demonstrated. The absolute homogeneity at the level of skills acquired and learning outcomes achieved of the Degrees with specific structures and teaching innovation is clearly demonstrated. This should be adequately documented.	Starting from the particular nature of the Degrees that have specific structures and teaching innovation (Degrees taught in more than one centre, joint Degrees, etc.), levels of coordination that exceed the standard of coordination of the rest of the Degrees are clearly demonstrated. The absolute homogeneity at the level of skills acquired and learning outcomes achieved of the Degrees with specific structures and teaching innovation is clearly demonstrated. This should be sufficiently documented.	There is no level of coordination appropriate to the specific issues related to these degrees, which raises questions about the homogeneity in terms of skills acquired and learning outcomes achieved in the degrees with specific structures and teaching innovation.	There is a lack of homogeneity in terms of skills acquired and learning outcomes achieved in the degrees with specific structures and teaching innovation.

DIMENSION 2: RESOURCES

CRITERION 4: TEACHING STAFF

The teaching staff foreseen for the teaching in the training programme is sufficient and suitably qualified to ensure the acquisition of skills by the students.

ESG 2015: 1.5 Teaching staff. Institutions must ensure the competence of their teaching staff. They should also use fair and transparent processes for the recruitment and development of their staff.

4.1 The academic staff has the appropriate level of qualification and experience (teaching and research) and corresponds to that committed to in the training programme report.

Guidelines

1. The academic staff corresponds to that foreseen in the verified report and, where applicable, with its subsequent modifications.
2. The teaching and research merits acquired by each member of the teaching staff are a guarantee of the level of quality and experience necessary to correctly carry out the teaching assigned to them.
3. The collaborating teaching staff from other universities or research centres and the agreements established correspond to what is indicated in the verified report.

Evidence:

-    Information on the teaching staff teaching the degree: updated areas of knowledge including: specific field or area of knowledge, the university must include the categories of teaching staff that correspond to the nature of the centre and must explain their profile adequately, including accreditations, doctorate (if they do not have a doctorate, Master's degree level), five-year periods and six-year periods, for non-doctorates: teaching and research merits (the latter adapted to CNEAI criteria, subjects in which the teaching staff is involved, percentage of teaching dedication, percentage of dedication to the degree, number of teaching hours indicating the breakdown into groups according to training activities, direction of End of Degree Projects/End of Master's Projects, hours of direction of End of Degree Projects/End of Master's Projects.

Table Staff teaching the degree (last year taught).

Title of the degree:
University/s (if joint degree):

University [1]	Teacher identifier (the identifier must be unambiguous)[2]	Subject name	No. ECTs subject	Teaching modality [3]	Area of Teacher Knowledge [4]	Language level [6]	Category [5]	Doctor (Y/N)	Teaching experience (years) [7]	Research experience (six-year periods) [8]	Professional experience (years)	Full or part time degree		Other full or part time degrees	
												Dedication (Full-time or Part-time) [9]	Time (hours/week)	Degree title(s) [10]	Total time spent on other degree(s) (hours/week)
	Total No. of different teaching staff.							% of Doctors over the total number of teaching staff other than the degree							

(1) University of origin to which the professor belongs.
(2) The name and surname of the teaching staff are not requested, a code generated by the university will be provided, which is useful to be able to evaluate the

information.

(3) Type of teaching in which the subject is offered (Classroom/Hybrid/Virtual).

(4) Field of knowledge of the teaching staff teaching the subject.

(5) Language level of the teacher, if the subject is offered in a language other than Spanish.

(6) Academic categories (CU, TU, CEU, TEU, Assistant, Associate, etc...) or Professional categories within the Group to which they belong, administration and services staff (Laboratory technician, Teaching support technician, etc. ....)

(7) Teaching experience in number of years. When the type of teaching of the subject is "hybrid" or "virtual", the number of years of teaching experience in this modality shall also be included.

(8) Research experience in number of six-year periods.

(9) Dedication to the degree: PT - Part-time; FT - Full-time.

(10) Include the name of all degrees in which they are involved in teaching.

- In case of Dual Training, the profile of the academic staff involved and the preparation (training received) and experience on this model must be indicated.
- In the case of dual training, lecturers from the collaborating entity assigned to the degree by areas of knowledge.

Area or field of knowledge: name	
Number of teachers	
Number of doctors	
Number of master's level prof	
Professional experience (years)	
Subjects	
ECTS taught (planned)	

Table. In the case of dual training, lecturers from the collaborating entity assigned to the degree by areas of knowledge.

4.2 The number of academic staff involved in the degree is sufficient and their level of dedication is adequate to carry out the proposed training programme in relation to the number of students.

Guidelines
1. Each teacher gives an appropriate percentage of teaching hours, and a group breakdown appropriate to each subject is made. There is no excessive atomisation of teaching, which makes it difficult for students to follow the content. Likewise, the number of hours dedicated to each of the subjects is in accordance with the need to acquire the specific skills and competences detailed in each subject.

Evidence
- Evidence sub-criterion 4.1.

4.3 The teaching activity of the academic staff is subject to evaluation, taking into account the characteristics of the training programme, so as to ensure that the learning process is developed in an appropriate manner.

Guidelines
1. The degree/centre has a document detailing the analysis of the results of the assessment and improvement of the quality of the teaching activity of the teaching staff teaching on the degree, if applicable, of the DOCENTIA programme. It should be specified who, how and when they carry out activities related to the evaluation of the improvement of the quality of teaching.

2. The university/centre promotes teacher training, as well as actions to encourage innovation in teaching methods and the use of new technologies that contribute to improving the quality of the teaching staff teaching on the degree programme

Evidence
- Results of the evaluation of the quality of the teaching activity of the teaching staff, if applicable DOCENTIA results.It must be specified who, how and when the activities related to

the assessment and improvement of the quality of the teaching activity of the teaching staff teaching on the degree programme are carried out .

- Information on teacher training and teaching innovation carried out by the teaching staff teaching on the degree.

4.4 Availability of selection criteria and assignment of the End of Degree Project or End of Master's Project

Guidelines
1. The degree has a procedure to ensure the suitability of the teaching staff supervising the End of Degree Projects/End of Master's Projects.
2. The criteria for the range of End of Degree Projects/End of Master's Projects and, where applicable, the range of available teaching staff are clearly established.
3. The degree ensures the appropriateness of the criteria in order to guarantee equal opportunities and the homogeneous and fair treatment of all students.

Evidence
- There is a detailed document with the criteria for assigning a tutor and the subject assigned to carry out the End of Degree Project or End of Master's Project, which must appear publicly on the degree's website.
- Information on the profile of the teaching staff supervising the End of Degree Project/End of Master's Project.

4.5 If applicable, adaptation of the profile of the teaching staff supervising external placements and their functions.

Guidelines
1. The teaching staff who supervise external or professional placements have a profile that is appropriate to the exercise of these placements and their tasks are well defined in relation to tutoring, supervision, monitoring and drafting of the final report. This task will be recognised with a certain number of hours and the allocation of a maximum number of students per course.

Evidence
- Regulatory document on the development of external or professional placements, including the academic profiles of the teaching staff involved, the tasks assigned for tutoring, supervision and performance monitoring, as well as the guide for the preparation of the final report and the role of the tutor in this process. It shall also indicate the number of hours recognised for this task and for each student, as well as the maximum number of students that may be assigned to each tutor per academic year,
- Information on the person tutoring external placements (including rotational placements and professional placements for degrees with CIN order) specifying the number of students per group and the number of groups tutored.
- Academic or professional staff responsible for tutoring external academic placements.

Tutor/Tutor Identifier	University / Entity	Field of Knowledge	Academic/professional category	Time dedicated to degree(hours)	Academic tutor of the university / tutor of the collaborating institution

- Table. Academic or professional staff responsible for the tutoring of external academic placements

- Nominal table of the external placement tutor teaching staff stating the centre (university/company), degree, field of knowledge, academic/professional tutor, number of students tutored, brief description of the placements and tasks of each student and the marks obtained by the students during the academic years for which accreditation is sought.

4.6. Where appropriate, adaptation of the profile of hybrid or e-learning teaching staff.

Guidelines
1. A table of teaching staff is available, broken down into the different teaching modalities
2. The teaching staff involved in the hybrid and/or virtual modality have the appropriate training for this type of teaching.

Evidence:
- See evidence sub-criterion 4.1
- Training programme for online teaching.
- Activities developed for the acquisition of digital skills by teachers.

4.7 Students are satisfied with the teaching performance of the teaching staff.

Guidelines:
1. The degree has valid indicators to determine student satisfaction with regard to the teaching performance of the teaching staff. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
2. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- Satisfaction indicators
- Analysis of satisfaction indicators and improvement actions undertaken

4.8 The teaching staff is satisfied with the development of the training programme.

Guidelines:

1. The degree has valid indicators to determine the teaching staff's satisfaction with the development of the training programme. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
2. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- Satisfaction indicators
- Analysis of satisfaction indicators and improvement actions undertaken

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
4.1 The academic staff has the appropriate level of qualification and experience (teaching and research) and corresponds to that committed to in the training programme report.	The academic staff conforms to the verified or modified report. The degree has all the information and evidence indicated in this sub-criterion and it is also displayed on the website for more than one academic year. The degree analyses the information and verifies the high level of qualification and experience of all teaching staff.	The academic staff conforms to the verified or modified report. All information and evidence indicated in this sub-criterion is provided. The degree analyses the information and, if necessary, establishes actions for improvement.	The academic staff conforms to the verified or modified report. Not all the information indicated in this sub-criterion is provided. The degree analyses the information and, if necessary, establishes actions for improvement.	The academic staff does not conform to the verified or modified report. Not all the information indicated in this sub-criterion is provided. The title does not analyse the information.
4.2 The number of academic staff involved in the degree is sufficient and their level of dedication is adequate to carry out the proposed training programme in relation to the number of students.	The number of teachers is adjusted to the hours required according to the breakdown of groups according to the training activities. The evolution of the degree during the period under evaluation is analysed in relation to this sub-criterion.	The number of teachers is adjusted to the hours required according to the breakdown of groups according to the training activities. The degree analyses the information and, if necessary, establishes actions for improvement.	The number of teaching hours and number of teaching staff is in line with the verified/modified report. Not all the information indicated in this sub-criterion is provided. The degree analyses the information and, if necessary, establishes actions for improvement.	The academic staff does not conform to the verified or modified report. Not all the information indicated in this sub-criterion is provided. The title does not analyse the information.
4.3 The teaching activity of the academic staff is subject to evaluation, taking into account the characteristics of the	The degree has data on the assessment of the quality of the teaching activity of the teaching staff who teach on the degree, which is analysed	The degree has data on the assessment of the quality of the teaching activity of the teaching staff teaching on the degree, analyses them and, if	The degree has data on the assessment of the quality of the teaching activity of the teaching staff teaching on the degree, but does not	The degree does not have any data on the assessment of the quality of the teaching activity of the teaching staff teaching on the degree.

training programme, so as to ensure that the learning process is developed in an appropriate manner.	and found to be of a high level. The degree has data on the training of the teaching staff who teach on this degree, which is analysed and found to be of a high level.	necessary, establishes actions for improvement. The degree has data on the training of the teaching staff who teach on this degree, analyses them and, if necessary, establishes actions for improvement.	analyse them. The degree has data on the training of teaching staff, but does not analyse it.	The degree does not have data on the training of teaching staff.
4.4 Availability of criteria for the selection of teaching staff to be assigned by students as directors of their End of Degree Project or End of Master's Project.	The degree analyses the profile of the teaching staff supervising the End of Degree Project/End of Master's Project and notes the level of excellence. Each of the assignment criteria for End of Degree Projects/End of Master's Projects are established and made public in detail, including, where applicable, the possibility of mobility.	The degree analyses the profile of the teaching staff supervising the End of Degree Project/End of Master's Project and improvement actions are established. Each of the assignment criteria for End of Degree Projects/End of Master's Projects are established and made public in detail.	The degree does not analyse in all cases the profile of the teaching staff supervising the End of Degree Project/End of Master's Project or no improvement actions are established. All criteria for End of Degree Projects/End of Master's Projects assignments are established but not made public.	No information is available on the profile of the teaching staff supervising the End of Degree Project/End of Master's Project. The criteria for the assignment of End of Degree Projects/End of Master's Projects are not established and are not made public.
4.5 If applicable, adequacy of the profile of the teaching staff supervising external placements and their functions	The degree analyses the profile of the teaching staff supervising external placements and the level of excellence is noted.	The degree analyses the profile of the teaching staff supervising external placements and improvement actions are established.	The degree does not analyse in all cases the profile of the teaching staff supervising external placements, or no improvement actions are established.	No information is available on the profile of the teaching staff supervising external placements.
4.6 If applicable, adequacy of the profile of teachers providing hybrid and/or	The degree analyses the profile of the teaching staff who teach hybrid and/or	The degree analyses the profile of the teaching staff providing hybrid and/or virtual	The degree does not analyse in all cases the profile of the teaching staff who teach	No information is available on the profile of hybrid and/or e-learning teaching staff, or if

virtual education	virtual teaching and their level of excellence is noted. The degree develops activities for the acquisition of digital competences by the teaching staff.	teaching and considers it to be adequate.	hybrid and/or virtual teaching, or if it does analyse the adequacy is sufficient but could be improved. O There are doubts about the suitability of some teaching staff for hybrid and/or virtual teaching.	available, it is inadequate. O Information is available on the profile of hybrid and/or e-learning teaching staff and it is concluded that they are (for the most part) clearly suitable.
4.7 Students are satisfied with the teaching performance of the teaching staff.	The degree has valid indicators of student satisfaction with regard to the teaching performance of the teaching staff. The student body shows a high level of satisfaction (>4)[2.] Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student satisfaction with regard to the teaching performance of the teaching staff. The student body shows a medium level of satisfaction (3-4)[2.] Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student satisfaction with regard to the teaching performance of the teaching staff. The student body shows a medium-low level of satisfaction(2-<3)[2.]	The student body shows a low level of satisfaction(1-<2)[2.] The results are not analysed by decision makers.
4.8 The teaching staff is satisfied with the development of the training programme.	The degree has valid indicators of the teaching staff's satisfaction with the development of the training programme. Teachers show a high level of satisfaction (>4) [2].	The degree has valid indicators of the teaching staff's satisfaction with the development of the training programme. Teachers show a medium level of satisfaction (3-4) [2.]	The degree has valid indicators of the teaching staff's satisfaction with the development of the training programme. Teachers show a medium-low level of satisfaction (2-	The student body shows a low level of satisfaction (1-<2) [2.] Results are not analysed by decision-makers

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

	Satisfaction results are analysed in an appropriate manner by decision makers.	Satisfaction results are analysed in an appropriate way by the responsible parties	<3) 2.	

