Junta de Andalucía

Consejería de Transformación Económica, Industria, Conocimiento y Universidades

AGENCIA ANDALUZA DEL CONOCIMIENTO

SUPPORT GUIDE FOR THE DRAFTING OF VERIFICATION REPORTS FOR OFFICIAL UNIVERSITY DEGREES

(BACHELOR'S AND MASTER'S DEGREES)

Directorate for Evaluation and Accreditation

Version 0.6. Approved by the Technical Committee on Evaluation and Accreditation on 24/05/2022

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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, provides continuity, updates and offers a new approach to quality assurance processes in line with the EHEA. In accordance with the provisions of the Royal Decree, the Directorate of Evaluation and Accreditation of the Andalusian Knowledge Agency (hereinafter DEVA-AAC), together with the corresponding Evaluation Bodies, has updated the Evaluation Protocol for the verification of syllabuses of official bachelor's and master's degree programmes (http://deva.aac.es/).

In order to support universities in this stage of change in the design of curricula, the DEVA-AAC has developed this *Guide for the verification of official university degrees (bachelor's and master's degrees),* which provides guidance on drafting the verification report in accordance with the provisions of RD 822/2021, the regulations that may affect the assessment process for verification and the standards and guidelines for quality assurance in the European Higher Education Area of ENQA (ESG, 2015) approved by the Conference of Ministers of Education of the EHEA held in Yerevan (Armenia) on 15 May 2015.

The aim of this guide is to guide both the universities and the people who, as collaborators and technical collaborators in their capacity as evaluators, participate in the verification procedure, so as to ensure that all those involved in the process share the same reference points.

This guide is therefore conceived as a practical tool, of an illustrative nature for:

- Persons responsible for drafting new proposals, which will be structured in accordance with ANNEX 1. Report for the application for the verification of Official Degrees" of RD 822/2021,

- The internal body or committee of the university that oversees the process,

- Collaborators who will form part of the DEVA's evaluation committees, whose selection, appointment and functions are described in the DEVA's document *"Selection and appointment of evaluators"* and in this guide*.*

This guide will be applicable to all official bachelor's and master's degree programmes at Andalusian universities. The guidelines it contains will also be used as a reference in the process of monitoring and renewing the accreditation of official bachelor's and master's degrees, where it will be verified that the results obtained in the development of the degree correspond to the commitments acquired in the verification.

The references set out in this guide apply where there are no other references or guidelines adopted in a national or regional regulation.

Note. The specific features of teaching modality are identified in blue, of joint degrees in orange and the specific features of the dual mention in purple.

2. Evaluation procedure

Article 26 of Royal Decree 822/2021 establishes the "Procedure for the verification of syllabuses for official degree courses" and the procedure for the substantial modification of official degrees is regulated in articles 32 and 33. This section develops the DEVA-AAC's assessment process, which applies to both verification and substantial modification processes.

1. The university requests the verification of an official degree from the Council of Universities through the unit of the General Secretariat for Universities responsible for processing this procedure.

"The Autonomous Communities, in the exercise of their powers over university programming and the organisation of the map of official degrees in their territorial area, shall draw up a mandatory report on the academic and social need and viability of the implementation of the official university degree prior to the start of the verification procedure. In the event of a favourable report, the university may initiate the procedure for the verification of the degree".

2. If the documentation needs to be corrected, the university will have a period of 10 working days. Once this period of time has elapsed, and the documentation has been corrected, the unit of the General Secretariat for Universities will have a maximum of 3 working days to send the syllabus report to the corresponding quality agency. For institutions with institutional accreditation, the syllabus report shall be sent simultaneously to the processing unit of the General Secretariat for Universities and to the agency in charge of evaluation. Failure to respond to the correction will result in the application being considered to be withdrawn.

3. Once the application has been received from the processing body, the DEVA will draw up a quality assessment report on the official university degree syllabus, in accordance with the specific protocols established by REACU, this verification guide and the corresponding regulations. The report will be mandatory and carried out by the corresponding committees appointed by DEVA for this purpose, as foreseen.

4. DEVA will assign the files received to the corresponding branch committees, which will propose a provisional report on the quality assessment of the syllabus report. The interim report shall be justified and may be favourable with conditions or unfavourable, with issues to be amended with the aim of reaching a final proposal for a favourable report. The interim report shall be sent to the university applying for the degree so that, within 15 working days of its receipt, it may make any corrections and modify any issues that have been requested in the report, or present any allegations it deems appropriate.

5. At the end of the period for the submission of corrections and allegations, DEVA will assess these allegations and issue a final assessment report, which will be favourable or unfavourable. This report shall be sent to the applicant university, to the Council of Universities, to the competent body of the Autonomous Community and to the Ministry of Universities. Even in the event of a favourable final report, it may incorporate some relevant aspects that administrations, universities and agencies will have to follow up on.

6. In accordance with article 12 of the Regulations of the Council of Universities, approved by Royal Decree 1677/2009, of 13 November, the Verification and Accreditation Committee of the

Council of Universities, having received the final favourable report issued by the quality agency, will accredit that the proposed title of the degree is coherent with the syllabus and complies with the provisions of the regulations in force, issuing the resolution of positive verification of the degree. In the event that the report is unfavourable, the Verification and Accreditation Committee of the Council of Universities will issue a negative verification outcome.

7. The syllabus verification procedure, which will culminate with the notification to the applicant university of the decision of the Council of Universities on the verification of the syllabus, must not last longer than six months (not including the possible complaints procedure). In the case of degrees proposed in institutions with institutional accreditation, this period shall not exceed four months. All public administrations shall ensure compliance with these maximum deadlines, after which the application shall be deemed to have been accepted and the study plan verified.

8. Once the decision has been issued, the Council of Universities shall notify the applicant university within a maximum period of 3 working days, and shall also notify the Autonomous Community or Autonomous Communities where these universities are located, the corresponding quality agency and the Ministry of Universities.

9. Once the applicant university has received notification from the Council of Universities, it may request a review of the verification resolution before the Presidency of the Council of Universities, for which it will have 10 working days from the moment of receipt of the notification. If the complaint is admitted for processing, it must be assessed by the University Council's Committee for Complaints on the Verification and Accreditation of Study Plans, in accordance with the provisions of Article 13 of the Regulations of the University Council. The committee shall be composed of academic and professional experts who have not been involved in the evaluation procedure so far. This committee shall assess the verification report, taking into account only the syllabus report submitted by the university. In the event that it has the necessary evidence to do so, the committee shall draw up a proposal for a resolution to the Standing Committee of the Council of Universities. In this case, the duration of the review procedure may not exceed one month from the lodging of the complaint. The committee may, if it deems it necessary, refer the dossier to the quality agency that issued the report for review in the light of the aspects detected that merit a new assessment.

If a complaint is received, DEVA will act in accordance with the provisions of the document:
http://deva.aac.es/include/files/deva/normativa/protocolos/ProcedimientoRecursosUniversidades.pdf

Once the quality agency's report has been received, the committee will draw up a resolution proposal that will be sent to the Standing Committee of the Council of Universities for its final decision. In this case, the duration of the entire review procedure may not exceed three months from the Presidency of the Council of Universities' receipt of the university's complaint. The corresponding decision will put an end to administrative proceedings in accordance with the provisions of article 114.1b) of Law 39/2015, of 1 October. If the time limits have expired without the corresponding decision on the appeal having been issued, the appeal may be understood to have been rejected. The Council of Universities shall notify the applicant university of the final decision, and shall also notify the Autonomous Community and the quality agency involved, and the Ministry of Universities.
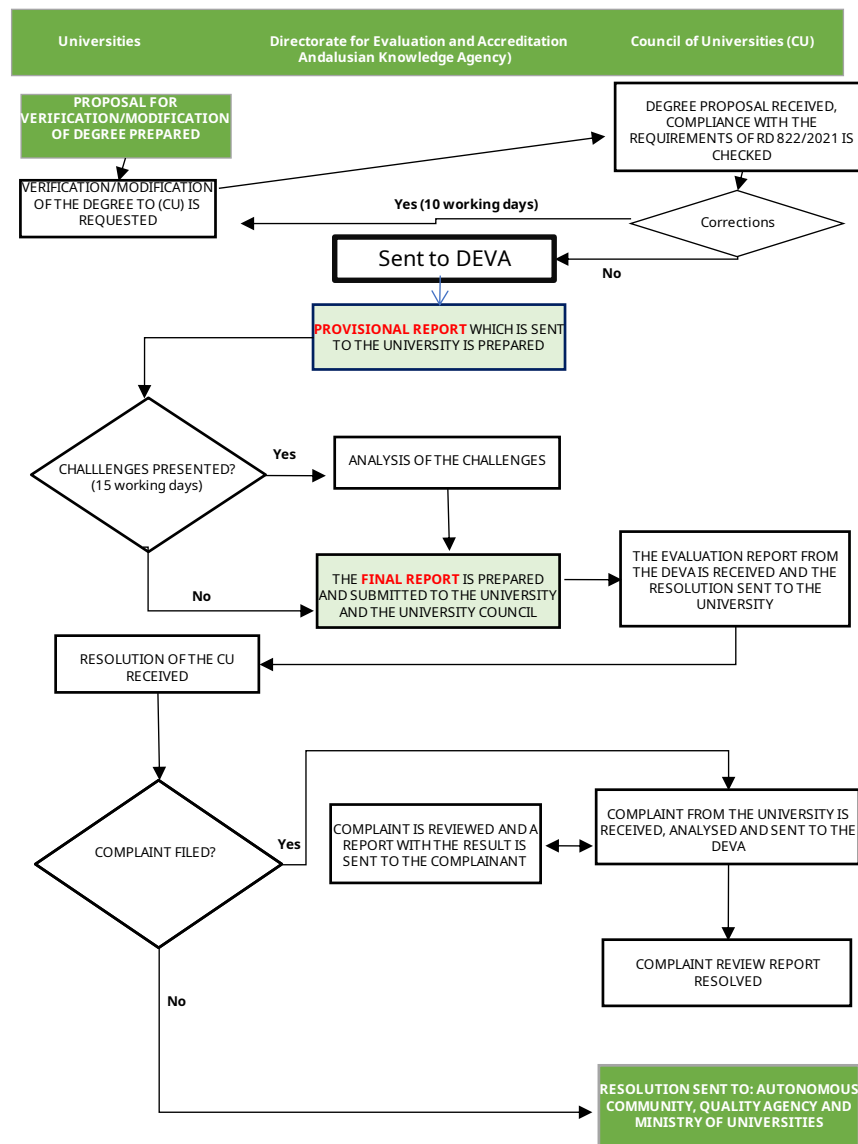
Universities	Directorate for Evaluation and Accreditation Andalusian Knowledge Agency)	Council of Universities (CU)

PROPOSAL FOR VERIFICATION/MODIFICATION OF DEGREE PREPARED

VERIFICATION/MODIFICATION OF THE DEGREE TO (CU) IS REQUESTED

DEGREE PROPOSAL RECEIVED, COMPLIANCE WITH THE REQUIREMENTS OF RD 822/2021 IS CHECKED

Yes (10 working days)

Corrections

Sent to DEVA

No

PROVISIONAL REPORT WHICH IS SENT TO THE UNIVERSITY IS PREPARED

CHALLLENGES PRESENTED? (15 working days)

Yes

ANALYSIS OF THE CHALLENGES

No

THE **FINAL REPORT** IS PREPARED AND SUBMITTED TO THE UNIVERSITY AND THE UNIVERSITY COUNCIL

THE EVALUATION REPORT FROM THE DEVA IS RECEIVED AND THE RESOLUTION SENT TO THE UNIVERSITY

RESOLUTION OF THE CU RECEIVED

COMPLAINT FILED?

Yes

COMPLAINT IS REVIEWED AND A REPORT WITH THE RESULT IS SENT TO THE COMPLAINANT

COMPLAINT FROM THE UNIVERSITY IS RECEIVED, ANALYSED AND SENT TO THE DEVA

COMPLAINT REVIEW REPORT RESOLVED

No

RESOLUTION SENT TO: AUTONOMOUS COMMUNITY, QUALITY AGENCY AND MINISTRY OF UNIVERSITIES

Figure 1. Procedure for the evaluation of official university degrees

3.-Assessment dimensions, standards and guidelines

3.1. Description, training objectives and basis of the degree (ESG 1.2)

3.1.1. Description

It will be assessed whether the description of the proposal is adequate and coherent with the academic level or purpose of the degree, so that it does not lead to confusion about its content and, where appropriate, about its professional purpose.

The degree proposal must include a description of the general characteristics (title, responsible university, field of knowledge, participating universities, centre/s, teaching modality, professional effects, etc.). The information contained in this section will serve as a reference for making and assessing the degree proposal.

❖ **Title of the degree**

The title of the degree must be drafted taking into account the academic coherence of the training objectives, as well as the structure and contents of the proposed curriculum. The proposal should not be misleading with regard to MECES level, training objectives, academic and, where appropriate, professional purposes.

In this sense, the title should reflect both the content and the learning outcomes acquired by all students, i.e. the compulsory part of the curriculum. It may not include concepts that are only acquired through a particular major, specialisation or group of electives. The title of a master's degree may coincide with that of a bachelor's degree only if it is ensured that the entry level of competence is equivalent to the exit level of the bachelor's degree with which it shares its title and, in any case, the contents of the master's degree must correspond to level 3 of the MECES. Moreover, if the master's degree is a specialised discipline , access cannot be open to graduates whose educational profile is far removed from the field of the Master's degree.

In the case of diplomas that qualify for the exercise of regulated professions[1]the title of the qualification must be in accordance with the agreement of the Council of Ministers and the corresponding Ministerial Order.

The title shall be:

In the case of **BACHELOR'S:**Bachelor's degree in N from the University U, where T is the title of the degree and U is the name of the university awarding the degree.

In the case of **MASTER'S:**Master's degree in N from the University U, where T is the title of the degree and U is the name of the university awarding the degree.

In the event that the degree includes two or more fields of study linked by the conjunction "and", e.g. bachelor's degree in A and B or master's in A and B, the minor must have at least 20% of the total number of credits allocated to it.

The full title of the degree will be written in Spanish, and may be in English or another language if the entire degree is taught in this language. It may also have a bilingual denomination.

In the titles of degrees in Spanish, only acronyms or abbreviations that are "conventional" and accepted by the RAE (Spanish Royal Academy) may be used.

❖ **Field of knowledge**

The university will propose the field of knowledge, taking annex 1 of RD822/2021 as a reference, to which the degree is attached, thus assuming its autonomy, experience and educational leadership. This assignment will largely shape the educational options offered by the degree, given that it will determine the subjects that substantially make up the basic training developed

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[1] For the purposes of verification, regulated professions are those for which the Ministry of Education has defined guidelines to be met by the curriculum, the successful completion of which leads to the practice of the profession.

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in the degrees, thus guaranteeing a transversal training and reinforcing the generalist nature of this cycle.

In the case of master's degrees, the field of knowledge will be adapted in accordance with the degree course, bearing in mind that the aims of these must be advanced, specialised multidisciplinary training in scientific, technological, humanistic and artistic knowledge.

❖ **Minors (bachelor's degree) or specialisations (master's degree)**

In the event that the degree includes **minors**(in bachelor's degrees) or **specialisations** (in master's degrees), the title may include the respective minor or specialisation, if any.

If minors or specialisations are proposed, the number of credits (ECTS) that students must take in order to obtain them must be specified.

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BACHELOR'S

A **minor** shall be equivalent to at least 20 per cent of the total credit load of a bachelor's degree. In these cases, End of Degree Project credits are not counted. Credits from external academic placements can be included if they are specific. In bachelor's degree courses, if curricular external academic placements are included, these shall have a maximum extension equivalent to 25% of the total number of credits of the degree, with the exception of those Degrees which, according to European Union Law regulations, must have a different percentage, and they should preferably be offered in the second half of the syllabus.

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MASTER'S

The number of ECTS credits that make up a **specialisation** may not exceed fifty percent of the total number of credits that make up the syllabus. In these cases, the credits for the End of Master's Project are not counted. Credits from external academic placements can be included if they are specific. These external academic placements may not exceed one third of the total credit load of the syllabus.

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Official university bachelor's and master's degrees may be a **Dual Mention**, which involves a common training project that is developed both at the university centre and in a collaborating entity, which may be a company, a social or trade union organisation, an institution or an administration. Supervision and training leadership are the responsibility of the university centre, and the aim is to provide students with adequate training to improve their comprehensive education and facilitate their employability. The Dual Mention refers neither to a more intense curriculum nor to a specific training pathway. The Dual Mention is a specific curricular structure aimed at highlighting common training projects that are developed jointly between university centres and collaborating entities.

The percentage of credits to be developed in the collaborating entity (company, organisation, institution or administration) will be: between 20 and 40 per cent of the credits in bachelor's degrees; and between 25 and 50 per cent of the credits in master's degrees. These percentages must include the End of Degree Project or End of Master's Project.

❖ Universities / Centres

The university or universities where the degree will be offered and the centre or centres where it will be taught should be indicated. In the case of several universities, the applicant shall be responsible for the procedures of verification, monitoring, renewal of accreditation, modification or termination.

In the case of degrees taught in several centres, the centre responsible for coordination shall be indicated.

In the case of **Dual Mention** the training project must be supervised and led by the university centre. In addition, this the training project must be carried out in a complementary manner at the university centre and in a company, a social or trade union organisation, an institution or an administration.

The university and the collaborating entity in which the students carry out part of their Dual training through an employment contract must have previously signed a Framework Agreement for Educational Collaboration, which includes the specific agreement to be signed between the parties in accordance with the provisions of Law 40/2015, of 1 October, on the Legal Regime of the Public Sector, in such a way that the Dual training activity carried out at the university and the collaborating entity will alternate with a paid employment activity, through a contract for Dual university training, under the terms established in current legislation.

In this sense, students will have a tutor appointed by the university and another appointed by the entity, company, organisation, institution or administration, who must jointly supervise the development of the training project, under the leadership of the university tutor.

The universities shall guarantee the adequacy of the conditions for carrying out the activities framed in the contract and which are the vehicle for the training development in the agreed entity.

University regulations applicable to the degree

The university will provide information on **the rules and regulations on the continuation of studies,** which must be in force and up to date in accordance with current regulations. These regulations must include, among other information, the definition of full-time and part-time students, and the range (minimum and maximum ECTS) of enrolmentcredits for each category in the different courses.

Similarly, the adaptation of **"Hybrid" or "Virtual" modalities**[2]to these regulations should be specified, in the event that there are different regimes of the continuation of studies to those established in the "face-to-face" modality: The definition of full-time and part-time students

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[2] See definition of modality in the section Teaching modality.

should be reported and the minimum number of ECTS per course should be indicated for each mode of education, in case they are different from those established in the "face-to-face" type of education. Also indicate the continuance conditions in the event that these conditions are different for the different modalities and expressly explain how the change of modality affects the students.

For **Joint Degrees**, information will be provided on the specific regulations applicable to the students who intend to take the degree. In the case of different regulations at each university, evidence should be provided to show that there are no inequalities in their application depending on the university where the students are enrolled.

As established in *Royal Decree 1791/2010, of 30 December, which approves the University Student Statute*, students must be allowed to study part-time and the rights of people with disabilities and special educational needs must be respected.

❖ **Joint Degrees.**

For**Joint University Degrees,** the name of the applicant university responsible and those of the other participating universities must be stated in the title.

In the event that several Spanish or foreign universities jointly design, organise and develop an official bachelor's or master's degree, the applicant university shall submit a single joint proposal for verification, which must be accompanied by the corresponding agreement in force and signed by all the participating universities.

Such an agreement must be in force and clearly specified:

- the university or universities responsible for the custody of student records and for the issuing and registration of the degree,

- the procedure for the modification or termination of the study plan,

- and the responsibilities of each of the participating universities within the consortium (applicable rules and regulations, coordination mechanisms, mobility (if applicable), quality assurance system adopted for the degree, which may be that of one of the participating universities or one specifically designed, etc.).

In the case of agreements with foreign universities, in any case, the Spanish university will be the custodian of the records of the degrees it issues.

MASTER'S
In addition to the above, the recommendations of the European University Association(http://www.eua.be/)and the European Consortium for

❖ **Teaching modality**

The degree proposal must indicate the teaching modality or modalities in which it will be taught, in accordance with the typologies described in art. 14.7 of RD 822/2021.

It must be ensured that the modality of teaching is adapted to the training objectives of the degree, in the same way as in degrees where the face-to-face component is particularly relevant.

Official bachelor's and master's degree courses may be taught in face-to-face, virtual (or remote) and/or hybrid (or blended) teaching modes. The syllabuses must incorporate the teaching modality or modalities chosen, given that it conditions the educational development of the degree.

Degrees with a **Dual Mention** should preferably be carried out in person, ensuring that, in all circumstances, the part of the dual training undertaken with the collaborating entity is conducted in person.