CRITERION 5. RESOURCES AND SUPPORT FOR TEACHING

The material resources, infrastructures and teaching support services are adequate, taking into account the characteristics of the degree.

ESG 2015: 1.6 Resources for learning and student support. Institutions must be adequately funded to develop teaching and learning activities and ensure that students are offered sufficient and easily accessible learning support and resources

5.1. The degree has the appropriate infrastructure and resources, taking into account the size of the groups, the development of the training activities and the teaching-learning methodologies. Students are satisfied with the infrastructure and resources available. The teaching staff is satisfied with the infrastructure and resources available.

Guidelines:
1. The degree has adequate and suitably equipped classrooms (number, size, tables and chairs, projectors, screens, sockets, technical resources, etc.) for the development of training activities, taking into account the size of the groups and the teaching-learning methodologies used.
2. The degree has reading rooms, spaces for group work, rest areas, etc. appropriate to the number of students.
3. The degree has the appropriate laboratories or specific spaces for practical work (number, size, instrumentation) and/or the necessary means for the development of all the planned training activities (language laboratories, computer rooms, field practices, etc.).
4. The degree has the necessary financial resources to carry out the internships and the rest of the training activities foreseen.
5. The degree has a library appropriate to the number of students and the characteristics of the training programme (number of seats, available funds, system of access to the bibliographic funds, databases, subscriptions to journals, subscriptions to teaching eBooks, etc.).
6. The degree has a virtual platform to support teaching. There is a procedure for analysing the use of the virtual platform by teaching staff and students.
7. The degree has valid indicators to determine student satisfaction with the infrastructures, means and resources available for the degree. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
8. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.
9. The degree has valid indicators to determine the teaching staff's satisfaction with the infrastructures, means and resources available for the degree. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
10. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- Description of the infrastructures available for the development of the different training activities.
- Description of the features and functioning of the library.
- Access to the virtual platform and usage statistics.
- Student satisfaction indicators.
- Analysis of satisfaction indicators and improvement actions undertaken

- Indicators of teacher satisfaction.
- Analysis of satisfaction indicators and improvement actions implemented.

5.2. Where appropriate, the actions carried out to foster student mobility are adequate to the characteristics of the training programme. Students are satisfied with the mobility programmes. Mobility coordinators are satisfied with the mobility programmes.

Guidelines:
1. The degree has an range of mobility destinations appropriate to the characteristics of the degree, both in terms of the number of places offered and their academic suitability, which facilitates the acquisition of skills during the mobility period.
2. The degree has a procedure for the review and updating of existing mobility agreements.
3. The degree has a procedure for informing students and assigning mobility destinations.
4. The degree has a procedure for the reception of incoming students from other centres.
5. The degree has a procedure for the appointment of mobility coordinators and for the recognition of their role.
6. The degree has a procedure for the management and support of mobility students by the mobility coordination and the international relations body.
7. The degree has valid indicators to find out the level of outgoing students' satisfaction with mobility programmes. These procedures analyse the satisfaction with the destinations, the academic arrangements, the coordinators and bodies managing the mobility and the process of information and assignment of destinations. The degree has valid indicators to determine the satisfaction of incoming students. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
8. The degree has valid indicators to find out the satisfaction of the exchange coordinators with the mobility programmes. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
9. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- List of mobility destinations.
- Number of incoming and outgoing mobility students.
- Procedure for reviewing and updating mobility agreements.
- Procedure for information and allocation of mobility destinations.
- Reception procedure for incoming mobility students.
- Procedure for the appointment of coordinators and recognition of their functions.
- Mobility student management and support procedure.
- Mobility student satisfaction indicators.
- Analysis of satisfaction indicators and improvement actions implemented.
- Satisfaction indicators of the teaching staff coordinating the mobility.
- Analysis of satisfaction indicators and improvement actions implemented.

5.3. In the event that the training programme includes external academic placements, these are carried out in an appropriate manner and there are sufficient places available with specific educational cooperation agreements for the degree. Students are satisfied with the external placements. External people who supervise the placements are satisfied with them.

Guidelines:

1. The degree has a range of destinations for external placements, both compulsory and optional, which is sufficient for the number of students and adequate to achieve the expected skills.
2. The degree has a procedure for reviewing and updating the work experience agreements on offer and for analysing the activities carried out in external placements, mainly with regard to their suitability for the acquisition of the skills envisaged in the training programme.
3. The degree has a procedure for assigning external placements.
4. The number of external tutors and their training are adequate to facilitate students' acquisition of the expected skills.
5. The degree has clear and defined criteria for the appointment of external tutors.
6. The degree has a procedure for the coordination of external tutors, in which the functions, competences, objectives and systems used to assess student performance are reported.
7. The degree has valid indicators to ascertain student satisfaction with external placements, both in terms of the characteristics of the destinations and the placement tutors, assessment systems used, etc. In the event that satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
8. The degree has valid indicators to ascertain the satisfaction of external placement tutors, both in terms of the function carried out and the coordination procedure, information received, student assessment, etc. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
9. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- List of agreements for external placements and number of places offered.
- List of places covered in each centre.
- Procedure for the allocation of external placements.
- Number of placement tutors from the university and the partner institution. Criteria for the appointment of tutors.
- Procedure for reviewing and updating internship agreements.
- Coordination procedure for external tutors.
- Procedure for the presentation and evaluation of the results of the internship (rubric).
- Information on external academic placements (final year):

No. of credits of compulsory external academic placements:		Total no. of places offered (if applicable, please specify the number of places if offered in several languages):	
No. of credits for optional internships (specialisation, major or pathway):		Total no. of places offered (if applicable, please specify the number of places if offered in several languages):	

Agreements (zipped or downloadable file with evidence)			
Name of the entity	Number of places offered for the degree	Agreement (zipped or downloadable file with evidence)	No. of tutors in the collaborating entity different from those in the collaborating entity

Table. Information on external academic placements.

- Information on external placements tutors (final year):

Tutor/Tutor Identifier	University / Entity	Field of Knowledge	Academic/professional category	Time dedicated to degree(hours)	Academic tutor of the university / tutor of the collaborating institution

Table. Academic or professional staff responsible for tutoring external academic placements.

- Indicators of student satisfaction with external placements.
- Analysis of satisfaction indicators and improvement actions undertaken
- Traineeship tutor satisfaction indicators
- Analysis of satisfaction indicators and improvement actions undertaken

5.4. The support staff involved in the training activities are adequate and of sufficient number for the development of the training programme and the staff are satisfied with the development of the training programme/centre where the degree is taught.

Guidelines:
1. The degree has the necessary support staff to carry out the practical training activities, both in terms of number and professional qualification level.
2. The degree has the support staff needed for the rest of the activities necessary for the development of the training programme (library staff, information points, etc.)
3. The degree/centre has the necessary administration and services staff to carry out all the administration and management tasks related to the training programme
4. The degree/centre has valid indicators to ascertain the satisfaction of administration and services staff, both support and management staff, which are collected specifically for the degree. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
5. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- List and profile of the support staff available for the internship.
- List and profile of the staff available for the rest of the support activities for the development of the training programme.
- List and description of the administrative and management staff assigned to the degree/centre.
- Satisfaction indicators for support staff assigned to the degree/centre.
- Analysis carried out of the satisfaction indicators of the support staff assigned to the degree/centre and improvement actions implemented.

5.5. Where hybrid or virtual teaching methods are used, the degree has the necessary resources in terms of infrastructure and support staff. Students are satisfied with the remote teaching received. The teaching staff are satisfied with the remote teaching given.

Guidelines:
1. The degree has the necessary technical and staff resources to provide distance teaching.
2. The degree has a procedure to analyse the academic progression of students who receive distance tuition and to guarantee the accuracy of the assessment procedures that are carried out in distance learning.

3. The degree has sufficient and appropriate support staff for the delivery of non-classroom teaching.
4. The degree has a training programme for support staff involved in remote teaching.
5. The degree has valid indicators to determine student satisfaction with distance learning. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
6. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.
7. The degree has valid indicators to determine the teaching staff's satisfaction with the distance teaching. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
8. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- Description of the remote teaching system used.
- Procedure for the monitoring and assessment of students who take part in non-classroom teaching.
- Procedure for access to academic and vocational guidance services.
- List (description) of available support staff.
- Training activities offered and participation of teaching and research staff and support staff in these activities.
- Indicators of student satisfaction in the distance learning modality.
- Analysis of satisfaction indicators and improvement actions implemented.
- Indicators of satisfaction of teaching staff in the distance learning modality.
- Analysis of satisfaction indicators and improvement actions implemented.

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
5.1 The degree has the appropriate infrastructure and resources, taking into account the size of the groups, the development of the training activities and the teaching-learning methodologies.	The degree has the appropriate infrastructures and resources for the correct development of the training programme. The degree has a suitable virtual platform, which is regularly used by teaching staff and students. The information on the degree is available, is analysed and is found to be consistent with its high level.	The degree has the appropriate infrastructures and resources for the development of the training programme. The degree analyses the information and, if necessary, establishes actions for improvement.	The infrastructures and resources available are deficient to a certain extent, which hinders the proper development of the training programme.	The infrastructures and services have serious deficiencies that impede the proper development of the training programme.
Students are satisfied with the infrastructure and resources available	The degree has valid indicators of student satisfaction with the infrastructures and resources available The student body shows a high level of satisfaction (>4) [2]. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student satisfaction with the infrastructures and resources available. The student body shows a medium level of satisfaction (3-4)[2]. Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of student satisfaction with the infrastructures and resources available. The student body shows a medium-low level of satisfaction (2-<3) [2].	Students show a low level of satisfaction (1-<2) [2]. Results are not analysed by decision-makers
	The degree has valid indicators of the teaching and	The degree has valid indicators of the teaching and	The degree has valid indicators of the teaching and	The teaching and research staff show a medium-low

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[2] For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

Teachers are satisfied with the infrastructure and resources available	research staff's satisfaction with the infrastructures and resources available The teaching and research staff shows a high level of satisfaction (>4)2. Satisfaction results are analysed in an appropriate manner by decision-makers.	research staff's satisfaction with the infrastructures and resources available The level of satisfaction of the teaching and research staff is medium (3-4)[2.] Satisfaction results are analysed in an appropriate way by the responsible parties	research staff's satisfaction with the infrastructures and resources available. The teaching and research staff shows a medium-low level of satisfaction (2-<3) [2.]	level of satisfaction (1-<2)[2.] Results are not analysed by decision-makers
5.2. Where appropriate, the actions carried out to foster student mobility are adequate to the characteristics of the training programme.	The degree has suitable destinations for the typology of the degree, as well as procedures that guarantee and regulate the information on mobility programmes, the allocation of places, the reception of incoming mobility students and the role of mobility coordinators. There are mechanisms in place to ensure transparency of validation and to make sure that the student is aware of them prior to mobility.	The degree features procedures ensuring and regulating information on mobility programmes, the allocation of places, the reception of incoming mobility students and the role of mobility coordinators. There are mechanisms in place to ensure transparency of validation and to make sure that the student is aware of them prior to mobility.	The degree has destinations appropriate to the typology of the degree, but there are deficiencies in the mobility procedures. Not all courses have mechanisms in place to guarantee the transparency of validation and to ensure that the student is aware of them prior to mobility.	The degree does not have an adequate mobility options There are shortcomings in the implementation of procedures that severely affect the smooth functioning of student mobility.
Students are satisfied with the mobility programmes.	The degree has valid indicators of student satisfaction with mobility programmes.	The degree has valid indicators of student satisfaction with mobility programmes.	The degree has valid indicators of student satisfaction with mobility programmes.	Students show a low level of satisfaction (1<-2) [2.] Results are not analysed by

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

	The student body shows a high level of satisfaction (>4)2. Satisfaction results are analysed in an appropriate manner by decision-makers.	The student body shows a medium level of satisfaction (3-4)[2.] Satisfaction results are analysed in an appropriate way by the responsible parties	The student body shows a medium-low level of satisfaction (2-<3) [2.]	decision-makers
Exchange coordinators are satisfied with the mobility programmes.	The degree has valid satisfaction indicators for exchange coordinators. Coordinators show a high level of satisfaction (>4)[2] Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid satisfaction indicators for exchange coordinators. Coordinators show a medium level of satisfaction (3-4) [2.] Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid satisfaction indicators for exchange coordinators. Coordinators show a medium-low level of satisfaction 2-<3) [2.]	Coordinators show a low level of satisfaction (1-<2) [2.] The results are not analysed by decision makers.
5.3. In the event that the training programme includes external academic placements, these are carried out in an appropriate manner and there are sufficient places available with specific educational cooperation agreements for the degree. Students are satisfied with the external placements.	The degree has an ideal number of agreements and types of places for external placements, as well as tutors. There are procedures in place to review and update the agreements and the number and type of placements, as well as to adapt the range of external placements to the needs of the training programme.	The degree has an adequate number of agreements and types of places for external placements, as well as tutors. The number of tutors is adequate, there are procedures for reviewing and updating agreements and/or for the allocation of external placements and/or the appointment and coordination of external	The activities carried out during external placements are adequate for the development of the training programme, and the number of agreements is in line with the verified document, but there are no procedures for reviewing and updating the agreements and/or for the assignment of external placements and/or the appointment and	The activities carried out during the external placements are NOT suitable for the development of the training programme and prevent the acquisition of the skills established in the verified document and/or the number of placement agreements or tutors is not in line with the verified document and prevents the acquisition of the skills

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

		tutors.	coordination of external tutors.	foreseen.
	There are procedures in place to facilitate the appointment of external placement tutors, the coordination of their tasks and the review of their functions.			
The student body is satisfied with the external placements	The degree has valid indicators of student satisfaction with external placements, The student body shows a high level of satisfaction (>4)^2. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student satisfaction with external placements. The student body shows a medium level of satisfaction (3-4)^2. Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of student satisfaction with external placements. The student body shows a medium-low level of satisfaction (2-<3)^2.	The student body shows a low level of satisfaction (1-<2)^2. Results are not analysed by decision-makers
Internship tutors are satisfied with the external placements.	The degree has valid indicators of satisfaction of the work placement tutors with the external placements, Tutors show a high level of satisfaction (>4)^2. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of satisfaction of the work placement tutors with the external placements, Tutors have a medium level of satisfaction (3-4)^2. Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of satisfaction of the work placement tutors with the external placements, Tutors a medium-low level of satisfaction (2-<3)^2.	Tutors a low level of satisfaction (1-<2)^2. Results are not analysed by decision-makers
5.4 The support staff involved	The degree has the necessary	The title has sufficient	The available staff and/or	The available staff and/or

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^{2}For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.
^{2}For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

in the training activities is adequate and sufficient for the development of the training programme.	support staff for the development of training activities. The training of available staff is adequate for the functions performed	support staff, although it would be desirable to increase their number and/or their training in relation to the functions to be carried out	their suitability for the activities carried out hinder the development of the training programme.	their suitability for the activities carried out impede the development of the training programme.
The administrative and service staff involved in the management of the training programme is adequate and sufficient.	The staff available for the management of the degree is appropriate.	The staff available for the management of the degree is sufficient, although areas for improvement are detected.	The staff available for the management of the degree makes the development of the training programme difficult.	The staff available for the management of the degree is insufficient for the adequate development of the training programme.
The AP/support staff is satisfied with the activities carried out in relation to the development of the training programme	The degree has valid indicators of support staff satisfaction with the activities carried out in relation to the development of the training programme. Support staff show a high level of satisfaction (>4)2. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of support staff satisfaction with the activities carried out in relation to the development of the training programme. Support staff shows a medium level of satisfaction $(3\text{-}4)^2$. Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of support staff satisfaction with the activities carried out in relation to the development of the training programme. Support staff show a medium-low level of satisfaction $(2\text{-}<3)^2$.	Support staff show a low level of satisfaction $(1\text{-}<2)^2$. Results are not analysed by decision-makers
5.5. In case of "hybrid" or "virtual" teaching, the degree has the necessary resources in terms of infrastructure and support staff.	The degree has the ideal resources for hybrid" or "virtual teaching and sufficient and suitable staff. Procedures are in place to	The degree has adequate resources for hybrid" or "virtual teaching and has sufficient and appropriate staff.	Both the resources and the staff available hinder the adequate development of non-classroom teaching and/or there are no mechanisms that allow for	The resources and staff available do not allow for the adequate development of non-classroom teaching.