For the purpose of verification, the following is understood:

Face-to-face teaching modality: that in which the teaching activity that forms part of the syllabus is carried out face-to-face (with teaching staff and students interacting in the same physical space, be it a classroom, laboratories or specialised academic spaces).
It will also be considered as face-to-face teaching, when there is temporal coincidence in the activity in several classrooms of the same university, connected to each other by technologies that allow interaction and to which students physically travel.

Virtual teaching modality: one in which the teaching activity that frames the curriculum is articulated through academic interaction between teaching staff and students that does not require the physical presence of both in the same teaching space of the university. It is primarily characterised by its intensive use of digital information and communication technologies. In terms of credit load, a bachelor's or master's degree can be defined as being taught online when at least 80 percent of the credits (ECTS) that make up the degree or master's degree are taught online.
In this sense, training activities in which the teaching staff is in the classroom and the students may be in another space (which is not a university classroom), whether synchronous or asynchronous, are considered virtual teaching methods.

Hybrid teaching modality: that in which the teaching activity that frames the syllabus encompasses subjects or subjects in face-to-face and virtual (remote) modality, always maintaining the unity of the training project and coherence in all the most relevant academic aspects - although the combination of the double teaching modality implies adaptations of the academic elements to the same. The

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[3] While progress is being made on a regulation that deals in more detail with regulatory aspects in relation to joint degrees, DEVA will ensure that it complies with the regulations in force within the framework of the agreements adopted by REACU aimed at simplifying procedures and avoiding duplication of evaluations.

Evaluations of joint programmes will take the ENQA standards on the European Approach for Quality Assurance of Joint Programmes derived from the equivalences of the partner institutions due to their membership of EQAR as references for accreditation. Where appropriate, complementary procedures shall be adopted to replace the equivalences of national assessment systems of institutions not registered in EQAR.

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> proportion of remote credits for a degree to be considered a hybrid degree shall be between 40 and 60 per cent of the total credit load of the bachelor's or master's degree.

❖ **Total credit distribution in the degree**

Royal Decree 1125/2003, of 5 September, which establishes the European credit system and the system of qualifications in official university degrees valid throughout the national territory, provides the definition of "European Credit"; and in this sense, the total number of credits established in the syllabus for each academic year will be 60.

> **BACHELOR'S**
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> The total credit load of the curricula shall be 240 credits, which shall contain all the theoretical and practical training that students must acquire, except for those subject to specific legislation or to the rules of European Union law, which may have 300 or 360 credits.
> Exempt from this consideration will be international joint degrees arising within the framework of the European Committee's European University Programme calls for applications and those others referred to in the sixth additional provision of Royal Decree 822/2021.

The Final Degree Project will have a minimum of 6 credits for all degrees, and a maximum of 24 credits for 240-credit degrees, 30 credits for 300-credit degrees and 36 credits for 360-credit degrees. It must be completed in the final phase of the study plan and must be defended in a public event, in accordance with the regulations established for this purpose by the centre or, where appropriate, the university.

> **MASTER'S**
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> The total credit load of the master's programme will be 60, 90 or 120 ECTS credits. Master's degrees may include additional training that will be defined in ECTS credits included in the syllabus and will have the same consideration as the rest of the credits. If additional training is required, the credit load may not exceed the equivalent of 20 per cent of the credit load of the degree.

All master's degree syllabuses will include a End of Master's Project, which may have a minimum of 6 ECTS credits and a maximum of 30, the purpose of which is to verify the level of mastery of the knowledge, competences and skills achieved by the student, and the passing of which is an essential requirement for obtaining the official degree. The master's thesis must be defended in a public event, in accordance with the regulations established for this purpose by the centre or, where appropriate, the university.

In the case of **optional subjects**, the number of optional credits in which students are to enrolshould be indicated and not the total number of optional credits to be offered in the curriculum[4].

The credits known as "**external academic placements**" are compulsory for all students taking the degree. Those proposals that intend to include external academic internship credits on a non-compulsory basis should consider these credits as optional credits. The credits for external

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[4] In the event that the degree includes minors or specialisations, the credits relating to these will be optional for the overall distribution of the degree, although in order to obtain the minor or specialisation they will be compulsory.

academic placements associated with minors, specialisations, orientations, pathways, etc. must be treated as optional, given that they will not be taken by all students enrolled in the degree.

In order to obtain the **Dual Mention**in an official qualification, it will be necessary that the percentage of credits included in the syllabus that are completed in the collaborating entity (company, organisation, institution or administration), is of:

1. Between 20 and 40 per cent of credits in bachelor's degrees.

2. Between 25 and 50 per cent of credits in master's degrees.

These percentages must include the End of Degree or End of Master's Project.

❖ **Languages in which the degree is taught**

The languages in which the degree is to be taught shall be indicated, corresponding to the languages of the compulsory subjects to be taken by all students.

In the event that a degree proposal establishes several groups differentiated by language of instruction, all the languages used must be indicated.

A degree will be considered bilingual if at least 50% of the credits of the syllabus, excluding external academic placements and the End of Degree Project or End of Master's Project, are offered in a language other than Spanish. In the event that a single compulsory subject is offered in a language other than Spanish, the degree will not be considered bilingual, although this language must appear as an language of instruction of the degree. This feature must be stated in the university's information on the degree, so that there is no confusion as to whether it is bilingual or not.

The languages in which optional subjects are taught or which only appear in some minors or specialisations are not reported in this section. Students who study subjects in these languages will see this aspect reflected in their European Diploma Supplement.

The language in which the degree is taught will be reflected in the information and assessment of the admission requirements and criteria, teaching planning and academic and teaching support staff.

❖ **New places offered**

The maximum number of new places to be offered in the first four years of bachelor's degrees, or in the first two years in the case of master's degrees, must be stated.

These will be those that will be authorised by the Autonomous Community and the General Conference on University Policy. The total number includes all possible access routes, including file transfers and places allocated to foreign students.

In the case of offering the degree in **different teaching modalities**the total number of places offered must be indicated, regardless of the teaching-learning modality, as well as the number of places planned for each of the modalities (face-to-face, hybrid and virtual).

For **Joint Degrees**or those that are taught in several centres of the same university, the information on the places offered must correspond to the offer of each of the centres, with the sum of the places per centre being the total number of places offered to new students for the degree.

The university must specify the number of places per academic year offered for the training project corresponding to the **Dual Mention**. This number should be consistent with the availability of material resources for learning - both in the university and in the institution -, of academic and teaching support staff and of tutoring staff in the institutions. Under no circumstances may the proposal of the training project lead to an increase in the number of places initially verified by the competent administration prior to the application for the inclusion of the dual mention.

The number of places available will be taken into account when assessing the sufficiency and suitability of the academic and teaching support staff, as well as the learning resources available for the degree.

❖ **Qualifications entitling the pursuit of a regulated professional activity**[5]

The degree entitling access to the practice of a regulated professional activity in Spain must refer to the rules governing the professional practice to which the degree is linked and indicate the corresponding Council of Ministers agreement and ministerial order regulating it.

❖ **Degrees linked to Regulated Profession**

In the event that the bachelor's degree does not lead to the exercise of a regulated professional activity in Spain, but is linked to and is a requirement for admission to a master's degree that gives access to a regulated profession, reference should be made to the rules governing the professional practice linked to the degree and its type of linkage.

3.1.2. Basis for the degree

The university must adequately provide the academic, scientific, professional and social basis for the degree and how it fits into the context of the strategic planning of the university or the university system of the Autonomous Community[6]. The relevance to the academic field to which it refers will also be assessed.

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[5]European Database of Regulated Professions (REGPROF)

[6] Aspects related to relevance within the national-regional context by virtue of social and student demands may be taken into account in the evaluation for the authorisation of the Autonomous Community or of the Education Administration on which the university offering the degree depends.

Links to websites or documents can be provided to complement the basis for the degree.

The basis for the degree must be provided within the context of the degrees offered by university or universities which propose it. Evidence of the academic, scientific or professional interest and relevance of the degree must be provided.

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Different types of evidence can be presented in this regard:

○ Experiences of the university in offering previous degrees with similar characteristics.

○ Prediction of demand for the degree, referring to data and studies on the potential demand for the degree and its benefit for society.

○ Relationship of the proposal with the socio-economic characteristics of the area of influence of the degree. Employability rates of similar or equivalent degrees, in the previous arrangement, R&D&I status in the academic and professional sector: research groups, projects, etc.

○ Brief reference to the correspondence of the proposed degree with the national and international references that support the proposal. The following are some examples:
  - Study plans from Spanish, European and other universities that guarantee the scientific-professional interest of the sector.
  - Reports from professional associations or national, European and foreign associations, conferences of directors/deans, etc. that endorse the scientific-professional interest of the proposal.
  - Documents relating to the procedures for the recognition of existing qualifications issued by the relevant ministries and professional bodies.
  - Other evidence to support the justification of its quality or academic interest[7].

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In the case of **Dual Mention**, the basis for the training project must also be provided, including its academic, scientific, professional and social interest. In addition, the involvement of all stakeholders in the design of the training programme and the consultation of experts, organisations and groups in the subject of the degree is of particular importance, specifying how the consultations have taken place and how the results of these consultations have been reflected in the approval of the curriculum.

❖ **Newly created degrees**

In the case of proposals for degrees with no precedent in Spanish universities and with very few international references, the proposal must be endorsed by a solvent academic group. In addition, evidence should be provided for the expectations for the development of training-related professions and the strategic interest in supporting innovative degrees.

❖ **Degrees replacing expiring degrees**

In the event that the degree proposal comes from a degree that has already been implemented and is in the process of being phased out, a reasoned justification must be provided. This must

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[7] Other references include the Subject Benchmark Statements of the QAA-Quality Assurance Agency for Higher Education and the proposals of the associations belonging to the American Council for Higher Education Accreditation (CHEA). Other references, such as indications of European thematic networks or specific projects, may also be included.

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include information on the degree from which it originates and on the changes that led to the emergence of this new proposal (e.g. procedure for the elaboration of the proposal, demand, updating of the curriculum, learning outcomes, contents, etc.).

❖ **Degrees incorporating more than one teaching modality or a teaching modality other than "face-to-face"**

Universities wishing to incorporate more than one teaching modality in their proposals must clearly provide evidence of their institution's commitment to the implementation of this type of teaching.

Sufficient evidence must be provided of the relevance of the modality or modalities proposed for the acquisition of the learning outcomes defined in the degree.

For degrees with a practical/experimental component, proof of the suitability of the chosen hybrid or e-learning modality for the acquisition of practical/experimental learning and training process outcomes must be included.

Where appropriate, references to other national or international institutions that have taught the proposed degree in the modalities proposed by the university shall be included, specifying the website where the contents of the programmes and degrees mentioned can be consulted, and a brief explanation of why they have been chosen as references.

The basis for the technological features of the e-learning environment must also be provided. In other words, justifying the technological option chosen on the basis of references to other available technological options.

❖ **Differentiation of degrees within the same university**

In order to organise and simplify the range of degrees offered by the same university, it has been established that two or more degrees must be differentiated in terms of a minimum of learning outcomes and content, for which the coherence between them will be analysed simultaneously.

> **BACHELOR'S**
>
> In the case of the degree, this criterion should be applied in such a way that the two degrees are required to differ by at least 90 credits. This heading should include the differences in the profile of the different graduates and the differences in the contents (minimum 90 ECTS) and in their depth and treatment, between one and the other. Under no circumstances may the titles of the two degrees be the same.

In bachelor's degrees that qualify for the same regulated profession of Technical Engineering, within the framework of the corresponding Ministerial Orders, the differentiation reference is established at 60 ECTS.

In the specific case of two or more degrees from the same university that cover the same specific technology, the university must submit a heading in this section justifying the need for it to be considered as a different degree from another degree from the university that leads to the same specific technology. This section should include at least the differences in the profile of the different graduates and the differences in the contents (minimum 60 ECTS) and in their depth and treatment, among them. Under no circumstances may the titles of the two degrees be the same.

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MASTER'S

For master's degrees this criterion should be applied in such a way that the learning outcomes and contents between the degrees in question differ by at least 40%. It should also include a section showing evidence of differences in the profile of the different graduates and the divergences in the contents and in their depth and treatment between one and the other. Under no circumstances may the titles of the two degrees be the same.

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3.1.3. Training objectives

❖ **Main training objectives of the degree**

The educational objectives defining the degree must be clearly, precisely and explicitly stated. They must be coherent with the MECES level to which the degree corresponds and be formulated taking into account the justification of the proposal and the expected graduate profiles. This aspect constitutes a basic assessment criterion that will have to be in harmony with the other dimensions included in the Report and, specifically, with the specific elements included in the dimension "Results of the training and learning process" and in the dimension "Planning of teaching": in particular, with the training activities, teaching methodologies, assessment systems, required entry profile and expected graduate profile.

In the case of **Dual Mention**, the objectives of the training project must be clearly defined and aligned with the objectives of the degree and its basis. They should be oriented towards the adequate training of students in order to improve their comprehensive education and employability.

Within the dual training activity, the learning outcomes and basic knowledge to be achieved will be defined, in a coordinated and complementary way with the learning outcomes to be worked on during the academic time students spend at the university centre, always bearing in mind the uniqueness of the training project.

In addition, the possibility of combining the training activity in the university centre and in the collaborating entity (company, organisation, institution and administration) must be ensured at all times.

❖ **Training objectives of the minors or specialisations**

For each of the minors, including dual mentions, and/or specialisations that a degree may include, their corresponding training objectives must be specified. These will have to be aligned

with the specific training and learning outcomes of these minors or specialisations, as well as with the other elements of their didactic planning.

❖ **Specific curriculum structures and justification of their objectives**

If the degree incorporates specific curricular structures, these should be described and their relevance to the degree justified. They will have to be aligned with the specific learning and learning outcomes of these structures, as well as with the other elements of their didactic planning.

❖ **Specific methodological strategies for teaching innovation and justification of their objectives**

The university, in the exercise of its autonomy in the planning and management of teaching and with the aim of permanently improving the quality of teaching and learning, may develop specific and differentiated methodological strategies for teaching innovation that cover the whole of an official university degree and, therefore, affect all the subjects and subjects that make up the syllabus. These initiatives should be reflected in the curriculum report.

These global teaching innovation proposals may be reflected in the European Diploma Supplement, as well as being recognised by the university for the students through the issuing of a certificate or specific accreditation document, with the aim of valuing them.

The design and evaluation of the proposals will take into consideration what is established in the "Evaluation protocol for the inclusion of methodological strategies for teaching innovation specific to official university bachelor's and master's degrees" (REACU, 29 April 2022).

❖ **Key graduate profiles to which the courses of study are oriented**

The main intended academic, professional or research graduate profiles of the degree must be described, which must be in accordance with the proposal being made and the social demand.

3.2. Outcomes of the training and learning process (ESG 1.2)[8]

The university should specify the learning outcomes that students are expected to have acquired upon graduation. The results of the training and learning process that all students must acquire during their studies and that are required for the award of the proposed degree must be included.

The results of the training and learning process must be oriented towards an adequate training of the students in order to improve their comprehensive training and employability.

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[8] For the preparation and review of the skills , it is recommended that the committees responsible for the design of the degree systematically consult those non-university groups or entities that are related to the degree (professional colleges or associations, benchmark companies in the sector, etc.), so that the graduate profile is in line with social and labour demands.

[8]The different definitions included in this section are taken from the publication CEDEFOP (2014): *Terminology of European Education and Training Policy A selection of 130 key terms.* Luxembourg: Publications Office of the European Union.

Learning outcomes are defined as "the body of knowledge, skills and/or competences that an individual has obtained and/or is able to demonstrate at the end of a given formal, non-formal or informal learning process".

The learning outcome can also be understood as the "expression of what a person knows, understands and is able to do at the end of a learning process; it is defined in terms of knowledge, skills and competences"

The university must specify the learning outcomes that students are expected to acquire upon graduation, with reference to their triple classification: knowledge or content, competences and skills or abilities.

The results of the training and learning process proposed must take into account the general principles of the organisation of official university education established in Royal Decree 822/2021, in particular those set out in Article 4.

They must also be aligned with the MECES level of qualification of the degree in the European Higher Education Area (EHEA) according to the bachelor's and master's degree levels, and be coherent with the title of the degree, its field of knowledge, the training and learning objectives, and the graduate profile.

BACHELOR'S

For bachelor's degrees, the results of the training and learning process must lead to the acquisition by students of a general training in one or more disciplines, aimed at preparing them for the exercise of activities of a professional nature.

MASTER'S

Formaster's degrees, the results of the training and learning process must lead to the acquisition by students of advanced training of a specialised or multidisciplinary nature, aimed at professional specialisation, or at driving initiation in research tasks.

Curricula should be informed by democratic principles and values and the **Sustainable Development Goals.** These values and objectives must be incorporated as transversal content, skills or competences, in the format decided by the faculty or university, and always taking into account their specific academic nature and the training objectives of the degree.

The outcomes of the training and learning process must be inclusive and provide for universal learning design that gives all learners an equal opportunity to succeed. It is mandatory that learning outcomes are made public and known to all students.

The results of the training and learning process must be assessable, and must focus on those academically relevant and significant knowledge or contents, skills and competences that define the training project included in the proposal for an official university degree.

With regard to the number of outcomes proposed, it should be borne in mind that it should not exceed the capacity of the student body to acquire them nor the organisational feasibility of the curriculum, so as to ensure that the proposal does not compromise the rationality of the assessment system to be used to evaluate progress in learning.

The results of the training and learning process are acquired and/or developed from the training activities that will enable the integration of this knowledge or content, skills and competences. All of them should be assessable.

All curricular actions designed in the syllabus shall be aimed at the acquisition by students of the defined learning and training process outcomes and, therefore, for each course, module, subject, and/or subject area it shall be specified what students are expected to be able to demonstrate upon successful completion.

The results of the training and learning process that will be required for the award of the degree must be able to be acquired regardless of the mode of teaching, specialisation or minor, including dual mentions.

The university will provide a codified list of outcomes of the training and learning process: knowledge or content, skills and competences. The following sections detail and explain what is meant by knowledge or content, skills and competences.

3.2.1. Knowledge and content

"Result of the assimilation of information through learning. Knowledge represents the body of facts, principles, theories and practices related to a particular field of work or study".

"**It** refers to what a graduate knows and understands, to the knowledge he or she has acquired through the assimilation of theories, the handling of data, the analysis of information or the appropriation of concepts in a given scientific field.

The selection of the contents to be included in the degree must be made taking into account the following requirements: educational relevance, epistemological significance, academic representativeness, transferability and consensus among the scientific community.

The contribution of the selected contents to the requirements of professional performance must be taken into account, the interdependencies between the different subjects that make up the degree must be assessed, as well as the characteristics of the students who will take the proposed studies.

The following terms can be used to write the contents: is familiar with, identifies, recognises, classifies, describes, compares, explains, relates, remembers, lists, points out, expresses and analyses, among others.

Example:
- Is familiar with the economic, social and workforce management history.
- Analyses the economic role of trade unions in contemporary history.
- Identifies international standards in food safety assurance and management and their relationship to quality management standards.
- Relates the theoretical and applied contexts in which Human Resource Management is developed.
- Explains the basis of human behaviour and its alterations.
- Distinguishes the theoretical concepts of anthropology from the concepts native to a culturally diverse setting
- Is familiar with the basic principles of applied thermodynamics and heat transfer
- Understands the principles and operation of integrated manufacturing systems.
- Masters advanced and proven knowledge, in a context of scientific and technological research, of the theoretical and practical aspects and work methodology in the field of psycho-pedagogy. (MECES, level 3, master's level)

3.2.2. Abilities or skills

"Ability to apply knowledge and use skills to perform tasks and solve problems"

"It refers to what a graduate can do, and requires the ability to apply knowledge, develop procedures and use techniques to perform certain tasks, cope with situations and/or solve problems.

For the wording of the skills or abilities the following terms can be used: handles, makes, uses, constructs, applies, experiments, simulates, demonstrates, executes, composes, performs, creates, plans, observes, and elaborates, among others.

Examples:
- *Executes statistical techniques in the field of human resources management and labour relations.*
- *Applies relevant sociological theories and methods to shed light on the problem of unemployment rates.*
- *Plans processes for the evaluation of physical, chemical and biological risks in food and measures for their control - Configures relevant research problems in Sociology and adapts them, if necessary, to applied problems.*
- *Develops decision-making protocols to represent the complex situations faced by the surgeon in cardiovascular pathologies.*
- *Provisionally plans the request for complementary tests when iron deficiency anaemia is suspected.*
- *Develops appropriate diets necessary for the glycaemic control of diabetic patients*
- *Applies the basic principles of fluid mechanics to solve engineering problems*
- *Designs systems for the generation, transmission and distribution of electrical energy*
- *Handles appropriate scientific theories and the precise methodology in socio-educational intervention with minors to formulate judgements based on incomplete or limited information (MECES, level 3, master's level).*

3.2.3. Competences

"Ability to use personal, social and methodological knowledge, skills and abilities in work or study situations and in professional and personal development".