[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

	ensure excellent tutoring, monitoring and evaluation of students.	There are procedures that allow for adequate tutoring, monitoring and evaluation of students.	adequate monitoring and evaluation of the student body.	
Students are satisfied with hybrid" or "virtual" teaching.	The degree has valid indicators of student satisfaction with the non-classroom teaching received. The student body shows a high level of satisfaction (>4) [2]. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student satisfaction with the non-classroom teaching received. The student body shows a medium level of satisfaction (3-4) [2]. Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of student satisfaction with the non-classroom teaching received. The student body shows a medium-low level of satisfaction (2<3) [2].	The student body shows a low level of satisfaction (1<2) [2]. Results are not analysed by decision-makers
The teaching staff are satisfied with hybrid or virtual teaching.	The degree has valid indicators of the teaching staff's satisfaction with the non-classroom teaching received. Teachers show a high level of satisfaction (>4) [2]. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of the teaching staff's satisfaction with the non-classroom teaching received. Teachers show a medium level of satisfaction (3-4)[2]. Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of the teaching staff's satisfaction with the non-classroom teaching received. Teachers show a medium-low level of satisfaction (2-<3) [2].	Teachers show a low level of satisfaction (1-<2) [2]. Results are not analysed by decision-makers

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

DIMENSION 3: RESULTS

CRITERION 6. RESULTS OF THE TRAINING PROGRAMME

The learning outcomes achieved by the graduates are in line with those foreseen in the study plan, in coherence with the graduate profile and correspond to the MECES level of the training programme, and the training and assessment activities are coherent with this graduate profile and with the competences of the degree.

> ESG 2015: 1.2 Programme design and approval. Institutions should have processes for the design and approval of their study programmes. Programmes should be designed in such a way that they meet the targets set for them, including the expected learning outcomes. The qualification of a programme should be clearly specified and publicly available and should refer to the exact level of the national higher education qualifications framework and thus to the Qualifications Framework of the European Higher Education Area.

6.1 The results of the learning process achieved by the students correspond to the MECES level, are in accordance with the graduate profile and with the verified report.

Guidelines:
1. There must be a correspondence between the expected learning outcomes and the MECES level of the degree.
2. The learning outcomes achieved correspond to those foreseen in the verified report. The acquisition of the expected learning outcomes for each of the modalities involved must be ensured.

Evidence:
- Teaching guides.
- Information on five compulsory subjects representative of the training programme, including End of Master's Project/End of Degree Project and, where appropriate, external internships.
    - Teaching guides.
    - Information about the teaching staff of the subject.
    - Selection of student assessment tests that cover the spectrum of grades (fail, pass, pass, good and outstanding).
    - In case of continuous assessment, table allowing contextualisation. It should include at least the weighting and typology of the different tests.
- Where applicable, five reports on external placements.

6.2. The training activities, methodology and assessment systems are relevant and appropriate for certifying the different types of learning reflected in the training profile and are in line with the verified report.

Guidelines:
1. The teaching methodologies and training activities are adequate for the achievement of the learning outcomes foreseen in the verified report and the assessment systems allow for an optimal certification of the degree of achievement of the same.
2. The training activities, methodology and assessment systems reflected in the teaching guides of the subjects are those that are actually implemented in the classroom.

3   The process of preparation and defence of the End of Degree Project/End of Master's Project is coherent with the internal regulations of the University of reference and with the general regulatory framework.

4   Existence of assessment systems that guarantee a homogeneous and adequate assessment of the End of Degree Project/End of Master's Project.

5   Existence of criteria and procedures for the assignment of End of Degree Project/End of Master's Project.

6   The external placements are developed guaranteeing the acquisition of the competences linked to this subject and that the assessment systems guarantee an objective and homogeneous assessment of all the students involved in this subject.

7   Existence of criteria and procedures for assigning external placements.

Evidence:
- Teaching guides (including syllabus, learning outcomes, training activities and assessment systems) of the subjects (reference can be made to those published on the web if they are up to date and sufficiently detailed).
- Degree syllabus detailing the training activities carried out in the teaching-learning process.
- QMS document on the processes associated with the development of training programmes to support student learning, as well as the collection and analysis of results.
- List of defended End of Master's Project/End of Degree Project and grades.
- Rubric for the presentation and evaluation of the Master's Projects/End of Degree Projects.
- List of external placements carried out, centres, internal and external tutors.
- Information on five compulsory subjects representative of the training programme, including End of Master's Project/End of Degree Project and, if applicable, external internships.
    - Teaching guides
    - Information about the teaching staff of the subject.
    - Selection of student assessment tests covering the spectrum of grades (fail, pass, good, outstanding, and honours).
    - In case of continuous assessment, table allowing contextualisation. It should include at least the weighting and typology of the different tests.
- Where applicable, five External Placement Reports.

6.3 The results of the academic indicators and their evolution are in line with the educational objectives of the syllabus.

Guidelines:
1. The results of the academic indicators must be coherent with the global forecasts made in the verified report. Particular importance should be attached at this point to the possible incidence that the rate of non-submission in the End of Degree Project/End of Master's Project subject may have on the graduation rate.

Evidence:
- Indicators (according to type of education):
    - Information on overall qualifications of the degree and by subject and type of teaching.

	Fail	Pass	Good	Outstanding	Honours
Subject 1					
Subject 2					
Subject 3					
OVERALL	%	%	%	%	%

Note: subjects must be repeated according to the mode of teaching (face-to-face, virtual (remote) and/or hybrid (or blended).

- Percentage of no-shows
- Overall results of the degree programme over the last six years:
  Performance rate
  Efficiency rate
  Graduation rate
  Drop-out rate
- Overall results for the first year of the last six years:
  Drop-out rate
  Submission rate
  Success rate
  Performance rate

6.4 The degree has indicators to analyse the degree of student satisfaction with each subject as well as with the training programme.

Guidelines:
1. The Degree must have valid indicators to know the students' satisfaction with each subject as well as with the training programme.
2. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- Student Satisfaction Indicators per subject
- Indicators of student satisfaction with the training programme
- Analysis of satisfaction indicators and improvement actions undertaken

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
6.1 The learning outcomes achieved by the students correspond to the MECES level, are in accordance with the graduate profile and with the verified report.	There is a complete correspondence between the expected learning outcomes, the MECES level of the Degree and the graduate profile. The degree reviews the competences and learning outcomes foreseen in the framework of the degree and updates them if necessary, taking into account the MECES level and the graduate profile.	There is a complete correspondence between the expected learning outcomes, the MECES level of the Degree and the graduate profile.	There is a correspondence between the expected learning outcomes, the MECES level of the Degree and the graduate profile.	There is no correspondence between the expected learning outcomes, the MECES level of the Degree and the graduate profile.
6.2 The training activities, methodology and assessment systems are relevant and adequate to certify the different learning outcomes reflected in the training profile.	The training activities, methodology and assessment systems are detailed in the guides and are implemented in the classroom in all the subjects involved in the Degree and good practices in the development of training activities, methodology and assessment systems are accredited. The End of Degree Project/End of Master's Project and external	The training activities, methodology and assessment systems are detailed in the guides and are implemented in the classroom in all the subjects involved in the Degree. The End of Degree Project/End of Master's Project and external internships are detailed in the guides, specifying assignment criteria and procedures and the assessment systems with	The training activities, methodology and assessment systems are detailed in the guides and are implemented in the classroom in most of the subjects involved in the Degree. The End of Degree Project/End of Master's Project and external internships are not fully detailed in the guides in all aspects: assignment criteria and procedures and	The methodologies, training activities and assessment systems of the subjects involved in the degree are not sufficiently detailed. The development of the End of Degree Project/End of Master's Project and the external internships does not guarantee the acquisition of the competences linked to this subject. Or the End of Degree Projects and End of Master's Projects

		rubrics that ensure homogeneity in the process.	assessment systems with rubric.	are not detailed in the guidelines.
	internships are detailed in the guides, specifying assignment criteria and procedures and the assessment systems with rubrics that ensure excellence in the process.			
6.3 The results of the academic indicators and their evolution are in line with the educational objectives of the syllabus.	The Degree has adequate and very detailed academic indicators in each of the aspects of the degree to analyse the results of each subject and of the training programme, confirming its excellence. The evolution over time is also extremely positive.	The Degree has adequate and sufficient academic indicators to analyse the results of each subject and of the training programme. The values and evolution of the academic indicators are adequate, and where appropriate, they establish actions for improvement.	The degree programme has academic indicators to analyse the results of each subject and of the training programme. The values and evolution of the academic indicators are substantially adequate, although certain distortions are observed in relation to some of the reference indicators (or their evolution over time), and improvement actions are established where necessary.	The values of the academic indicators and/or their evolution are negative and do not correspond at all to the educational objectives of the curriculum. The degree does not analyse the results of the academic indicators and/or their evolution
6.4. The degree has indicators to analyse the degree of student satisfaction with each subject as well as with the training programme.	The degree has valid indicators of student satisfaction with each subject as well as with the development of the training programme. The student body shows a high level of satisfaction (>4) [2].	The degree has valid indicators of student satisfaction with each subject as well as with the development of the training programme. The student body shows a medium level of satisfaction (3-4)[2].	The degree has valid indicators of student satisfaction with each subject as well as with the development of the training programme. The student body shows a medium-low level of satisfaction(2-<3) [2].	The student body shows a low level of satisfaction(1-<2) [2]. Results are not analysed by decision-makers

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

		Satisfaction results are analysed in an appropriate manner by decision makers.	Satisfaction results are analysed in an appropriate way by the responsible parties		

CRITERION 7: ACADEMIC GUIDANCE, CAREER GUIDANCE AND EMPLOYABILITY

The services necessary to guarantee the academic and vocational guidance of students are adequate, and the information on employability provides useful indicators for decision-making and improvement of the training programme.

ESG 2015. 1.9. Continuous monitoring and regular evaluation of the programmes. Institutions should regularly monitor and evaluate their programmes to ensure that they achieve their objectives and respond to the needs of learners and society. Such evaluations should lead to continuous improvement of the programme. As a result of the above, any measures envisaged or adopted must be communicated to all stakeholders.

1.6 Resources for learning and student support. Institutions must be adequately funded to develop teaching and learning activities and ensure that students are offered sufficient and easily accessible learning support and resources

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

7.1 The degree has the necessary services to guarantee the academic and professional guidance of students. The student body is satisfied with the academic and vocational guidance services for students.

Guidelines:
1. The degree has a stable academic guidance plan for its students, which includes welcome days, academic guidance on mobility and external placements (where applicable), final projects or any other relevant aspect to facilitate the development of the training programme.
2. The degree has a stable career guidance plan, specifically aimed at future graduates, with the participation of professionals or employers, in which both job opportunities and options for further studies are analysed.
3. The degree has valid indicators to determine student satisfaction with the academic and professional guidance received. Both indicators are collected independently and, in the case of satisfaction surveys, the number of responses collected is statistically significant.
4. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- Academic guidance plan.
- Vocational guidance plan.
- Indicators of student satisfaction with regard to the academic and professional guidance received.
- Analysis of satisfaction indicators and improvement actions implemented.

7.2. The results of the graduate employability indicators are appropriate for the characteristics of the degree programme.

Guidelines:
1. The degree has reliable employability indicators that make it possible to determine that the jobs to which graduates gain access are directly related to the characteristics of the degree.
2. Employability indicators are analysed by those in charge, in relation to the characteristics of the degree programme, in order to establish appropriate reference values. The results of this analysis are used in the degree improvement process.

Evidence:
- Employability indicators.
- Analysis carried out of employability indicators and improvement actions implemented.

7.3 The graduation profiles essentially deployed in the training programme remain relevant and up to date according to the requirements of their academic, scientific or professional field.

Guidelines:
1. The degree has a procedure to review the interest and suitability of the graduate profiles and to update them if necessary

Evidence:
- Procedure for reviewing and updating graduate profiles.

7.4 Employers are satisfied with the training received by graduates.

Guidelines:
1. The degree has reliable indicators that make it possible to determine the degree of satisfaction of employers with the training received by graduates. In the event that employers are also external placement tutors, this procedure is differentiated from the one aimed at collecting their satisfaction as tutors. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
2. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- Indicators of employer satisfaction
- Analysis of satisfaction indicators and improvement actions undertaken

7.5 Graduates are satisfied with the training they have received.

Guidelines:
1. The degree has reliable indicators that make it possible to determine the degree of satisfaction of graduates with the training received. In the event that employers are also external placement tutors, this procedure is differentiated from the one aimed at collecting their satisfaction as tutors. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
2. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- Graduate student satisfaction indicators
- Analysis of satisfaction indicators and improvement actions undertaken

7.6 The sustainability of the degree is analysed taking into account the training profile offered by the degree and the resources available.

Guidelines:

1. The degree has a procedure for analysing its sustainability. The sustainability of the degree is analysed taking into account the main aspects to be considered (demand, level of teaching staff involved in the degree, etc.).
2. The analysis of the sustainability of the degree is used in the process of degree improvement

Evidence:
- Analysis of the sustainability of the degree, correlating the different dimensions that affect this criterion (demand, level of teaching staff involved in the degree, etc.).

Evaluation questionnaire	Surpassed	Achieved	Partially achieved	Not achieved
7.1. The degree carries out academic and professional orientation actions	There is a stable calendar of guidance actions covering all necessary areas (academic and vocational).	Academic and vocational guidance actions are carried out and cover all the necessary areas, but there is no adequate planning to ensure their stability	Academic guidance actions are carried out which cover some of the necessary aspects. Adequate planning is lacking or covers only some of the necessary aspects.	There are no academic or professional guidance actions specifically aimed at degree students
7.1. The student body is satisfied with the academic and vocational guidance services for students.	The degree has valid indicators of student satisfaction with the academic and professional guidance services. The student body shows a high level of satisfaction (>4) [2.] Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student satisfaction with the academic and professional guidance services. The student body shows a medium level of satisfaction (3-4)[2.] Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of student satisfaction with the academic and professional guidance services. The student body shows a medium-low level of satisfaction (2-<3) [2.]	The student body shows a low level of satisfaction (1-<2) [2.] Results are not analysed by decision-makers
7.2. The results of the graduate employability indicators are appropriate for the characteristics of the degree programme.	The degree has valid employability indicators. The title analyses the results and notes their level of excellence.	The degree has valid employability indicators. The degree analyses the results and, if necessary, establishes actions for improvement.	The degree has employability indicators , but they are not exhaustive.	The degree does not have employability indicators .
7.3. The graduation profiles essentially deployed in the training programme remain	The graduate profiles are reviewed to ensure that they remain relevant and up to	The graduate profiles are reviewed to ensure that they remain relevant and up to	The graduate profiles are reviewed , but inadequately, so there is no guarantee that	No review ofgraduate profiles

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

relevant and up to date according to the requirements of their academic, scientific or professional field.	date. A protocol is in place to ensure regular and systematic review of graduate profiles	date. There is NO protocol that guarantees the periodic and systematic review of graduate profiles	they will remain relevant and up to date. There is NO protocol in place to ensure the regular and systematic review of exit profiles or the provisions of the protocol are not complied with.	
7.4. Employers are satisfied with the training received by the graduates	The degree has valid indicators of employer satisfaction with the training received by graduates. Employers show a high level of satisfaction (>4)2. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of employer satisfaction with the training received by graduates. Employers show a medium level of satisfaction (3-4)2. Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of employer satisfaction with the training received by graduates. Employers show a medium-low level of satisfaction (2-<3) 2.	Employers show a low level of satisfaction (1-<2) 2. Results are not analysed by decision-makers
7.5. Graduates are satisfied with the training they have received	The degree has valid indicators of graduate satisfaction with the training received. Graduates show a high level of satisfaction (>4)2. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of graduate satisfaction with the training received. Graduates show a medium level of satisfaction (3-4)2. Satisfaction survey results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of graduate satisfaction with the training received. Graduates show a medium-low level of satisfaction(2-<3) 2.	Graduates show a low level of satisfaction(1-<2) 2. Results are not analysed by decision-makers

[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.
[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

7.6. The sustainability of the degree is analysed taking into account the training profile offered by the degree and the resources available.	The sustainability of the degree is analysed at the present time, taking into account all the factors that may affect it in the short and medium term. Actions are proposed to facilitate the continued sustainability of the degree. A protocol is in place to ensure regular analysis of the sustainability of the degree.	The sustainability of the degree is analysed at the present time, taking into account all factors that may affect it in the short and medium term. However, no actions are proposed to facilitate the continued sustainability of the degree and/or there is no protocol to ensure regular analysis of the sustainability of the degree.	The sustainability of the degree at the present time is analysed , but not all factors that may affect it in the short and medium term are taken into account.	Sustainability of the degree is not analysed

4. Assessment dimensions, criteria and guidelines for doctoral programmes

DIMENSION 1: DEGREE MANAGEMENT

CRITERION 1: PUBLICLY AVAILABLE INFORMATION

The institution has mechanisms in place to adequately communicate to all stakeholders the characteristics of the programme and the processes that ensure its quality.

ESG 2015: 1.8. Public information. Institutions should publish clear, accurate, objective, up-to-date and easily accessible information on their activities and programmes.

1.1 The degree publishes complete and updated information on the characteristics of the programme, its operational development.

Guidelines
1. The website of the degree has information on the characteristics of the programme, in particular: Full name of the degree in Spanish and in the other language in which it is taught; Universities that teach the courses in the case of joint degrees; total number of credits; language(s) of instruction; number of places offered by modality and, where applicable, by each of the centres/universities where the degree is taught, access requirements and admission procedures for students and, where applicable, additional training; credit recognition and transfer criteria; information on the mobility programmes for in-house and host students; entry and exit profiles to which the courses are oriented.
2. The degree's website has information on training activities; number of ECTS credits; temporal organisation; description of training activities, with their temporal planning and control procedure, as well as information on the possibilities of mobility and stays; description of the basic profiles of thesis supervisors, tutors and members of the academic committee (number of lecturers, categories and accreditations, teaching and research merits, number of five-year and six-year periods, areas of knowledge in which they teach) and other necessary and available human resources; material resources and services available (teaching spaces, academic facilities and equipment, laboratories, computer rooms...).
3. The degree has actions for the promotion and dissemination of the degree and dissemination mechanisms, with the information provided being clear and easily accessible to students and society as a whole. In the case of inter-university programmes and the existence of more than one web portal linked to the doctoral programme, procedures must be established to ensure homogeneous, easily accessible and up-to-date information.
4. The degree's website has information on the actions planned for the academic and professional support and guidance of students once they have enrolled, taking into account the diversity of students.
5. The information on the degree is accessible to people with functional diversity.
6. All the information on the degree programme is contained on a single web page; in the event that there is more than one web page related to the degree programme, homogeneity and updating of this information must be guaranteed. It must also be ensured that there is a system in place that allows information to be updated simultaneously in all of them.

Evidence
Information that must be accessible through the degree's website:

- Full title of the degree in Spanish and in the other language in which it is taught.
- Universities providing the courses in the case of joint degrees.
- Total number of credits.
- Language(s) of instruction.
- Number of places offered by the doctoral programme, number of students enrolled in each modality, origin of the doctoral students and number of students who have been assigned additional training , specifying the previous degree, the additional training and the number of credits required.
- Access requirements and student admission procedures.
- Access to the platform used by the University to manage the doctoral student's activities and research plan.
- Where appropriate, information on mobility programmes for home and host students.
- Composition of the academic committee, indicating the research line and the research team.
- Training activities; number of ECTS credits; temporal organisation; description of training activities and the implementation of their control procedures.
- Information on collaboration agreements in force with other bodies and institutions.
- Procedure for the presentation and approval of the defence of the doctoral thesis.
- Description of the researchers participating in the programme, their affiliation to the research teams, the accreditation of their research experience and the activity carried out in the programme.
- Research projects obtained in competitive competition and linked to the research teams, detailing the funding body and the lines of research to which they correspond.
- Doctoral theses defended in the programme, detailing their qualification, whether they have an international mention and indicating the contributions derived from them.
- Procedure used for the assignment of the tutor, for the assignment of the thesis supervisor and for the annual evaluation of the doctoral student's activity document and research plan.
- Training activities given and developed in the programme.
- Necessary and available human resources; material resources and services available (teaching spaces, academic facilities and equipment, laboratories, computer rooms...); Information on the academic and professional orientation of the student body.

1.2 The degree publishes information on the results achieved and satisfaction taking into account all stakeholders (teaching staff, students, graduates, employers, administrative and service staff, support staff).

Guidelines
 1 The web page of the degree includes the results of the satisfaction of the stakeholders (doctoral students, teaching and research staff, support staff, graduates and employers)
 2 The degree's website contains the main data and results of this degree: academic supply and demand, results of the training programme, student body, academic staff and employability.

Evidence
Information that must be accessible through the degree's website:
- Student satisfaction results
- Teaching and research staff satisfaction score.
- Satisfaction score of support staff.
- Graduate satisfaction score
- Employer satisfaction score
- Data and results obtained from the degree: academic supply and demand, results of the training programme, student body, academic staff and employability.

1.3 The institution publishes the QMS in which the degree/centre is framed, as well as all the results of the reviews carried out, both in the monitoring and in the renewal of accreditation.

Guidelines

1   The web page of the degree gives access to the Quality Management System in which the degree is framed, where decision makers for it, the procedures and the improvement actions implemented must be shown. The web page of the degree gives access to the different academic regulations and specific support systems for students once enrolled, as well as those related to the permanence, supervision and monitoring of doctoral theses, presentation and reading of doctoral theses, code of good practice and verified report and monitoring and evaluation reports

2   The degree's website should provide access to the degree's improvement plan.

Evidence

Information that must be accessible through the degree's website:

- Verified report.
- Responsible for the QMS.
- Composition of the Degree Quality Committee and the agreements adopted by the committee.
- QMS procedures.
- Improvement actions implemented by the QMS.
- Academic enrolment regulations that set out the minimum number of ECTS credits to be enrolled per student and per academic year.
- Access and admission regulations.
- Tenure regulations.
- Regulations for the defence of theses.
- Mobility regulations.
- Evaluation regulations.
- Specific support systems for students once they have enrolled.
- Agency assessment of the request for verification.
- Monitoring and re-accreditation reports.
- Degree improvement plan.

1.4 Satisfaction of students and teaching and research staff with the public information available on the degree.

Guidelines
1. The degree has valid indicators to determine the satisfaction of students and teaching and research staff with the publicly available information
2. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence
- Satisfaction indicators(Aspects to be included on the degree website).
- Analysis of satisfaction indicators and improvement actions implemented.

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
1.1 The degree publishes complete and updated information on the characteristics of the programme, its operational development.	It provides up-to-date, comprehensive and relevant information on the characteristics of the programme and its operational development. The degree has additional procedures for its dissemination. (Social media, translation of the website into other languages…).	The degree publishes complete and up-to-date information on the programme, with no shortcomings detected.	Deficiencies are detected in the publication of degree information, but these are not serious breaches according to what is stated in the report.	The information published does not coincide to a large extent with that contained in the report, or is not up to date.
1.2 The degree publishes information on results achieved and satisfaction taking into account all stakeholders.	The institution publishes up-to-date, aggregated and exhaustive information on the academic results and satisfaction of all degree groups over the last five years.	The degree publishes sufficient information on the results of satisfaction and transparency of the degree (students, teaching and research staff, support staff, graduates and employers).	Deficiencies are detected in the publication of the results of satisfaction and transparency of the degree	No results are published on the satisfaction of stakeholders or on the transparency of the degree

1.3 The institution publishes the IQAS in which the degree is framed as well as all the results of the reviews carried out, both in the monitoring and in the renewal of accreditation.	The institution publishes and disseminates comprehensively the quality policy, IQAS processes and related elements of accountability, including monitoring and accreditation results.	The degree provides easy access to the IQAS, academic regulations, official degree information and improvement actions	Deficiencies are detected in access to the IQAS, academic regulations, official degree information and improvement actions.	Access to one or more of the following items is not provided: IQAS, academic regulations, official degree information, and improvement actions
1.4 Students and teaching and research staff's satisfaction with the public information available on the degree.	The degree has valid indicators of student and teaching and research staff satisfaction with the publicly available information on the degree. The teaching and research staff and the student body show a high level of satisfaction (>4) [2.] Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student and teaching and research staff satisfaction with the publicly available information on the degree. The teaching and research staff and the student body show a medium level of satisfaction (3-4)[2.] Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of student and teaching and research staff satisfaction with the publicly available information on the degree. The teaching and research staff and the student body show a medium-low level of satisfaction (2-<3) [2.]	The PDI and the student body show a low level of satisfaction (1-<2) [2.] Results are not analysed by decision-makers

[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

CRITERION 2: QUALITY ASSURANCE SYSTEM

The degree has an Internal Quality Assurance System (IQAS) deployed and implemented with the necessary mechanisms to obtain information on the correct development of the implementation of the degree and oriented towards continuous improvement.

ESG 2015: 1.1 Quality assurance policy. Institutions should have a public policy on quality assurance as part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, involving external stakeholders.
1.7. Information management. Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
1.9. Continuous monitoring and regular evaluation of the programmes. Institutions should regularly monitor and evaluate their programmes to ensure that they achieve their objectives and respond to the needs of learners and society. Such evaluations should lead to continuous improvement of the programme. As a result of the above, any measures envisaged or adopted must be communicated to all stakeholders.
1.10 Cyclical External Quality Assurance

2.1. Responsible for the Internal Quality Assurance System and Quality Assurance Policy

Guidelines:
1   The IQAS specifies: the persons responsible for the IQAS and for each of the procedures, the quality policy of the degree or of the centre where the degree is taught, the quality manual or procedures manual and the scorecard.
2   The QMS contemplates its regulations and/or operating rules specifying how the participation of the agents involved in the degree programme is articulated in this body: teaching staff, students, academic managers, support staff and other external agents.
3   The IQAS has a document management system.

Evidence:
-    Information on the QMS review
-    Quality policy of the degree or of the centre where the degree is taught.
-    Body responsible for managing, coordinating and monitoring the functioning of the IQAS
-    Composition of the quality committee and results of the functioning of the programme's IQAS: documents containing decisions, actions taken, annual reports, improvement plans and evidence of their monitoring.
-    Scorecard.
-    Access to the document management system of the QMS.

2.2. The QMS has a procedure for the design, review and improvement of the degree.

Guidelines:
1.   The processes, procedures and mechanisms deployed facilitate the review of the degree based on the analysis of information collected on the satisfaction of doctoral students with the doctoral programme, the satisfaction of tutors and thesis supervisors, the satisfaction of other stakeholders and support services, the functioning of the academic committee, the monitoring of the doctoral student's activity document and research plan, the evaluation,

monitoring and assessment of the results of the doctoral programme and the analysis of decision-making, and the publication and dissemination of the results of the doctoral programme.