Note: competence is not limited to cognitive elements (use of theories, concepts or tacit knowledge), but also encompasses functional aspects (technical skills), interpersonal qualities (e.g. social or organisational skills) and ethical values"

Examples:
- *Independently justifies key social phenomena on the basis of fundamental sociological theories.*
- *Produces and record information obtained using different interview techniques*
- *Integrates quality, environmental and occupational risk prevention management in a food company.*
- *Leads responsibility for their own professional development and specialisation as an educational counsellor.*
- *Evaluates, reports and proposes alternatives in the process of collecting samples from contaminated areas.*
- *Advises and/or manage employment and labour recruitment.*
- *Participates in the planning and design, advice and management of occupational risk prevention and occupational health promotion systems.*
- *Designs products, processes, installations and industrial plants.*
- *Lead, plan and supervise multidisciplinary teams to find solutions to waste management problems.*
- *provisionally schedule treatment of iron deficiency anaemia.*
- *Analyses the socio-cultural conditions prior to the implementation of development plans.*

The appropriate number of learning outcomes will depend on the degree in question, however, in general and based on the experience of previous verification processes, it is recommended that the proposal does not include a very extensive list. In general, it is suggested that the

proposed training and learning outcomes should not be higher than 25, except for those degrees that are regulated and provide qualification for a profession.

3.3. Admission, Recognition and Mobility (ESG 1.4)

Access requirements must be public and respect existing legislation.

New students must be provided with information on the regulations and requirements for access and admission procedures, in order to facilitate their incorporation into the university and the degree. In the event that the competent administration prescribes the need to carry out special tests for access to a specific degree, the report of the degree must include the development of the aforementioned tests and/or conditions that are considered necessary.

The proposal will present the actions foreseen for the recognition of credits and mobility of the degree.

3.3.1. Student access requirements and admission procedures

Reference should be made to compliance with current regulations regarding student access and admission and, in particular, access should be given to the updated regulations of the Andalusian Regional Government for each academic year in relation to the procedure for admission to university bachelor's and master's degree studies approved by the Directorate General for Universities, Committee of the Single University District of Andalusia.

The body that will carry out the admission process and its composition shall be indicated. The criteria for assessing merits (and, where applicable, the weightings envisaged) and the specific admission tests used in the selection system established in the programme must be specified.

These systems and procedures should include, in the case of students with specific educational needs arising from disability, appropriate support and counselling services, which will assess the need for possible curricular adaptations, pathways or alternative studies.

For undergraduate degrees:

- In public universities, the specific tests for the admission of students and their corresponding criteria and weighting must be specified, if they are included, as well as their adjustment to the reference regulations.
- For private universities, the tests established for admission, criteria and weighting should be described, as well as their compliance with the reference regulations.

For master's:

- In addition to the specific criteria for access, the requirements and criteria for the admission of students and their weighting must be detailed.
- It is necessary to identify the access profiles, and to indicate the cases in which additional training is required (either to study the master's degree or any of the specialisations that may be offered). The additional training to be taken must be specified, indicating their credits and the subjects they comprise. The credit load shall not exceed the equivalent of 20 per cent of the credit load of the degree. Additional training credits will have the same consideration as the rest of the credits of the master's degree syllabus. It should describe

which students, depending on their previous training, would be obliged to take them and who would be exempted from taking them, as well as when they would have to take them and pass them.

- In the case of regulated professions, the special requirements to be met by all applicants shall be specified in accordance with the relevant ministerial order.

In the event that the proposed bachelor's or master's degree is offered in more than one language, the language level that will be required of both domestic and/or foreign students must be considered as an access requirement, and this requirement must be expressed in accordance with the Common European Framework of Reference for Languages (CEFR).

In the event that students whose mother tongue is not the language of instruction can enrol in the degree, it must be established as a requirement that a sufficient level of the target language must be accredited. This will be understood as having at least level B1 in bachelor's degrees and B2 in master's degrees of the CEFR or equivalent.

Entrance examinations and admission criteria should be identical for all students regardless of the **teaching modality**.

In the case of **Dual Mention**:

- The university must have mechanisms in place to formalise and clearly inform students about access routes, admission procedures and the procedures for leaving the dual training programme.
- The criteria for the selection of the training programme, as well as for the distribution of students among the different entities or institutions, must be public and academic in nature, clearly described, not misleading and consistent with the objectives of the programme.

3.3.2. Criteria for the recognition and transfer of credits

The university shall provide the link to the corresponding public document or website, where the general criteria for the recognition and transfer of credits are set out.

In addition, this information shall be completed with (if available) the specific criteria to be applied in the proposed degree for the recognition and transfer of credits.

Recognition is understood to be the acceptance by a university of credits that, having been obtained in official courses of study at the same or another university, are counted in other different courses of study for the purpose of obtaining an official degree. Likewise, credits taken in other official higher education courses or in university courses leading to the award of other degrees, as referred to in Article 34.1 of Organic Law 6/2001, of 21 December, on Universities, may also be recognised.

Likewise, the transfer implies that, in the official academic documents accrediting the studies followed by each student, all the credits obtained in official studies taken previously, at the same or another university, which have not led to the award of an official degree, will be included.

All credits obtained by the student in official studies taken at any university, both those transferred, those recognised and those taken to obtain the corresponding degree, will be included in the student's academic record and in the European Diploma Supplement.

❗ Under no circumstances may the End of Degree or End of Master's Project be recognised. This general rule does not apply to those which are specifically developed within a mobility programme. This is the case for students on exchange programmes such as Erasmus (European mobility programme) or SICUE-SÉNECA (national mobility programme), due to the differential fact that they are not disconnected from their universities of origin during their stay at the host university, but they are enrolled normally at the host university. Therefore, Erasmus and Seneca students can register for the End of Degree Project/End of Master's Project at their home university and carry it out at their host university, with full academic effects, as long as the equivalence agreement between both universities allows for this possibility.

BACHELOR'S

Credits previously obtained by students may be recognised in the new courses in which they enrol, in accordance with the regulations established for this purpose by the university. In any case, the following basic rules shall be respected in degree courses:

- In the case of the signing of an agreement between a higher vocational training centre and a university centre, approved by the governing body of the university and the Department responsible for vocational training in the Autonomous Community, the proportion of credits recognisable in an official university degree may be up to 25 per cent of the total credit load of that degree.

- These procedures shall cover up to the totality of the basic training credits between degrees in the same field of knowledge.

- These procedures will be applied to the credits of the rest of the subjects and subjects between degrees in the same field of knowledge or in different fields, always taking into account the academic and training coherence of the knowledge, competences and skills that define the subjects or subjects to be recognised with those existing in the syllabus of the degree to which access is sought.

- Credits related to student participation in university cooperation, solidarity, cultural, sporting and student representation activities, which together will be equivalent to at least 6 credits, will be subject to these procedures. Similarly, other academic activities organised by the university for teaching purposes may also be subject to these procedures. Under no circumstances may the total number of credits subject to recognition established in this point exceed 10 per cent of the total number of credits of the study plan.

Accredited work and professional experience may also be recognised in the form of credits that will count towards the award of an official degree, provided that such experience is related to the knowledge, skills and competences of the official university degree. The necessary requirements for the recognition of credits for work and professional experience must be specified: 1) the minimum time that would be necessary to obtain full recognition, 2) the type of work or professional experience that may be recognised, and 3) which part of the curriculum would be affected by the recognition justified in terms of learning outcomes since the graduate profile has to be the same.

Credits related to non-official university studies may also be recognised. The volume of credits that are subject to **recognition on the basis of professional or work experience or non-official university studies** may not exceed, as a whole, 15% of the total number of credits that make up the syllabus of the degree to be obtained. The recognition of these credits will not include their score and therefore they will not be taken into account for the purposes of the transcript of records.

Credits from **non-official university studies** may, under exceptional circumstances, be subject to recognition in a percentage higher than 15% of the ECTS or, where appropriate, be subject to recognition in their entirety provided that the corresponding degree has been extinguished and is replaced by an official degree. In this case, it shall be verified that the quality assurance system of the degree/centre has established a procedure for carrying out this recognition with sufficient guarantees. It must be demonstrated that the new degree is sufficiently identical to **non-official university studies** for the recognition of the proposed credits. Similarly, if **credits from official non-university degrees** are to be recognised, the university must take into account the provisions of the regulations. In the event that the university does not provide information, the DEVA may request the information it deems appropriate for its proper evaluation.[9]

In the case of **Dual Mention**, students who have chosen to take the training project may, if they consider it appropriate, abandon it and return to the general pathway provided that they have not passed half of the credits defined for obtaining the dual mention in the respective study plan.

In general, credits to be taught at the institution may not be recognised for work activities or for external academic placements previously carried out, except for recognition in accordance with the limits established in the corresponding syllabus. For this purpose, it must be accredited that equivalent activities have been carried out, both in terms of time and level of demand, to those validated.

3.3.3. Procedure for the organisation of mobility of home and host students

The university must provide the link to the public document or website of the procedure for student mobility and hosting that is in place or planned.

If mobility specific to the degree is not envisaged, it will be reported in this section and no further information is required.

In the event that specific mobility is envisaged to be offered in the proposed degree, information shall be provided to justify the adequacy of these actions with the learning outcomes defined in the degree, including information on active educational exchange cooperation agreements and conventions, calls for applications or mobility aid programmes financed by the participating universities or centres, paying special attention to how it affects **Joint Degrees** and degrees offered in **teaching modalities** other than face-to-face.

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[9] The provisions of Royal Decree 1618/2011 of 14 November 2011 on the recognition of studies in the field of higher education shall be taken into account.

Information on the ECTS recognition and accumulation system, as well as on the mobility support units and information systems foreseen to facilitate the process of sending and receiving students will be included.

Mobility may be offered in order to carry out part of the studies by taking subjects in other degrees with which there is a correspondence of learning outcomes, from one or more universities. In the case of "non-face-to-face" learning, mobility does not necessarily imply that students have to travel.

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MASTER'S

Only in the case that mobility is an integral part of the master's degree, information on its organisation should be included, with reference to the agreements that regulate it, and in relation to its planning, monitoring mechanisms, assessment, credit allocation and appropriate curricular recognition, adapted to the proposed degree.

- If mobility is not an integral part of the master's degree, information should be provided on the list of universities with which the university has established cooperation agreements.