2. The degree has criteria for interrupting the delivery of the degree, temporarily or permanently, and mechanisms to safeguard the rights and commitments acquired with students.

3. In the case of inter-university double degrees, coordination between universities is ensured, as well as a collaboration agreement specifying which quality assurance system applies to the degree, without accepting more than one quality assurance system for a degree. The QMS envisages a mechanism specifying how the information applicable to the degree will be collected from the different universities.

4. Where appropriate, the degree with special specific curricular structures has the necessary mechanisms in place to guarantee the quality of the training programme.

Evidence:
- Processes, procedures and mechanisms for analysing the information collected for the review of the degree.
- Mechanism to analyse programme results.
- Procedure for the termination of the degree.
- In the case of double inter-university degrees, collaboration agreement specifying the functioning of coordination and collaboration agreements between universities.

2.3. The QMS guarantees the collection of information on the results of the training programme and the satisfaction of all stakeholders, for the proper analysis of the degree.

Guidelines:
1 The QMS includes the definition of responsibilities and objectives based on indicators that serve for decision making and quality improvement of the degree programme.

2 The QMS has procedures and mechanisms in place to facilitate the continuous collection and analysis of relevant and pertinent information, both quantitatively and qualitatively. In particular on learning outcomes and stakeholder satisfaction and this analysis has an impact on improvement-oriented decision making.

Evidence
- Procedures and mechanisms deployed to facilitate the collection of training programme results.
- Procedure for decision-making and quality improvement in the degree programme.
- Evidence of the management and treatment of complaints and suggestions from doctoral students, lecturers and support staff.
- Mechanism for collecting and analysing the satisfaction of the different groups involved:
  o Student body.
  o Academic staff
  o Support staff and administrative and service staff.
  o Graduates.
  o Employers.

2.4. The QMS has an updated Improvement Plan based on the analysis and review of the information collected. The improvement plan must include all the improvement actions proposed in the degree. In each of these actions, the indicators that measure the actions, the persons responsible, the level of priority, the date of achievement and the time frame must be specified.

Guidelines:

1 The IQAS has an improvement plan as a result of the review of the processes and definition of actions derived from the implementation of the degree programme.
2 The procedures and mechanisms deployed facilitate the preparation of periodic monitoring reports, which serve as support for continuous improvement and decision-making for the modification and renewal of the degree's accreditation.
3 The improvement plan takes into account the recommendations of the different internal and external monitoring processes
4 The improvement actions are followed up and the initially set objectives are achieved.

Evidence
- Procedures and mechanisms for regular monitoring reports
- Improvement plan containing all the improvement actions proposed in the degree. Each of these actions must specify:
    o indicators to measure actions,
    o responsible,
    o priority level,
    o date of achievement and
    o timing.
- Periodic procedure for analysis and review of the improvement plan.
- History of the Degree Improvement Plan.
- External evaluation reports (verification, modifications, follow-up and re-accreditation)

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
2.1. IQAS Officers and Quality Assurance Policy.	The QMS reviews and updates the Quality Assurance Policy, as well as the IQAS Officers. There is evidence of the review and updating of the IQAS.	The degree has IQAS officers and a quality assurance policy	Deficiencies are detected in the procedures for appointing IQAS officers or in the quality assurance policy.	The IQAS does not have a procedure for the designation of IQAS officers and/or a quality assurance policy.
2.2 The QMS has a procedure for the design, review and improvement of the degree.	The IQAS has an implemented process that optimally facilitates the design and approval of degree programmes, review and improvement of the degree, with the involvement of all stakeholders.	The degree has an IQAS that allows for the review and improvement of the degree	Deficiencies are detected in the degree review and improvement procedures of the IQAS	The IQAS does not have a procedure for the design, revision or improvement of the degree
2.3 The QMS ensures the collection of information for the proper analysis of the degree, especially academic results and stakeholder satisfaction.	The IQAS has an implemented process that optimally manages the collection of relevant results, with the existence of a table of indicators with complete information on their evolution over time. The IQAS has a process in place that optimally manages the collection of information on stakeholder satisfaction.	The degree has procedures in place for the collection of relevant and useful information and, in particular, for learning outcomes and information on stakeholder satisfaction	Weaknesses are detected in the procedures for the collection of relevant and useful information and, in particular, for learning outcomes and information on stakeholder satisfaction	There are no procedures in place for the collection of information, as well as for learning outcomes and feedback on stakeholder satisfaction
2.4. The QMS has an updated Improvement Plan based on the analysis and review of the information collected. The	The IQAS has an implemented process that optimally manages the preparation and review of the degree's improvement plan.	The degree has procedures that serve to improve the accreditation of the degree, as well as for the	Deficiencies are detected in the procedures that serve to improve the accreditation of the degree, as well as for the	There are no procedures in place for the improvement of the accreditation of the degree, as well as for the

improvement plan must include all the improvement actions proposed in the degree. In each of these actions, the indicators that measure the actions, decision makers, the level of priority, the date of achievement and the time frame must be specified.	The improvement plan should include all the improvement actions resulting from the review of the degree, and should not be limited to a mere reproduction of the recommendations from the institutional reports. In each of these actions, the indicators that measure the actions, the persons responsible, the level of priority, the date of achievement and the timeframe must be specified.	implementation of improvement actions	implementation of improvement actions	implementation of improvement actions

CRITERION 3.DESIGN, ORGANISATION AND DEVELOPMENT OF THE TRAINING PROGRAMME

The training programme has been implemented in accordance with the conditions established in the verified syllabus report and, where applicable, in its subsequent modifications

ESG 2015: 1.2 Programme design and approval. Institutions should have processes for the design and approval of their study programmes. Programmes should be designed in such a way that they meet the targets set for them, including the expected learning outcomes. The qualification of a programme should be clearly specified and publicly available and should refer to the exact level of the national higher education qualifications framework and thus to the Qualifications Framework of the European Higher Education Area.

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

1.4 Admission, development, recognition and certification of students. Institutions should consistently apply pre-established and public standards covering all phases of the student "life cycle", e.g. admission, progression, recognition and certification of students.

3.1 The design of the degree is updated and is periodically reviewed, incorporating, if necessary, actions for improvement.

Guidelines:
1   The design of the current degree must correspond to the latest version of the verified report or, if applicable, its latest modification.
2   In case of modifications to the degree, these must have been implemented.

Evidence:
-   Updated, verified and, if necessary, amended report (DEVA).
-   Verification Report and if necessary modification (DEVA).
-   Where appropriate, monitoring reports (DEVA).
-   Where applicable, re-accreditation reports (DEVA).
-   Minutes of the Quality Assurance Committee of the degree/centre.
-   Teaching guides.

3.2 The programme has mechanisms in place to ensure that the entry profile of doctoral students is appropriate and that their number is coherent with the characteristics and distribution of the programme's lines of research and the number of places offered.

Guidelines:
1   The number of newly admitted students corresponds to the number established in the verified report in both full-time and part-time modalities.
2   The entry student profile is in line with the typology of the degree programme and the verified report and does not generate issues in the development of the degree programme.
3   Correct distribution of students among the different lines of research.

Evidence:
-   Verified report.
-   Verification Report.
-   Monitoring reports.

- Where appropriate, amendment reports.
- The indicators to be considered in assessing this standard are as follows:
- Places on offer.
- Demand.
- New students who have enrolled.
- Total number of students.
- Percentage of foreign students enrolled.
- Percentage of students coming from master's studies at other universities.
- Percentage of students who have enrolled part-time.
- Percentage of students with scholarships.
- Percentage of students according to access requirements.
- Percentage of students according to line of research.
- Indicators should be provided for each academic year in order to assess their evolution over the period covered by the accreditation. In addition, student indicators should provide for all modalities: full-time, part-time and students who change modality, either because they start full-time and end part-time or vice versa.

3.3 The programme has mechanisms in place to ensure that entry requirements and pathways and admission criteria are appropriate.

Guidelines:
1 The requirements, access routes and admission criteria are appropriate to the type of degree and are applied correctly.
2 In the case of the existence of additional training, this is adequate taking into account the entry profile and is in line with the objectives pursued.

Evidence:
- Verified report.
- Verification Report.
- Monitoring reports.
- Where appropriate, amendment reports.
- Admission criteria.
- Extra training (if applicable).

3.4 The programme has adequate mechanisms in place for the monitoring of doctoral students, the supervision of doctoral theses and, where appropriate, of training activities.

Guidelines:
1. Adequacy of the procedure for assigning the tutor and thesis supervisor (deadlines and adjustment of the research profile of the tutor and supervisor to the typology of the projected thesis).
2. Recognition of tutors and thesis supervisors for the performance of their duties.
3. Correction of the procedures for the control of the doctoral students' activities document.
4. Procedure for the assessment of the research plan.
5. Procedure for the approval of the thesis reading.
6. Procedures for monitoring training activities.
7. Profile of the members of the academic committee and its functioning (meetings, frequency of meetings, decisions taken).

Evidence:

- Verified report.
- Verification Report.
- Monitoring reports.
- Where appropriate, amendment reports.
- Good practice guide for the management and monitoring of the training activities of doctoral students and their doctoral thesis.
- University regulations for the presentation and reading of theses.
- Procedure for the appointment of tutors and thesis supervisors.
- Training activities.
- Composition of the academic committee.
- Minutes of meetings of the academic committee.
- University criteria for the recognition of tutors and directors for the performance of their duties.

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
3.1. The design of the degree is updated and is periodically reviewed, incorporating, if necessary, actions for improvement.	The design of the degree fully corresponds to the verified report, and any modifications have been fully implemented. Evidence is presented on the review of the degree and proposals for improvement are established, taking into account the stakeholders.	The design of the degree fully corresponds to the verified report, and any modifications have been fully implemented.	The design of the degree corresponds to the verified Report, with possible modifications having been implemented, but there are still certain dysfunctions in its implementation.	The design of the degree does not correspond to the verified report, or possible modifications have not been implemented at all.
3.2 The programme has mechanisms in place to ensure that the entry profile of doctoral students is appropriate and that their number is coherent with the characteristics and distribution of the programme's lines of research and the number of places offered.	The number of new students and their profile fully corresponds to that established in the verified report, both in the full-time and part-time modalities. Balanced distribution of students among the different lines of research.	The number of new students is in line with the number established in the verified report. The profile of incoming students corresponds strongly to that established in the verified report. Balanced distribution of students among the different lines of research.	The number of new students is not in line with the number established in the verified report in all the reference years, but it is in line with the available resources and does not cause serious issues in the training process. The profile of incoming students corresponds strongly to that established in the verified report.	The number of new students is not in line with the number established in the verified report in all the reference courses and does not match the available resources, causing serious issues in the training process. AND/OR The profile of incoming students does not correspond to that established in the verified report.
3.3 The programme has	The requirements, access routes	The requirements,	Although the requirements,	The requirements, access

mechanisms in place to ensure that entry requirements and pathways and admission criteria are appropriate.	and admission criteria are appropriate to the type of degree and are applied correctly. If there is additional training, it is appropriate taking into account the entry profile and are in line with the objectives pursued.	access routes and admission criteria are appropriate to the type of degree and are applied correctly.	access routes and admission criteria are appropriate to the typology of the degree programme, it is considered that they are not applied correctly in all cases. AND/OR If there is additional training, this is not always appropriate in view of the entry profile.	routes and admission criteria are not appropriate to the type of degree and/or are not applied correctly. AND/OR If there is additional training, this is not appropriate taking into account the entry profile and is not in line with the objectives pursued.

| 3.4 The programme has adequate mechanisms for the monitoring of doctoral students, the supervision of doctoral theses and, where appropriate, of training activities. | Optimal adequacy of the procedure for assigning the tutor and thesis supervisor. Adequacy of the procedures for the control of the doctoral students' activity document and for the approval of the thesis reading. Correspondence of training activities with those foreseen in the verified report, guaranteeing the adjustment of the referred activities to MECES level 4. Excellent control of training activities. | Substantial adaptation of the procedure for assigning the tutor and thesis supervisor. Existence of adequate procedures for the control of the doctoral students' activity document and for the approval of the thesis reading. Correspondence of training activities with those foreseen in the verified report, guaranteeing the adjustment of the referred activities to MECES level 4. | There are certain distortions in the practical application of the procedures for assigning the thesis tutor and supervisor.

Certain dysfunctions are observed in the procedures for the control of the doctoral students' activity document and for the approval of the thesis reading.

Correspondence of training activities with those foreseen in the verified report, guaranteeing the adjustment of the referred activities to MECES level 4. | Lack of adequate procedures for assigning a tutor and thesis supervisor.

AND/OR

Lack of adequate procedures for the control of the doctoral students' activity document and for the approval of the thesis reading.

AND/OR

Non-correspondence of the training activities with those foreseen in the verified report and/or mismatch of the referred activities to the MECES 4 level. |
|---|---|---|---|---|

DIMENSION 2: RESOURCES

CRITERION 4: TEACHING STAFF

The academic staff is sufficient and their time dedication, experience and qualification is appropriate to the doctoral programme according to the scientific field and the number of students.

ESG 2015: 1.5 Teaching staff. Institutions must ensure the competence of their teaching staff. They should also use fair and transparent processes for the recruitment and development of their staff.

4.1. The academic staff fulfils the requirements for participation in the programme and accredits their quality and research experience.

Guidelines:

1. The academic staff meets the requirements for participation in the doctoral programme and accredits their research experience (six-year periods or scientific publications in accordance with the CNEAI criteria, in the case of joint doctoral programmes, the university (centre to which each publication is attached) must be indicated. In order to comply with this guideline, at least 60% of the programme's teaching staff must have accredited research experience. The participation of foreign teaching staff in the doctoral programme is considered positive. Joint publications with foreign faculty will be considered.

Evidence:

-   Information about the teaching staff who teach the training programme:
    -   Area of knowledge and department, as well as professional category and teaching and research experience in years. In the case of joint degrees, the university to which the degree is affiliated must be indicated.
    -   Directors and/or tutors must be specified.
    -   Line of research to which it is linked.
    -   Six-year research period or equivalent, or endorsement of the research level by providing evidence of scientific publications indicating impact index and quartile. For joint degrees: the scientific contributions at the different universities must be specified.
    -   If applicable, the university of origin of the foreign teaching staff and their link to the corresponding line of research.

Table Staff teaching the training programme (last course taught).