- If the mobility includes the End of Master's Project and external academic placements, the general guidelines of the sending institution (type of placement/End of Master's Project , format and length of End of Master's Project , supervision and evaluation procedures, publicity of the End of Master's Project) must be indicated, as well as the information sources where the same guidelines of the receiving institution can be consulted.

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In the case of **Dual Mention**, the training project must provide for an adequate organisation of student mobility, including credit recognition in accordance with the learning outcomes of the project. These mobility actions must be clearly stated in the University - Company agreement and be coherent with the training project.

3.4. Teaching Planning (ESG 1.3)

It will be assessed whether the syllabus constitutes a training proposal designed in a logical, relevant and coherent manner, taking into consideration the title of the degree, the teaching modality, the dedication of the student body over a given period of time, the teaching methodologies and the assessment systems, in order to guarantee the acquisition of the training and learning outcomes and the objectives sought in the proposed degree.

The description of the curriculum shall contain information on: credits, learning outcomes, timing, assessment systems, teaching methodologies and training activities, at least expressed in terms of modules and subjects. The need to provide sufficient information for proper assessment should be taken into account, so that in some cases information should be provided at subject level. Thus, if a module/subject with a large number of credits is proposed, a more specific and differentiated description of the subjects/topics that comprise it should be made so that the different training activities, teaching methodologies, assessment system and contents can be evaluated in order to verify that the design of the module/subject allows the acquisition of the expected results.

In orderto homogenise the possible variety of terms used for the structuring of the curriculum, two levels of groupinghave been proposed from an academic point of view: modules and subjects.

These units have been defined as follows:

Module: an academic unit comprising one or more subjects constituting an organisational unit within a curriculum. A module can be defined according to the nature of the subjects it contains.

Subject: an academic unit comprising one or more topics that can be conceived in an integrated way, so that they constitute coherent units from a disciplinary point of view.

When designing and distributing the credits of the bachelor's and master's degree syllabus, the guidelines set out in art. 14 (for bachelor's degrees) and art. 16 (for master's degrees) of Royal Decree 822/2021 must be taken into account.

BACHELOR'S

Syllabuses will have 240 credits, except for those subject to specific legislation or European Union Law regulations, which will have 300 or 360 credits, containing all the theoretical and practical training that students must acquire: basic subjects related to the field of knowledge, compulsory or optional subjects and End of Degree Project, external academic internships, supervised work, seminars or other training activities.

The curriculum shall contain a number of basic training credits amounting to a minimum of 60 ECTS. Of the basic training credits, at least 50 per cent will be credits linked to the fields of knowledge listed in Annex I of Royal Decree 822/2021 to which the degree is to be assigned and must take the form of subjects with a minimum of 6 credits each, which must be offered in the first half of the syllabus, and the rest must be made up of basic subjects related to other fields of knowledge different to that to which the degree has been assigned.

The remaining credits must be made up of other subjects or subjects that reinforce the breadth and solidity of the knowledge, skills and competences of the training project that is the Degree.

For bachelor's degrees of 300 and 360 credits, the basic training will include a minimum of 75 and 90 credits, respectively.

If curricular external academic placements are planned, they shall not exceed 25% of the total number of credits of the degree, and should preferably be offered in the second half of the curriculum[10].

These courses will conclude with the preparation and defence of a compulsory End of Degree Project, defended in a public event, which must be clearly differentiated from the rest of the modules or subjects and be aimed at demonstrating the student's mastery and application of the knowledge, skills and competences defining the official university degree. The End of Degree Project will have a minimum of 6 credits for all degrees and a maximum of 24 credits for 240-credit degrees, 30 credits for 300-credit degrees and 36 credits for 360-credit degrees.

MASTER'S

The syllabuses leading to the award of university master's degrees will have 60, 90 or 120 credits, which will contain all the theoretical and practical training that students must acquire: compulsory and optional subjects and subjects and End of Master's Project, external academic placements, or other activities: seminars, supervised work, which are necessary according to the characteristics of each degree.

The End of Master's Project must be clearly differentiated from the rest of the modules or subjects. This work, which will have a minimum of 6 credits and a maximum of 30 credits, must be carried out in

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[10] With the exception of those Degrees which, according to the rules of European Union Law, must have a different percentage and those degrees which include a dual mention, regulated by Article 22 of RD822/2021.

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In the case of professionally-oriented master's degrees, it is advisable to offer external academic placements. Although external academic placements are usually carried out in the final part of the study plan, they could be taken throughout the degree, linked to the different modules.

In the case of research-oriented master's degrees, it is recommended that the number of credits for the dissertation should be at least 12 ECTS.

❖ Qualifications leading to a regulated profession

In the case of bachelor's or master's degrees that qualify for the exercise of regulated professional activities in Spain, the Government shall establish the conditions to which the corresponding syllabuses must conform, which shall also have to comply, where appropriate, with the applicable European regulations. These curricula should, in any case, be designed in such a way as to achieve the learning outcomes required to practise the profession. To this end, the university shall base the adequacy of the curriculum on these conditions.

The curriculum must be coherent with the **teaching modality** proposed for the degree. Where appropriate, specific curricular structures linked to the different **teaching modalities** should be described.

In the case of **Dual Mention**, the training project shall define the modules, subjects or topics that comprise it. Likewise, the learning outcomes that students are expected to achieve (in terms of knowledge or content, skills or abilities and competences) will be defined in a coordinated and complementary manner with the learning outcomes that are worked on during the academic time that students spend at the university centre, always bearing in mind the uniqueness of the curriculum and the training project that must constitute the bachelor's or master's degree in question.

The possibility of combining the training activity in the university centre and in the collaborating entity (company, organisation, institution and/or administration) must be ensured at all times. In this sense, the planning of the training project must be coherent with the results of the training and learning process designed and, in particular, with the planned dedication of the students.

The proposed study plan must be designed in such a way as to guarantee that students who have chosen to take the **Dual Mention** within a bachelor's or master's degree course may, if they deem

it appropriate, abandon it and return to the general pathway, provided that they have not passed half of the credits defined for obtaining the Dual Mention in the respective syllabus.

3.4.1. Syllabus Proposal

To facilitate the understanding of the syllabus, the following information on the organisation of the syllabus should be included in a structured way:

❖ General description of the syllabus

A description of the chosen structure of modules and subjects of the syllabus should be provided. It is recommended to provide the information in a summary table with the following sections:

Table 1 Syllabus overview (semester/term structure)

Year	Semester/Term (in this case an extra column will be added)	
	Semester 1/Term 1	**Semester 2/Term X**
Year 1	ECTS: Subjects/topics: Typology (character): Modality: Language:	ECTS: Subjects/topics: Typology (character): Modality: Language:
	Semester 3	**Semester 4**
Year 2	ECTS: Subjects/topics: Typology (character): Modality: Language:	ECTS: Subjects/topics: Typology (character): Modality: Language:
	Semester 5	**Semester 6**
Year 3	ECTS: Subjects/topics: Typology (character): Modality: Language:	ECTS: Subjects/topics: Typology (character): Modality: Language:
….	**…**	**…**

The table must be adapted to the established period (semester/term...). If combined with annual topics, the table must be adapted accordingly. The total number of credits for each academic period corresponds to the number of credits that students must pass, not to the total number of credits offered.

If the degree offers mentions/specialisations, it must present how they are configured:

Table 2 Structure of the minor/specialisations

Minors/ Specialities			
	Subjects/topics	Semester / Term	ECTS credits
Title and ECTS credits			
	Subjects/topics	Semester / Term	ECTS credits
Title and ECTS credits			

When the syllabus is developed in more than one **teaching modality** (face-to-face, hybrid or virtual), and in the event that it contemplates training itineraries such as minors (bachelor's degree) or specialisations (master's degree), different groups depending on the language in

which the degree is taught, adaptations of the syllabus according to the characteristics of each centre, etc., the description of each one of them must be made, incorporating the general information in the summary table indicated.

A brief justification of how the different modules and subjects, which define the curriculum, constitute a coherent and feasible proposal in relation to the students' commitment, so that the learning outcomes to be acquired by the students are guaranteed.

3.4.2. Structure of the syllabus

The structure of the syllabus should be sufficiently disaggregated to allow for its evaluation. Forbachelor's Degrees, the core material must be made up of subjects of at least 6 credits.

If the syllabus provides for more than one mode of education**teaching modality** ("face-to-face", "hybrid" or "virtual"), information on methodologies, training activities (indicating the number of hours of "synchronous" training activities) and assessment systems in each module, subject and/or topic for each of the modalities must be differentiated and include the required face-to-face attendance. The offer of external academic placements must be defined and justified in terms of its relevance according to the modality.

The description of modules/subjects/topics must be completed with the following information:

Title	The title should be coherent in view of the learning outcomes and the contents to be developed.
Number of ECTS credits	Number of working hours required for the acquisition by learners of the corresponding knowledge, skills and competences. This allocation must include the hours corresponding to lectures, theoretical or practical classes, the hours of autonomous (or personal)study , the hours devoted to seminars, assignments, practicals or projects, and the hours required for the preparation and performance of the appropriate assessment tests. The minimum number of hours per credit shall be 25 and the maximum number shall be 30. This allocation of credits, and the estimate of the corresponding number of hours, shall be understood to refer to full-time students who undertake university studies for a minimum of 36 and a maximum of 40 weeks per academic year.
Typology: **Core (only degrees), compulsory, optional or mixed[11]., external academic internships or End of Degree Project/End of Master's Project**	Compulsory or core subjects (core only for bachelor's degree courses) are those that all students must take. Therefore, by their very nature, all subjects related to each minor or specialisation will be optional, from the general point of view of the syllabus.
Temporal organisation within the syllabus.	The corresponding academic year in which it will be offered, the time unit (semester, term...) and the number of ECTS that will be taken in that time unit must be indicated.
Modality	The modality should be indicated: face-to-face, blended, hybrid, distance or virtual.
Outcomes of the training and learning process	The knowledge or content, skills or abilities and competences of the degree that students will acquire in this module/subject/topic.
Module/subject/topic-	Brief description of the contents of the module/subject/topic, which should be

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[11] A mixed subject is one that encompasses subjects of different natures.