Title of the degree:								
University/s (if joint degree):								
Teacher identifier (the identifier must be unambiguous)[1]	University[2]	Year of granting the last six year research period	Number of theses defended in the last five years	Year of last thesis supervised	Supervisors and/or tutors. [3](D/T)	Line of research to which it is linked.	Research project of the line	Participation (principal investigator, researcher, collaborator, guest)
1								
2								
3								
Total No. of different teaching staff.		accredited research experience			% Supervisors and % tutors			

(1) The name and surname of the teaching staff are not requested, a code generated by the university will be provided, which is useful to be able to evaluate the information.
(2) University of origin to which the professor belongs.
(3) It must be specified whether the faculty member participates as thesis supervisor (D) or tutor (T), if both, indicate (D/T).

- If applicable, type of agreement or administrative link that has been established with the foreign teaching staff of the doctoral programme.
- If applicable, actions and results on the increase or decrease of teaching staff, research lines or teams. This information must be substantiated by the number of students enrolled.

4.2. Each line of research has at least one project funded in competitive calls for tender, whose principal investigator is academic staff from the doctoral programme.

Guidelines:
1. The research groups in which they are integrated have at least one live competitive project and demonstrate that their members are still active in research. For joint degrees, this criterion must be applied to each of the universities participating in the programme individually. The research groups that make up the programme have funding for the experimental development of doctoral theses and each line will have at least one live competitive project whose principal investigator must be a lecturer on the doctoral programme. For joint degrees, it must be indicated how the lines of research will be distributed by each university and how it will be guaranteed that all students on the doctoral programme will have access to each of them. There must be a balance between the lines offered at each of the participating universities.

Evidence:

- Information on the research lines and competitive projects awarded in the last 6 years. The degree, call for tender and funding body, period of execution, reference and the name of the principal investigator must be provided, indicating whether he/she is a member of the programme's teaching staff.
- In the case of joint doctoral programmes, specific information on the university responsible for each project

LINE OF RESEARCH [1]

Name of the line	Indicate here the name of the line of research					
Number of Doctoral Programme professors	Indicate here the number of professors who belong to the Doctoral Programme					
	X-5	X-4	X-3	X-2	X-1	X
Number of guest lecturers and collaborators *Indicate the number of guest lecturersand collaborators of the DP*						
Number of students *Indicate the number of students enrolled in the line of research*						

LIST OF RESEARCH PROJECTS IN THE LINE OF RESEARCH

	Name of the research project	Reference	Funding Entity	Amount granted	Project start date-Project end date	Project PI Identifier Note: only if a teacher of the DP (not a guest or collaborator)	No. of programme teaching staff involved in the project
Project[12]							

[1] Include as many tables as the number of research lines included in the doctoral programme.
[2] Insert as many rows as there are research projects associated to the line of research.

4.3. The teaching staff is sufficient and has the necessary time dedication to carry out its functions adequately, considering the number of students in each line of research and the nature and characteristics of the doctoral programme.

Guidelines

1. The number of teaching staff is sufficient taking into account the number of students in each line of research.

Evidence:
- Evidence sub-criterion 4.2.

4.4 The university has mechanisms for the recognition of thesis supervision and supervision that are applied to the academic staff of the doctoral programme.

Guidelines:

1. Number of ECTS credits awarded to teaching staff participating in the programme for tutoring and supervising doctoral theses. Recognition in ECTs for the work of Programme Coordination, participation in doctoral thesis tribunals, participation in the Academic Committee and in the Monitoring Committee.

2. Analysis carried out of the indicators of doctoral students' satisfaction with the tutoring/directing functions.

Evidence:
- Mechanisms for calculating the work of tutoring and thesis supervision as part of the teaching and research dedication of teaching staff.
- Doctoral regulations and regulations on thesis supervision and supervision applicable to teaching staff.
- Satisfaction of doctoral students with the tutoring/supervision functions.

4.5 The degree of participation of international experts in monitoring committees, thesis tribunals, preliminary reports and training activities is adequate according to the scientific field of the programme.

Guidelines
1. Participation of the programme's teaching staff in the composition of monitoring committees, thesis tribunals, tutoring and training activities and the percentage of international experts in each of the aspects is indicated. In all cases, information about the university or organisation to which the teaching staff is attached.

Evidence
- Description of the mechanisms in place for external collaborations.
- International experts who have participated in thesis tribunals, training activities and follow-up reports.

4.6 The teaching staff is satisfied with the development of the doctoral programme.

Guidelines:

1. The degree has valid indicators to determine the teaching staff's satisfaction with the development of the training programme. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
2. Satisfaction indicators are analysed by those in charge and used in the process of improving the degree programme.

Evidence:
- Satisfaction indicators
    - Analysis of satisfaction indicators and improvement actions implemented.

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
4.1. The academic staff fulfils the requirements for participation in the programme and accredits their quality and research experience.	More than 90% of the academic staff have an active six-year research period or in the absence of this assessment have a number of publications that meet the CNEAI requirements. The academic staff involved in the programme have proven experience in supervising doctoral theses over the last five years. Foreign staff are involved in the programme.	60% of the academic staff have an active six-year research period or in the absence of this assessment have a number of publications that meet the CNEAI requirements. The academic staff involved in the programme have proven experience in supervising doctoral theses over the last five years. Foreign staff are involved in the programme.	60% of the academic staff have an active six-year research period or in the absence of this assessment have a number of publications that meet the CNEAI requirements. The academic staff involved in the programme have proven experience in supervising doctoral theses over the last five years.	Less than 60% of the academic staff have an active six-year research period or in the absence of this assessment have a number of publications that does not meet the CNEAI requirements. 0 The academic staff participating in the programme lacks proven experience in supervising doctoral theses over a period of five years.
4.2. Each line of research has at least one project funded in competitive calls for tender in the last 6 years, whose principal investigator is academic staff from the PhD programme.	Each research line has more than one active project funded in competitive calls for tender and the PI is academic staff of the programme and at least one of the projects is international.	Each line of research has at least one active project funded in competitive calls for tender and the PI is academic staff of the programme.	Not all the research lines have at least one active project funded in competitive calls for tender, the PI being an academic staff member of the programme.However, all the lines have had a competitive project in the last 6 years whose PI is academic staff of	Not all research lines have at least one live project funded in competitive calls for tender in the last 6 years.

			the programme in all of them.	
4.3. The teaching staff is sufficient and has the necessary dedication to carry out its functions adequately, especially considering the number of students, the number of students in each line of research and the nature and characteristics of the doctoral programme.	There is an adequate ratio between the number of teaching staff involved and the number of students enrolled in each line of research. The distribution of thesis supervision is evenly distributed among the teaching staff.	There is an adequate relationship between the number of teaching staff involved and the number of students enrolled in each line of research.	There is not an appropriate ratio between the number of teaching staff involved and the number of students enrolled in all lines of research.	There is not an appropriate ratio between the number of teaching staff involved and the number of students enrolled.
4.4 The university has mechanisms for the recognition of thesis supervision and tutoring that are applied to the academic staff of the doctoral programme.	The work of tutoring and supervising doctoral theses as indicated in the university's reference document is acknowledged and, where appropriate, improvement actions for teaching staff are provided. The degree has valid indicators to determine student satisfaction with the tutoring and supervision of doctoral theses The student body shows a high level of satisfaction (>4)	The tutoring and supervision of doctoral theses is recognised as indicated in the university's reference document. The degree has valid indicators to determine student satisfaction with the tutoring and supervision of doctoral theses The student body shows a medium level of satisfaction (3-4) [2]. Satisfaction results are analysed in an appropriate way by the responsible parties	The work of supervising and supervising doctoral theses is recognised as indicated in the university's reference document, but not in all the academic years submitted for renewal of accreditation. The degree has valid indicators to determine student satisfaction with the tutoring and supervision of doctoral theses The student body shows a medium-low level of	The university does not recognise the tutoring and supervision of doctoral theses The student body shows a low level of satisfaction (1-<2) [2]. The results are not analysed by decision-makers.

			satisfaction (2-<3)[2].	
4.5 The degree of participation of international experts in the monitoring commissions, preliminary reports, thesis tribunals and training activities is adequate according to the scientific field of the programme.	In all academic years, international experts have participated in the monitoring commissions, preliminary reports, thesis tribunals and training activities.	Not in all courses, but at least in the last four courses international experts have participated in the monitoring commissions or previous reports or thesis tribunals or training activities	International experts have participated in the monitoring commissions or previous reports or thesis tribunals or training activities, although in less than two of the total number of courses to be accredited.	There has been no participation of international experts in the monitoring commissions or previous reports or thesis tribunals or training activities
4.8 The teaching staff is satisfied with the development of the doctoral programme.	The degree has valid indicators of the teaching staff's satisfaction with the development of the doctoral programme. Teachers show a high level of satisfaction (>4)[2]. Satisfaction results are analysed in an appropriate manner by decision-makers.	The degree has valid indicators of the teaching staff's satisfaction with the development of the doctoral programme. The teaching staff shows a medium level of satisfaction (3-4) [2]. Satisfaction results are analysed in an appropriate way by the decision-makers	The degree has valid indicators of the teaching staff's satisfaction with the development of the doctoral programme. Teachers show a medium-low level of satisfaction (2-<3) [2].	Teachers show a low level of satisfaction (1-<2) [2]. Results are not analysed by decision-makers

[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

3. RESOURCES AND SUPPORT FOR TEACHING

ESG 2015: 1.6 Resources for learning and student support. Institutions must be adequately funded to develop teaching and learning activities and ensure that students are offered sufficient and easily accessible learning support and resources

Criterion 5: The material resources and services available for the development of the programme are adequate, according to its characteristics, scientific scope and number of students.

5.1. The programme has the appropriate infrastructure and resources to guarantee the development of the research to be carried out by each doctoral student.

Guidelines
1. The programme has the appropriate infrastructures (laboratories or specific spaces) and technical resources (equipment, instruments, bibliographic resources, etc.) to carry out the research foreseen in the thesis project.
2. The programme has access to the infrastructures and resources of common use, necessary for the development of the research activity (vivariums, museums, stations, software, databases, etc.).
3. Where appropriate, the programme has established agreements with research institutes or centres to carry out the planned research.
4. Where appropriate, the programme has the necessary means and resources to carry out the training activities offered (additional training), including a virtual platform.
5. The degree has valid indicators to determine student satisfaction with the infrastructures, means and resources available. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
6. Satisfaction indicators are analysed by decision-makers and used in the process of improving the degree programme.
7. The degree has valid indicators to determine the teaching staff's satisfaction with the infrastructures, means and resources available for the degree. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.

Evidence
- Description of the characteristics of the physical spaces (laboratories, libraries, rooms, etc.) where the research will be carried out
- Number and characteristics of agreements signed with research centres or institutes
- Number of research projects funded, indicating the amount and the funding entity, of the programme's teaching staff (table).
- Means and resources available for the training activities offered. Access to the virtual platform and usage statistics.
- Student satisfaction indicators.

- Analysis of satisfaction indicators and improvement actions undertaken
- Indicators of teacher satisfaction.
- Analysis of satisfaction indicators and improvement actions implemented.

5.2. The support services provided by the doctoral programme respond to the needs of the process of training students as researchers.

Guidelines
1. The programme has the necessary administration and management staff to carry out all the necessary processes. In the case of special modalities, there is a procedure to ensure adequate training of the staff in charge of their management.
2. The programme has specialised technical staff for those research support tasks that require it.
3. The degree has valid indicators to determine the satisfaction of support staff with the infrastructures, means and resources available for the degree. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
4. Satisfaction indicators are analysed by decision-makers and used in the process of improving the degree programme.

Evidence
- Number of people involved in the administration and management of the programme.
- Procedure for the management of doctoral programmes with special characteristics (co-supervision, international mention, industrial, etc.).
- List of support staff, including their professional qualifications.
- Indicators of support staff satisfaction.
- Analysis of satisfaction indicators and improvement actions implemented.

5.3. Where appropriate, the management for the correct development of mobility will be assessed. Offering of places, signing of agreements and their implementation.

Guidelines
1. Those doctoral programmes that, due to their characteristics, encourage the completion of doctoral theses in collaboration with other national or foreign universities or research centres, through co-supervision, joint degrees, mentions, etc., must offer an adequate number of agreements to cover the needs of all the doctoral students participating in the programme.
2. The programme has a procedure for managing the mobility (incoming and outgoing) associated with this type of doctoral thesis
3. The programme has valid indicators to know the students' satisfaction with the development of activities that require mobility or participation of other universities. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.

4. Satisfaction indicators are analysed by decision-makers and used in the process of improving the degree programme.
5. The programme has valid indicators to know the satisfaction of the directors with the development of the activities that require mobility or participation of other universities. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
6. Satisfaction indicators are analysed by decision-makers and used in the process of improving the degree programme.

Evidence
- Number of agreements offered. Specify the type of programme (Erasmus, SICUE, own programmes, etc.).
- Number of students participating in any type of doctoral programme that requires the participation of other universities or research centres, indicating the type of action (mobility, co-supervision, etc.).
- Funding available for the implementation of mobilities.
- Student satisfaction indicators.
- Analysis of satisfaction indicators and improvement actions undertaken
- Indicators of teacher satisfaction.
- Analysis of satisfaction indicators and improvement actions implemented.

5.4. In the case of industrial doctorates, the infrastructures and resources available in the company or administration where the research project is being carried out will be taken into account.

Guidelines
1. Those doctoral programmes that offer the possibility of an industrial doctorate must have mechanisms to ensure the suitability of the participating companies or administrations.
2. The programme has valid indicators to determine the satisfaction of the different interest groups (students and directors) with the specific aspects of the industrial doctorate. If satisfaction surveys are used, the number of responses obtained is sufficient for the results to be statistically significant.
3. Satisfaction indicators are analysed by decision-makers and used in the process of improving the degree programme.

Evidence
- Number of agreements offered.
- Number of students participating in the industrial doctorate.
- Description of the means and resources of the company or administration in which the doctoral programme is being carried out.
- Satisfaction indicators.
- Analysis of satisfaction indicators and improvement actions implemented.

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
5.1 The programme has the appropriate infrastructure and resources to guarantee the development of the research to be carried out by each doctoral student.	The programme has adequate infrastructure and resources (financial and material). The programme has the appropriate means and/or procedures in place to provide the necessary additional training. The information on the degree is available, is analysed and is found to be consistent with its high level.	The programme has adequate infrastructure and resources (financial and material). The programme has the appropriate means and/or procedures in place to provide the necessary additional training. The degree has the information, analyses it and establishes actions for improvement.	The infrastructures and resources available are deficient to a certain extent, making it difficult to carry out research and/or training activities.	The infrastructures and resources available are deficient, preventing the adequate development of research activities and/or the range of training.
Students are satisfied with the infrastructure and resources available	The degree has valid indicators of student satisfaction with the infrastructures and resources available The student body shows a high level of satisfaction (>4) [2.] Satisfaction results are analysed in an appropriate manner by decision-makers.	The degree has valid indicators of student satisfaction with the infrastructures and resources available. The student body shows a medium level of satisfaction (3-4)[2]. Satisfaction results are analysed in an appropriate way by the responsible parties	The degree has valid indicators of student satisfaction with the infrastructures and resources available. The student body shows a medium-low level of satisfaction (2-<3) [2.]	Students show a low level of satisfaction (1-<2) [2.] Results are not analysed by decision-makers
	The degree has valid	The degree has valid	The degree has valid	The teaching and research

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

Teachers are satisfied with the infrastructure and resources available	indicators of the teaching and research staff's satisfaction with the infrastructures and resources available The teaching and research staff show a high level of satisfaction (>4)2. Satisfaction results are analysed in an appropriate manner by decision-makers.	indicators of the teaching and research staff's satisfaction with the infrastructures and resources available The level of satisfaction of the teaching and research staff is medium (3-4)[2.] Satisfaction results are analysed in an appropriate way by the responsible parties	indicators of the teaching and research staff's satisfaction with the infrastructures and resources available. The teaching and research staff show a medium-low level of satisfaction (2-<3) [2.]	staff show a medium-low level of satisfaction (1-<2) [2.] Results are not analysed by decision-makers
5.2. The support services provided by the doctoral programme respond to the needs of the process of training students as researchers. The support staff is satisfied with the development of the doctoral programme.	The support services available to the doctoral programme respond to the needs. The information on the degree is available, is analysed and is found to be consistent with its high level.	The support services available to the doctoral programme respond to the needs. The information on the degree is available, is analysed and is found to be consistent with its high level.	The support services available to the doctoral programme have shortcomings that make it difficult to respond adequately to the needs of the programme	The support services available to the doctoral programme have shortcomings that prevent an adequate response to the needs of the programme
	The degree has valid indicators of support staff satisfaction with the activities carried out in relation to the development of the training programme. Support staff show a high level of satisfaction (>4) [2.]	The degree has valid indicators of support staff satisfaction with the activities carried out in relation to the development of the training programme. Support staff show a	The degree has valid indicators of support staff satisfaction with the activities carried out in relation to the development of the training programme. Support staff show a	Support staff show a low level of satisfaction (1-<2)[2.] Results are not analysed by decision-makers

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

	Satisfaction results are analysed in an appropriate manner by decision makers.	medium level of satisfaction (3-4) [2.] Satisfaction results are analysed in an appropriate way by the decision-makers	medium-low level of satisfaction (2-<3) [2.]	
5.3. Where appropriate, the management for the correct development of mobility will be assessed. Offering of places, signing of agreements and their implementation. Students are satisfied with mobility programmes	The programme has an adequate and sufficient range of mobility options on offer. The information on the degree is available, is analysed and is found to be consistent with its high level.	The programme has an adequate and sufficient range of mobility options on offer. The information on the degree is available, is analysed and is found to be consistent with its high level.	The programme has little or no useful mobility options, which does not represent a significant improvement for the student body.	The programme has inadequate and/or insufficient mobility options.
	The degree has valid indicators of student satisfaction with the mobility programmes The student body shows a high level of satisfaction (>4)2. Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student satisfaction with mobility programmes. The student body shows a medium level of satisfaction (3-4)2. Satisfaction results are analysed in an appropriate way by the decision-makers	The degree has valid indicators of student satisfaction with mobility programmes. The student body shows a medium-low level of satisfaction (2-<3)2.	The student body shows a low level of satisfaction (1-<2)2. Results are not analysed by decision-makers
Teachers are satisfied with mobility	The degree has valid indicators of the teaching	The degree has valid indicators of the teaching	The degree has valid indicators of the teaching	Teachers show a low level of satisfaction (1-<2) [2.]

[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

programmes	staff's satisfaction with the mobility programmes. Teachers show a high level of satisfaction (>4)2. Satisfaction results are analysed in an appropriate manner by decision makers.	staff's satisfaction with the mobility programmes. Teachers show a medium level of satisfaction (3-4)[2.] Satisfaction results are analysed in an appropriate way by the decision-makers	staff's satisfaction with the mobility programmes. Teachers show a medium-low level of satisfaction (2-<3) [2.]	Results are not analysed by decision-makers
5.4. In the case of industrial doctorates, the infrastructures and resources available in the company or administration where the research project is being carried out will be taken into account.	The programme has an adequate range of destinations and has appropriate co-directors for the development of the industrial doctorate. The programme has the information available, analyses it and notes its high level.	The programme has an adequate range of destinations and has appropriate co-directors for the development of the industrial doctorate. The programme has the information, analyses it and proposes actions for improvement.	The supply of destinations and/or the qualifications of the co-directors hampers the development of the programme.	The supply of destinations and/or the qualifications of the co-directors hinders the development of the programme.

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

DIMENSION 3: RESULTS

4.   RESULTS OF THE TRAINING PROGRAMME

ESG 2015: 1.2 Programme design and approval. Institutions should have processes for the design and approval of their study programmes. Programmes should be designed in such a way that they meet the targets set for them, including the expected learning outcomes. The qualification of a programme should be clearly specified and publicly available and should refer to the exact level of the national higher education qualifications framework and thus to the Qualifications Framework of the European Higher Education Area.

Criterion 6: The learning outcomes achieved by the graduates are in line with those foreseen in the programme, in coherence with the graduate profile and correspond to the MECES level of the training programme, and the training and assessment activities are coherent with the graduate profile and the competences of the degree.

6.1. The learning outcomes achieved correspond to the intended learning objectives and to MECESlevel 4.

Guidelines:
1. The learning outcomes achieved are coherent with the training objectives established in the verified report and correspond to level 4 of the MECES.
2. The academic performance indicators of the doctoral programme present values appropriate to the typology of the doctoral programme.
3. The evolution over time of the academic performance indicators of the doctoral programme is appropriate to the typology of the doctoral programme.
4. The degree of internationalisation of the doctoral programme is appropriate to its typology.

Evidence:
-   Average duration of the full-time doctoral programme.
-   Average duration of the part-time doctoral programme.
-   Programme drop-out rate.
-   Percentage of students on the doctoral programme who have carried out research residencies (equal to or longer than 3 months).
-   Data on the internationalisation of the doctoral programme.

6.2. The number of doctoral theses defended, their duration and the scientific results derived from them are adequate and coherent with the intended educational profile.

Guidelines:
1. The number (taking into account the evolution over time) and the scientific quality of the doctoral theses defended within the framework of the doctoral programme is appropriate to the typology of the doctoral programme.
2. The duration of the doctoral theses defended is coherent with the typology of the doctoral programme in question.
3. The scientific contributions derived from the doctoral theses defended within the framework of the doctoral programme are adequate in number and quality for the typology of the doctoral programme.

Evidence:
- Doctoral theses generated within the framework of the doctoral programme.
- Number of theses defended in the context of full-time studies (including time taken to complete the thesis).
- Number of theses defended in the context of part-time studies (including time taken to complete the thesis).
- Percentage of male and female doctors with an international mention.
- Number of scientific results of doctoral theses.

6.3. The training activities, methodology and assessment systems are relevant and adequate to certify the different types of learning in coherence with the training objectives of the programme.

Guidelines:
1. Correspondence of training activities with those foreseen in the verified report, guaranteeing the adjustment of the aforementioned activities to MECES level 4, being coherent with the achievement of the training objectives of the doctoral programme.
2. Correspondence of the methodology and assessment systems with those foreseen in the verified report.

Evidence:
- Document describing the training activities of the doctoral programme.
- Document describing the methodology and evaluation systems of the doctoral programme.

6.4 The degree has indicators to analyse the degree of satisfaction of doctoral students with the training programme.

Guidelines:
3. The Degree must have valid indicators to determine student satisfaction with the training programme.
4. Satisfaction indicators are analysed by decision-makers and used in the process of improving the degree programme.

Evidence:
- Indicators of student satisfaction with the training programme
- Analysis of satisfaction indicators and improvement actions undertaken

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
6.1. The learning outcomes achieved correspond to the intended learning objectives and to MECES level 4.	The learning outcomes achieved are coherent with the training objectives established in the verified report and correspond to MECES level 4. The academic performance indicators of the doctoral programme and their evolution over time show exceptional values considering the typology of the doctoral programme. The degree of internationalisation of the doctoral programme is exceptional considering its typology.	The learning outcomes achieved are coherent with the training objectives established in the verified report and correspond to MECES level 4. The academic performance indicators of the doctoral programme and their evolution over time show values that are appropriate to the typology of the doctoral programme.	The learning outcomes achieved are coherent with the training objectives established in the verified report and correspond to MECES level 4. The academic performance indicators of the doctoral programme or their evolution over time show inadequate values for the typology of the doctoral programme in some of the reference years.	The learning outcomes achieved are not coherent with the training objectives established in the verified report and/or do not correspond to MECES level 4. AND/OR The academic performance indicators of the doctoral programme and their evolution over time consistently show inadequate values for the typology of the doctoral programme.
6.2. The number of doctoral theses defended, their duration and the scientific results derived from them are adequate and coherent with the intended educational profile.	The number (taking into account the evolution over time) and the scientific quality of the doctoral theses defended within the framework of the doctoral programme are extraordinary in relation to the type of doctoral programme. The duration of the doctoral theses defended in the framework of the programme is analysed and the data deserves a positive	The number (taking into account the evolution over time), the scientific quality and the duration of the doctoral theses defended within the framework of the doctoral programme are appropriate to the typology of the doctoral programme. The scientific contributions derived from the doctoral	The number (taking into account the evolution over time), the scientific quality and the duration of the doctoral theses defended within the framework of the doctoral programme could be improved in accordance with the type of doctoral programme. The scientific contributions derived from the doctoral theses defended within the	The number (taking into account the evolution over time), the scientific quality and the duration of the doctoral theses defended within the framework of the doctoral programme are clearly inadequate for the type of doctoral programme. AND/OR The scientific contributions

	assessment. The scientific contributions derived from the doctoral theses defended within the framework of the doctoral programme are extraordinary in number and quality in relation to the type of doctoral programme.	theses defended within the framework of the doctoral programme are adequate in number and quality for the typology of the doctoral programme.	framework of the doctoral programme could be improved in terms of number and quality in accordance with the type of doctoral programme.	derived from the doctoral theses defended within the framework of the doctoral programme are manifestly inadequate in number and quality for the typology of the doctoral programme.
6.3. The training activities, methodology and assessment systems are relevant and adequate to certify the different types of learning in coherence with the training objectives of the programme.	Correspondence of training activities, methodology and assessment systems with those foreseen in the verified report. Training activities are fully in line with MECES level 4 and are fully coherent with the achievement of the training objectives of the doctoral programme.	Correspondence of training activities, methodology and assessment systems with those foreseen in the verified report. Full adjustment of training activities to MECES level 4.	There are minor discrepancies between the training activities, methodology and assessment systems actually implemented and those envisaged in the verified report.	There is no correspondence between the training activities, methodology and assessment systems and those foreseen in the verified report. AND/OR Lack of adjustment of training activities to MECES level 4.
6.4 The degree has indicators to analyse the degree of satisfaction of doctoral students with the training programme.	The degree has valid indicators of student satisfaction with the training programme. The doctoral student shows a high level of satisfaction (>4) [2.] Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student satisfaction with the training programme. The doctoral student shows a medium level of satisfaction (3-4) [2.] Satisfaction results are analysed in an appropriate way by the decision-	The degree has valid indicators of student satisfaction with the training programme. The doctoral student shows a medium-low level of satisfaction (2-<3) [2.]	The doctoral student shows a low level of satisfaction (1-<2) [2.] Results are not analysed by decision-makers

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[2] For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

		makers		

CRITERION 7: ACADEMIC GUIDANCE, CAREER GUIDANCE AND EMPLOYABILITY

The services necessary to guarantee the academic and vocational guidance of students are adequate, and the information on employability provides useful indicators for decision-making and improvement of the training programme.

ESG 2015. 1.9. Continuous monitoring and regular evaluation of the programmes. Institutions should regularly monitor and evaluate their programmes to ensure that they achieve their objectives and respond to the needs of learners and society. Such evaluations should lead to continuous improvement of the programme. As a result of the above, any measures envisaged or adopted must be communicated to all stakeholders.

1.6 Resources for learning and student support. Institutions must be adequately funded to develop teaching and learning activities and ensure that students are offered sufficient and easily accessible learning support and resources

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

7.1 The programme has academic (scholarships, research, etc.) and professional guidance services available. These services respond to the needs of the training process of students as researchers.

Guidelines

1. The programme has a guidance system for the completion of the additional training, which is responsible for selecting and offering training activities that are useful for doctoral students
2. The programme has a career guidance system that facilitates the incorporation of doctoral graduates into the labour market and/or access to post-doctoral training
3. The programme collaborates with the university in the orientation and training of PhDs towards entrepreneurship
4. The programme collaborates with the university's OTRI to facilitate the transfer of the results of the doctoral thesis.
5. Satisfaction indicators are analysed by decision-makers and used in the process of improving the degree programme.

Evidence

-   Procedure for the selection of options on offer and/or dissemination of additional training
-   Orientation procedure on career opportunities for PhD graduates
-   Guidance and training activities related to entrepreneurship
-   Guidance procedure for doctoral students on the transfer of research results
-   Satisfaction of doctoral students with the academic and professional guidance services.

7.2 The results of the job placement indicators are appropriate for the characteristics of the doctoral programme.

Guidelines

1. The programme facilitates the incorporation of PhD students into work activities related to their doctoral thesis, both in the academic and business spheres and in the administration. Postdoctoral training is also included in this section.

Evidence
- List (table) indicating the name of the PhD students, date of defence of the thesis and activity (planned or in progress) after completion of the doctoral thesis.

7.3 The profiles of graduates, which are mainly deployed in the training programme, remain relevant and up to date according to the requirements of their academic or professional field academic, scientific or professional.

Guidelines
1. The programme provides quality research training that enables the profile of PhD holders to be adapted to the characteristics required for their future work (academic, scientific or professional).
2. Those responsible for the degree analyse the profile of graduates and implement improvement actions when appropriate.
3. The degree programme managers analyse the satisfaction of employers.

Evidence
- Publications derived from the Doctoral Thesis.
- Employment status of PhDs.
- Employer satisfaction indicators.
- Analysis carried out of employer satisfaction indicators and improvement actions implemented.