specific content	coherent with the intended learning outcomes.
Language(s) of instruction	Identify the languages in which it is taught. The inclusion of languages in the training process may condition the access criterion, in the case of compulsory or core subjects (bachelor's). Prior to the start of each course, students must know the languages in which each module or subject will be taught throughout the training process (if applicable).
Training activities and teaching methodologies	Training activities and teaching methodologies must be differentiated and specific for each module/subject/topic, depending on the learning outcomes that students acquire in each of them. The number of hours, the relative weight of each training activity in relation to the rest of the training activities, and the percentage of attendance (also synchronous) in the activity must be specified in the number of hours.
Assessment Systems	The systems to be used to assess the student-centred learning outcomes determined to be achieved in each module/subject/topic should be detailed. In this sense, the assessment system must be tailored to the nature of the different modules or subjects and be coherent with the teaching methodology used, taking into account the diversity of the student body and the variety of educational models. The minimum and maximum weightings of each type of test defined as an evaluation system in relation to the totality of the rest of the tests proposed in the evaluation system of the module/subject/topic must be specified as a percentage.
Remarks	In the "remarks" section, the following may be incorporated: - Where applicable, the prerequisites for access to the module or subject/topic. - It is recommended that degrees with external academic placements indicate the procedure to be followed by the degree to inform the corresponding ethics committee. - Other clarifications as deemed appropriate.
**The End of Degree Project, End of Master's Project and External Academic Placements forms must, in addition to the above, include the following:**
End of Degree Project or End of Master's Project	This shall be defined independently, well differentiated from the rest of the modules or subjects and must have its own identity. When assigning the nature of the subject, in order to clearly differentiate it from the other subjects, it will be marked with the name "End of Degree/End of Master's Project" and will not be included in the list of "compulsory" subjects. Information will be provided on aspects related to the regulations and implementation of the End of Degree Project/End of Master's Project: - Include learning outcomes. - Contemplate an assessment system in accordance with the applicable regulations and in a way that is congruent with the provisions of the educational project included in the report. - The assessment system must include "the defence", which must be public, indicating whether it will be "face-to-face" or, where appropriate, "synchronous" in the case of a "hybrid" or "virtual" teaching modality. - Indicate in the observations section, the procedure followed for its evaluation, or, if applicable, a link to the corresponding regulations. - In the case of experimental work, the procedure to be followed by the degree to inform the corresponding ethics committee and give its approval to the End of

	Degree Project/End of Master's Project that so requires.
If external academic internships are offered[12]	If these are compulsory for all students, they must be defined as "external academic placements" and will not be included in the list of compulsory subjects.

The university that includes curricular external academic placements must present a placement plan with an appropriate management structure, indicating the responsibilities of the institutions and agents involved, public criteria for the allocation of placements, a qualified supervision and tutoring team at the host centres and an explicit monitoring and assessment programme that enables students, in accordance with the objectives and orientation of the training proposal, to carry out tasks that are specific to the professional field and to acquire the learning outcomes of the training programme.

All the aspects that make up the development of external academic placements, in accordance with the regulatory regulations, will be detailed in the different related sections, such as section 3.5. Academic and teaching support staff and 3.6.Learning resources: materials and infrastructures, practices and services, of the report. |

Table 3 Detailed syllabus

Subject 1: name	
Number of ECTS credits	
Typology	*(core, compulsory, optional, mixed, external academic internships, End of Degree/End of Master's Project)*
Time organisation	*Semester no., quarter no., yearly*
Modality	*(face-to-face, blended, hybrid, remote or virtual)*
Outcomes of the training and learning process	*(knowledge or content, skills or abilities and competences)*
Topics	*(title, period of instruction and credits, language)*
Languages	
Contents	
Training activities/Teaching methodologies	*The number of hours, the relative weight of each training activity in relation to the rest of the training activities, and the percentage of attendance (also synchronous) in the activity must be specified in the number of hours.*
Assessment systems	*The minimum and maximum weightings of each type of test defined as an evaluation system in relation to the totality of the rest of the tests proposed in the evaluation system of the module/subject/topic must be specified as a percentage.*
Remarks	

Subject 2: name	
Number of ECTS credits	
Typology	*(core, compulsory, optional, mixed, external academic internships, End of Degree Project/End of Master's Project)*
Time organisation	*Semester no., quarter no., yearly*
Modality	*(face-to-face, blended, hybrid, remote or virtual)*
Outcomes of the training and learning process	*(knowledge or content, skills or abilities and competences)*
Topics	
Languages	
Contents	
Training activities/Teaching methodologies	*The number of hours, the relative weight of each training activity in relation to the rest of the training activities, and the percentage of attendance (also synchronous) in the activity must be specified in the number of hours.*

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[12] See Royal Decree 592/2014, of 11 July, which regulates external academic placements for university students and the regulation in the case of degrees with a dual mention.

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Assessment systems	*The minimum and maximum weightings of each type of test defined as an evaluation system in relation to the totality of the rest of the tests proposed in the evaluation system of the module/subject/topic must be specified as a percentage.*
Remarks	

In the case of **hybrid or virtual** the following aspects must also be taken into account and specified:

- There must be coherence between the teaching methodologies, training activities and assessment systems proposed to ensure that students can acquire the expected learning outcomes, regardless of the mode of delivery of the degree.

- The hours devoted to "synchronous" activities shall be included in the table in the section on training activities. The information provided should give an overview of the different activities to be implemented, e.g. interactive seminars, guided work, teamwork, discussion forums, etc.

- Training activities that are carried out synchronously and interactively may be considered as face-to-face, for the purposes of the teaching load of teaching staff and students, but this consideration may never be used for the purposes of classifying teaching.

- Teaching materials must be appropriate to the teaching methodologies envisaged. The university must have procedures in place to regularly review teaching materials and respect their authorship. It must also ensure that students are aware of the conditions of use and dissemination of teaching materials that are the property of the university or are subject to copyright and third party rights.

- The mechanisms for tutoring and monitoring students must be specified, indicating the tasks of the supervising teachers and the criteria that will enable the traceability of student participation in the different activities proposed to be followed. It should be defined how often tutoring teachers will contact students and, for example, when alarms will be triggered in case students fail to complete the planned tasks.

- The possibility of students suggesting an institution for external academic placements may be considered, provided that the contents are appropriate. This practice is even more important for foreign students. In this case, the following must be specified:
    - the supervision and monitoring mechanisms and the work placement will be specified in a collaboration agreement between the institution and the university.
    - the institution hosting the student body and the university. They shall have a protocol adapted to the correct authorisation of student placements by both the institution and the university itself.

- The university may include, in the training programme, simulation activities that allow for a better acquisition of certain learning outcomes, without these being considered as external academic placements.

- The mechanisms for the supervision and assessment system of the End of Degree Project/End of Master's Project must be specified, clearly identifying how the assessment and defence will be carried out and, in the case of virtual means, the identification of the students must be guaranteed.

- It must be indicated how the external academic placements will be carried out, the degree of attendance and the conditions under which they will be given, specifying how the tutoring and monitoring will be carried out.

- External academic placements will be face-to-face, although they may be adapted to the characteristics of the professional activity carried out by the companies. In any case, a sufficient number of work placement places shall be guaranteed to accommodate all the students foreseen in the event that they are compulsory and, furthermore, they must always be appropriate in relation to the contents to be dealt with.

❖ **Procedures for horizontal and vertical teaching coordination of the curriculum**

The university will establish and report on the actions aimed at coordinating the teaching-learning processes and the corresponding supervision, all of which will apply to the assessment of modules and subjects, so as to ensure horizontal interaction (in the course) and vertical interaction (throughout the degree).

In the case of a degree offered in **"Hybrid" or "Virtual" mode** , the mechanisms of horizontal and vertical coordination will be specified, with special attention, if it is by virtual means, to the means used.

Special attention will be paid to the definition of coordination mechanisms and the implementation of teaching, making explicit aspects such as:

- Mechanisms for coordination of teaching plans and supervision of teaching practices.
- Organisation of the practicum and/or external academic placements in companies.

In any case, on coordination mechanisms, at least the body or persons responsible and involved shall be specified, indicating the procedures they will use to carry them out. Special attention should be paid to **Joint Degrees** or degrees involving more than one department or faculty of the same university, where it should be described which members of each institution and/or centre will be part of the coordination committee.

In degree programmes with more than one **teaching modality** , it is essential that the institution has a horizontal and vertical coordination procedure to ensure the correct acquisition of learning outcomes and to minimise possible dysfunctions between and within teaching modalities. In addition, provision should be made for the means by which the teaching staff will carry out teaching coordination, especially in the "non face-to-face" mode.

3.4.3. Teaching Activities and Methodologies
The main methodologies related to the teaching activities to be established in the degree and to which teaching modalities they apply, if any, should be described.

All academic activities carried out by students in bachelor's and master's degree courses will be measured in credits that follow the ECTS system format. These activities may take place in face-to-face learning spaces such as classrooms, laboratories, computer and audiovisual classrooms, simulation classrooms, specialised spaces, or in virtual learning spaces, either synchronous or asynchronous. They may also be activities that are carried out autonomously. In any case, all of them will form part of the teaching planning of a subject or subject area, and their purpose will be the orderly acquisition of knowledge and the attainment of skills and competences.

In training activities carried out over the internet, in a synchronous and interactive way in a university classroom/space, the university providing the training must guarantee the quality of network connectivity from one end to the other (teaching staff-student), a system of reliable control of the identity of the students and their presence while the teaching activity is taking place, as well as a previously established public calendar and timetable.

3.4.4. Assessment systems

The main assessment systems to be used in the degree programme must be described and their suitability and relevance to the degree proposal must be justified.

For **hybrid or virtual** assessments the following aspects must also be taken into account and specified:

Assessment systems must ensure adequate control of the authorship of the assessment tests, as well as that they have been carried out by the students without external help. This may be justified by the face-to-face nature of the assessment system, or by an appropriate combination of technology and human resources to ensure identification of the student body and control of the environment, for appropriate assessment through demonstration of the achievement of the learning outcomes of each student.

Both issues (identification of the student and control of the environment) are not justified by the technological tool alone, just as they are not justified solely by the existence of a physical classroom in the final face-to-face examination. It is necessary to justify the appropriate combination of human resources who, interacting with the student body through material resources, are the ones who ensure the identity of the person taking the test, and who during the test can attest that the person does not receive help from his/her environment that is not allowed under the rules of the assessment.

A final validation test of a face-to-face nature must be incorporated to guarantee the acquisition of the results of the training and learning process of the subject.

Assessment methods should take into account the diversity of the student body and be consistent with teaching methods.

It is recommended that students be informed of the obligation to act in the assessment tests in accordance with the principles of individual merit and authenticity, as well as the obligation to guarantee the authorship and originality of their work, in accordance with the general principle of university co-responsibility. In addition, students should be informed about the institution's policies and commitment to academic integrity.