7.4. Graduates are satisfied with the training provided by the doctoral programme and with its results.

Guidelines
1. The degree has valid indicators to determine student satisfaction with the academic and professional guidance received. Both indicators are collected independently and, in the case of satisfaction surveys, the number of responses collected is statistically significant.
2. Satisfaction indicators are analysed by decision-makers and used in the process of improving the degree programme.

Evidence
- Satisfaction indicators for doctoral students and graduates (PhDs).
- Analysis of satisfaction indicators and improvement actions implemented.

7.5 The sustainability of the degree is analysed taking into account the training profile offered by the degree and the resources available.

Guidelines

1. The degree has a procedure that allows the analysis of its sustainability, taking into account the main aspects to be considered: research experience of the teaching staff, available financial means and resources, support staff adapted to the characteristics of the programme, employment situation of graduates and demand; or any other aspect that is considered relevant by the programme.
2. The analysis of the sustainability of the degree is used in the process of degree improvement

Evidence

-   Analysis carried out, indicating the elements considered.

Evaluation questionnaire.	Surpassed	Achieved	Partially achieved	Not achieved
7.1 The programme has academic (scholarships, research, etc.) and professional guidance services available. These services respond to the needs of the training process of students as researchers.	The academic and career guidance services are adequate and respond adequately to the specific needs of doctoral students. The programme has the information available, analyses it and notes its high level.	The academic and career guidance services are adequate, although their orientation towards the specific characteristics of doctoral students needs to be improved. The programme has the information, analyses it and proposes actions for improvement.	Academic and career guidance services cover some aspects, but do not respond to the specific needs of doctoral students	Academic and career guidance services are not adequate for the specific needs of doctoral students
7.1. The student body is satisfied with the academic and vocational guidance services for students.	The degree has valid indicators of student satisfaction with the academic and professional guidance services. The student body shows a high level of satisfaction (>4)[2.] Satisfaction results are analysed in an appropriate manner by decision makers.	The degree has valid indicators of student satisfaction with the academic and professional guidance services. The student body shows a medium level of satisfaction (3-4)[2.] Satisfaction results are analysed in an appropriate way by the decision-makers	The degree has valid indicators of student satisfaction with the academic and professional guidance services. The student body shows a medium-low level of satisfaction (2-<3)[2.]	The student body shows a low level of satisfaction (1-<2)[2.] Results are not analysed by decision-makers

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

7.2 The results of the job placement indicators are appropriate for the characteristics of the doctoral programme.	The degree has **valid** employability **indicators**. The title analyses the results and notes their level of excellence.	The degree has **valid** employability **indicators**. The degree analyses the results and, if necessary, establishes actions for improvement.	The degree has employability **indicators** .	The degree does not have employability **indicators** .
7.3 The graduation profiles deployed in the training programme remain relevant and up to date according to the requirements of their academic, scientific or professional field.	The graduate profiles are reviewed to ensure that they remain relevant and up to date. A protocol is in place to ensure regular and systematic review of graduate profiles	The graduate profiles are reviewed to ensure that they remain relevant and up to date. There is NO protocol that guarantees the periodic and systematic review of graduate profiles	The graduate profiles are reviewed, but inadequately, so there is no guarantee that they will remain relevant and up to date. There is NO protocol in place to ensure the regular and systematic review of exit profiles or the provisions of the protocol are not complied with	No review of graduate profiles
7.4. Graduates are satisfied with the training provided by the doctoral programme and with its results.	The degree has valid indicators of employer satisfaction with the training received by graduates. Employers show a high level of satisfaction (>4)2. Satisfaction results are analysed in an appropriate	The degree has valid indicators of employer satisfaction with the training received by graduates. Employers show a medium level of satisfaction (3-4)[2.] Satisfaction results are	The degree has valid indicators of employer satisfaction with the training received by graduates. Employers show a medium-low level	Employers show a low level of satisfaction (1-<2) [2.] Results are not analysed by decision-makers

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[2]For a Likert-type scale from 1 to 5 or its correspondence on another qualitative or quantitative scale if applicable.

	manner by decision makers.	analysed in an appropriate way by the decision-makers	of satisfaction (2-<3) [2.]	
7.5 The sustainability of the degree is analysed taking into account the training profile offered by the degree and the resources available.	The sustainability of the degree is analysed at the present time, taking into account all the factors that may affect it in the short and medium term. Actions are proposed to facilitate the continued sustainability of the degree. A protocol is in place to ensure regular analysis of the sustainability of the degree.	The sustainability of the degree is analysed at the present time, taking into account all factors that may affect it in the short and medium term. However, no actions are proposed to facilitate the continued sustainability of the degree and/or there is no protocol to ensure regular analysis of the sustainability of the degree.	The sustainability of the degree at the present time is analysed, but NOT all factors that may affect it in the short and medium term are taken into account.	Sustainability of the degree is NOT analysed

5. Qualitative assessment of accreditation criteria and results[3].

1. <u>Qualitative assessment of the criteria:</u> Compliance with each criterionwill be assessed on a scale with four levels:

- **Surpassed** when no shortcomings have been detected, the training programme**excels**in its field and relevant good practices are identified.
- **Achieved** when the training programme has been carried out in accordance with the plan, without any deficiencies being detected in its development.
- **Partially achieved** when deficiencies are detected in the development of the training programme, but no serious breaches of the commitments made in the verified or amended report are identified. Deficiencies detected will lead to a requirement to implement improvement actions.
- **Not achieved** when non-compliance with the commitments made in the verified or amended report is detected.

2. <u>Accreditation results:</u> The outcome of the re-accreditation assessment report shall be expressed in terms of favourable and unfavourable.

The **favourable** reports may point out requirements that will be the object of special attention in future external degree evaluation processes.

The favourable reports shall be structured in three levels:

- **Accredited with excellence**. To obtain this level, the following requirements must be met:
  a. Not having any criteria rated with "partially achieved" or "not achieved".
  b. Have at least criteria 4 rated as "excellent": Faculty, 5: Resources and support for teaching and 6: Results of the training programme.
- **Accredited**. The qualification will have the level of accredited when:
  a. Criteria 4: Faculty, 5: Resources and support for teaching and 6: Results of the training programme to be assessed as "achieved".
- **Accredited with special monitoring**. The qualification shall be accredited with special monitoring when any of the following circumstances apply:
  a. Any of the criteria 4: Faculty, 5: Teaching resources and support or 6: Results of the training programme have been assessed as "partially achieved".
  b. Any of criteria 1, 2, 3 or 7 have been assessed as "not achieved".

Unfavourable reports detect serious non-compliances for re-accreditation.

These shall be considered serious non-compliances:

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[3] Evaluation Protocol for the Monitoring and Renewal of Accreditation of Official University Undergraduate and Master's Degrees (Approved by REACU on 2 March 2022)

- Deficiencies which, having been detected and the need to remedy them indicated in previous external evaluation reports, have not been corrected.
- Failure to comply with commitments made in the verified report or in subsequent modifications that affect the nature, objectives and characteristics of the degree.
- Deficiencies detected, which jeopardise the viability of the training programme, in any of the following criteria:
  - 4. Academic staff.
  - 5. Material resources and support services.
  - 6. Results of the training programme.

6. Evaluation Commission. Composition and functions

The evaluation work of the DEVA-AAC in the evaluation processes for the re-accreditation of official bachelor's, master's and doctoral degrees is carried out by different commissions. The number of committees that will act in each call will be determined according to the number of applications submitted.
- Evaluation commissions and visiting panels.
- Coordinators' Commission.
- Reporting Commission (REC).

a. Evaluation commissions and visiting panels.
The evaluation commissions are made up of independent experts, appointed as technical collaborators as evaluators, selected according to the criteria of suitability, territorial representation, independence, availability, responsibility, gender and specialisation in different fields of knowledge.
The profiles that make up the commission and its functions are as follows:

Coordinator (academic who holds the chair):
- Coordinates and directs of the work of the commission and the visiting panel.
- Participates in the working sessions.
- Evaluates of self-assessments and allegations.
- Attends the visit to the university.
- Drafts the proposal for interim and final reports.
- Ensures homogeneity in terms of format and evaluation criteria of the reports.
- Draws up the agenda for the working sessions.
- Approves the minutes of the working session.

Academic Board (which provides the secretariat):
- Participates in the working sessions.
- Evaluates self-reports.
- Attends the visit to the university.
- Participates in decision-making on evaluation criteria.

- Writes the visit reports.
- Drafts the minutes of the working session

Student Council:
- Participates in the working sessions.
- Evaluates self-reports.
- Attends the visit to the university.
- Participates in decision-making on evaluation criteria.
- Writes the visit reports.

Professional Committee:
- Participates in the working sessions.
- Evaluates self-reports.
- Participates in decision-making on evaluation criteria.

Following the pre-assessments, they will meet in a preparatory and pre-visit working session. The visit, either face-to-face or virtual, will be carried out by assessors with an academic profile and a student profile and a visit report will be issued.

b. Committee of coordinators.
The coordinators' committee will prepare a draft (interim and final) report. Its composition and functions are as follows:

- Chair (position held by the DEVA management or person delegated by them).
    - To draw up the agenda of meetings of the committee, assisted by the secretary.
    - Attending, directing and coordinating the sessions of the commission.
    - Ratify and sign the minutes of the committee.

- Secretariat (DEVA technical staff appointed by the Chair).
    - Assisting the chair of the commission in coordinating the work (drawing up the agenda of meetings, preparing documentation and other matters related to the development of its competences).
    - Draft the proposal and sign the minutes.
    - Attend, as appropriate, the working sessions.

- Technical collaborator who coordinates the area of activity in the DEVA-AAC.
    - To reach a consensus with the rest of the coordinators on the assessment of reports.
    - Adopt common agreements on valuation criteria.
    - Attend, as appropriate, the working sessions.

- Academic board with the function of coordinator in the evaluation committees.
    - Evaluate dossiers and allegations.
    - Draft the interim and final report.
    - Attend, as appropriate, the working sessions.

- Participate and attend as a member of the coordinators' meetings.

c. Reporting Commission (REC)

The reporting committee shall carry out a cross-departmental review of the degrees per university prior to their approval.

The composition and functions of the Commission are as follows:

- Chair (position held by the DEVA management or person delegated by them).
    - To draw up the agenda for committee meetings, assisted by the person acting as secretary.
    - Attending, directing and coordinating the sessions of the commission.
    - To ratify and sign minutes of committee meetings.

- Secretariat (DEVA technical staff appointed by the Chair).
    - Assisting the chair in coordinating the work (drawing up the agenda of meetings, preparing documentation and other matters related to the development of its competences).
    - Prepare the documentation with the reports to be discussed during the REC sessions.
    - Inform the members of the REC of the status of the dossiers (temporality, incidents, etc.).
    - Drafting and signing the minutes of the REC.
    - Attend, as appropriate, the working sessions.

- Technical collaborator who coordinates the area of activity in the DEVA-AAC.
    - To reach a consensus with the rest of the coordinators on the assessment of reports.
    - Adopt common agreements on valuation criteria.
    - Participate in and attend committee meetings.
    - Attend, as appropriate, the working sessions.

- Individuals, selected by DEVA, from among those coordinating the evaluation commissions.
    - Review and present the reports by university.
    - Communicate to the REC any doubts, difficulties or incidents that have been detected in the evaluations.
    - To reach a consensus with the other members of the REC on the assessment of reports.
    - Adopt common agreements on valuation criteria.
    - Participate and attend meetings as a member.
    - Attend, as appropriate, the working sessions.

- Student body and professional body, assigned by the DEVA-AAC management
    - To reach a consensus with the other members of the REC on the assessment of reports.
    - Participate and attend meetings as a member.
    - Attend, as appropriate, the working sessions.

If necessary, DEVA-AAC staff may advise the Commission on any legal issue that may arise.

7. Regulations

- Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.
- Royal Decree 99/2011, of 28 January, regulating official doctoral studies (Consolidated text of 3 June 2016).
- Resolution of 6 April 2021, of the General Secretariat for Universities, approving recommendations in relation to the assessment criteria and standards for the verification, modification, monitoring and renewal of the accreditation of official university bachelor's and master's degrees offered in virtual and hybrid teaching modalities.
- Standards and Criteria for Quality Assurance in the Higher Education Area (2015).
- REACU- Evaluation Protocol for the Monitoring and Renewal of Accreditation of Official University Degree and master's Degrees (Approved on 2 March 2022).
- REACU- Evaluation Protocol for the Monitoring and Renewal of the Accreditation of Doctoral Programmes leading to the award of the official title of Doctor (Approved on 2 March 2022).
- Law 39/2015, of 1 October, on the Common Administrative Procedure of Public Administrations.

8. Changes made

Version	Changes to the bachelor's and master's degree guide
V1-06/03/14	Initial version
V2-16/12/14	o Removal of references to the pilot programme. o General editorial review. o Adjustment the self-report template to the criteria. o Adjustment of the wording of the assessment of the criteria to that defined in REACU (8 May 2014) and development of the categories; detailing the sufficient/good/excellent achievement in: ▪ Levels A (excellent), B (achieved to a high level), C (partially achieved, with conditions) and D (not achieved). ▪ Surpass requirements. o Guidance for the preparation of the visit by the University. o Summary of evidence and indicators. o Review of the timing of the examples of Visiting Programmes. o Revision of the order of the hearings in the Visiting Programme, interviewing students before teaching staff.

	o Inclusion of Interim and Final Report templates.
V3-30/05/16	o Revision of the criteria and guidelines for quality assurance in higher education (ESG), adopted at the Conference of Ministers held in Yerevan on 14-15 May 2015.
	o General revision of the wording.
	o Inclusion of evidence and clarifications in the criteria.
	o Review of the structure of the self-report for the renewal of degree accreditation.
	o Review of the guidelines for the preparation of the visit by the University.
	o Elimination of the summary of evidence.
	o Removal of the examples from the model reports.
Version	**Changes to the doctoral guide**
V1-22/06/2017	Initial version.
V2-26/06/2017	Inclusion of Annex IV and non-substantial changes to the text.
New Version	**Guide to bachelor's, master's and doctoral degrees**
V1-21/07/2022	o Adaptation to Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.
	o Adaptation to the Evaluation Protocol for the Monitoring and Renewal of Accreditation of Official University Degree and Master's Degrees (Approved by REACU on 2 March 2022).
	o Adaptation to the Evaluation Protocol for the Monitoring and Renewal of the Accreditation of Doctoral Programmes leading to the award of the official title of Doctor (Approved on 2 March 2022).