3.4.5. Specific syllabus structures

In case specific curricular structures are included in the degree proposal, the university shall provide a brief description of each of them. For example: Bachelor's degreeprogrammeswith an Open academic pathway or academic programmes of simultaneous double degrees with a specific pathway.

In the case of *Degree Programmes with an open academic pathway* , information will be provided:

- The specific regulations as approved by the university

- The degrees which are involved and their subjects.

- Designed training proposal to be offered, in line with what is proposed in art. 23 of RD 822/2021. The credit load of these pathways will be between 60 and 120 credits in degrees of 240 credits.

In the case of *academic programmes of simultaneity of double degrees with a specific itinerary* , information will be provided:

- The specific regulations as approved by the university

- The degrees which are involve and their subjects.

- Designed training proposal to be offered, in line with what is proposed in art. 24 of RD 822/2021.

3.5. Academic and teaching support staff (ESG 1.5)

The suitability and sufficiency of the teaching staff, as well as other human resources, will be assessed in order for students to achieve the learning outcomes foreseen in the degree proposal. The academic staff involved in the degree must therefore be sufficient and their level of time dedication, qualifications and experience must be adequate to carry out the proposed syllabus in accordance with the characteristics of the degree and the number of places to be offered. At the time of applying for verification, the university must have at least an initial core of teaching staff with a profile adapted to the field of knowledge of the degree and extensive teaching experience in degrees in this field. This aspect will be of particular concern for master's degrees and the first two years of bachelor's degrees.

Thissection will include information on the availability and, where appropriate, the needs of staff, both academic (teaching staff, people who supervise external academic placements[13], degree coordinators or those responsible for the degree, etc.) and support staff (administration and services staff, laboratory technicians, etc.) to guarantee the quality of teaching, research and student training.

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[13] The provisions of Royal Decree 592/2014, of 11 July, which regulates external academic placements for university students,must be taken into account in relation to tutors.

The profile of the academic staff available shall be specified in detail, indicating their academic category, their type of link to the university, their teaching and research and/or professional experience and their suitability for the areas of knowledge linked to the degree and, where applicable, their dedication to other degrees in terms of number of credits.

3.5.1. Description of teaching staff and other human resources profiles

Aggregated information on the teaching staff **available to teach the degree** will be presented.

- the total number of teaching staff
- the total number of ECTS credits they will teach
- the total number of accredited teachers
- the total number of teaching staff with six years of research experience or equivalent
- the total number of teaching staff with five years of active teaching time or equivalent
- The university shall incorporate the categories of teaching staff that correspond to the nature of the institution and shall explain their profile adequately.

Table 4. Summary of teaching staff assigned to the degree (include at least the following information)

Category	Number	ECTS	Doctors	Accredited	Six year research period	Five year research period
Category 1						
Category 2						
Category n						
Total						

In the following table, in accordance with RD 822/2021, the degree programme must indicate the potential teaching staff that will participate in the degree, grouped by areas of knowledge. The table has to be completed with as many areas participating in the degree. The information to be provided is as follows:

Table 5 Details of the teaching staff assigned to the degree by area of knowledge.

Knowledge area: denomination	
Number of teaching staff	
Number of doctors	
Categories	*The total number of teaching staff should be broken down according to the categories specific to the school or university.*
Number of accredited teaching staff	
Subjects/topics	*in which the teaching staff of the area will participate*
ECTS taught (planned)	*Total ECTS credits to be taught by the teaching staff of this area in the degree*
ECTS available (potential)	*Total credits available in the subject area involved in the degree.*

Specifically, the information to be provided in this section is as follows:

- Identification of the teaching/support staff involved in the teaching of the degree. Understanding identification as a numbering, no names are requested from the teaching staff.

- Information differentiated by area of knowledge of the teaching staff.

- Maximum number of students per teacher in each group.

- Academic category of the teaching staff available: professor (P), tenured university lecturer (TUL), professor or tenured lecturer at a university faculty (PLUF or TLUF), contracted teaching staff (contracted doctorate, associate doctorate and assistant doctorate lecturer, assistant lecturer, associate lecturer, positions linked to clinical specialities, etc.) or professional category, in the case of professionals.

- For private universities, categories should be defined indicating the staff available in each category. Likewise, it must be specified whether they have obtained a positive evaluation by the evaluation body determined by the law of the Autonomous Community.

- Indicate the teaching staff with PhDs and calculate the % of PhDs over the total number of different teaching staff in the degree.

- The teaching time dedication must be coherent with the above and must be presented in the form of a table that includes information for all teaching staff involved in the degree, whether permanent or not, on: degree, academic degree, type of accreditation/figure with positive agency assessment, subjects taught (indicating the ECTS number of the subject), hours of annual dedication to the subject, total hours of dedication per academic year to the degree and total hours of dedication per academic year to the institution (differentiating, where applicable, hours of dedication to classroom and non-classroom teaching), teaching activity and research activity.

- Teaching staff information on teaching experience (years); research experience (number of six-year periods). Information must be provided regarding recognised research periods, if any, or research category. Only in cases in which research experience in six-year periods cannot be provided, information related to research, such as scientific publications, should be provided.

> ### MASTER'S
> For research-oriented master's degrees, a list of the research lines of the teaching staff participating in the programme must be provided.

- Professional experience (years) other than academic or research experience.

> ### MASTER'S
> For professionally-oriented master's degrees, the professional experience and professional areas of the teaching staff must be provided.

- Information on the teaching staff or professionals who will be tutoring external academic placements in companies, public administrations, health centres, etc. This aspect is considered very relevant in those degrees with special regulations that include external academic placements.

- If there is teaching in another language, indicate the certification of the language level of the teaching staff or, if not available, provide information justifying their experience.

- The profile of the academic staff participating in **Dual Training** and the preparation (training received) and experience on this model.

> **DUAL Mention**
> For degrees with a dual pathway, the professional experience and professional areas of the teaching staff must be provided.

Table 6 Details of the teaching staff assigned to the degree by area of knowledge.

Knowledge area: denomination
Number of teaching staff
Number of doctors
Number of master's level prof
Professional experience (years)
Subjects
ECTS taught (planned)

In addition to the above aspects, in degrees with a high practical content and a vocational orientation, the proposal must have **teaching staff with sufficient professional experience to adequately take charge of the internships**.

For **Joint Degrees** the teaching staff provided by each of the centres or universities participating in the syllabus must be distinguished, specifying the teaching load of each centre. Provide the collaboration agreement signed by the person responsible for the participating institutions.

Agreements organising the incorporation of teaching staff from the different participating universities must be secured, provided that these have not been explicitly stated in the agreement.

In the case of **"Hybrid" or "Virtual" modalities** the above and additionally the following shall be taken into account:

- for all tenured and non-tenured teaching staff, information on: degree, academic degree, type of accreditation/figure with positive agency assessment, subjects taught (indicating the ECTS number of the subject), hours of annual dedication to the subject, total hours of dedication per academic year to the degree and total hours of dedication per academic year to the institution (differentiating, where applicable, hours of dedication to classroom, hybrid and virtual teaching), teaching activity and research activity.
- Given the particularities of the different teaching modalities and the diversity of existing pedagogical models, information should be provided on the structure of the teaching staff, their profile and functions, as well as their dedication to the degree and other information, if applicable, as indicated in the table at the end of this criterion.
- The teaching staff involved in the teaching of the degree must have knowledge and experience in pedagogical models of "remote" teaching as well as in the use of technological resources for "virtual" teaching. The qualification and training of teaching staff for the development of non-classroom teaching through appropriate teaching methodologies and the use of technological resources must be specified.
- For each degree and each subject in the syllabus, the university must set the maximum number of students per group and the maximum number of students to be taught by a

lecturer, so as to guarantee student learning in accordance with the educational profile and the learning outcomes envisaged in the degree.

- Teaching time in virtual degrees should not be less than that foreseen for a face-to-face modality.
- The teaching staff responsible for the coordination and design of the degree must be clearly specified, and must in all cases be civil servant or contracted teaching staff with a stable link to the university who have teaching and research experience in the discipline of the degree.
- The teaching staff who take on teaching tasks in terms of monitoring, tutoring and assessing students must be specified.
- Sporadic collaborations by experts in the form of lectures or occasional classes, or for the preparation of materials, will not be counted as teaching staff.
- The university must have a continuous teacher training plan that addresses, among other issues, aspects related to teaching in virtual or hybrid environments expanded by the use of digital technologies, pedagogical models and teaching innovations.

❖ **Teaching merits of non-accredited teachers**

The university must provide the most relevant teaching merits of the non-accredited teaching staff who will participate in the degree. Teacher-specific information can be provided through a link to the relevant website or public document.

❖ **Research merits of non-doctoral teaching staff**

The university must provide the most relevant research merits of the non-doctoral teaching staff participating in the degree. Teacher-specific information can be provided through a link to the relevant website or public document.

❖ **Profile of required and unavailable teachers and recruitment plan**

In the event that, at the time of application, the necessary academic staff is not available, information must be provided on the mechanisms foreseen to remedy this deficiency. The university must describe the unavailable teaching staff required for the deployment of the degree and the plan for the provision of such teaching staff. A table with the same information as for available staff (additional staff needed to be able to deliver the degree) will be drawn up. Where appropriate, staff who may be selected and awaiting recruitment shall be identified.

The corresponding information shall be provided (compressed file or web link when the attached information cannot be submitted) with information on the timetable for the incorporation of the necessary staff who are not available (express recruitment commitment of the institution), and a specification of the academic category, area of knowledge of the lecturer, subject/subject for which it is intended to incorporate, link to the university and teaching and research or professional experience.

The planned number of teaching staff must take into account the structure of the syllabus, the number of credits to be taught, the fields of knowledge involved in the degree, the number of students and the type of teaching.

❖ **Profile of the teaching staff of the collaborating entity that participates in the Dual Mention**

The university must provide detailed information on the profile of the teaching staff of the collaborating entities participating in the Dual Mention, indicating the number of teachers involved, the number of PhDs, their professional experience, as well as the subjects/subjects in which they will participate and the ECTS taught. Information must also be provided on the minimum requirements and experience required of this teaching staff, which must be approved by the university through the *venia docendi* , and the training received on the dual training model must be indicated. In any case, teaching staff must have at least five years' work experience in the field in which they are to teach. In addition, as a general rule, teaching staff must have a qualification equal to or higher than the qualification in which they are to teach.

Teacher-specific information can be provided through a link to the relevant website or public document.

Table 7 Staff available to deliver the degree

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

													Full or part time degree		Other full or part time degrees	
University[1]	Identifying number of the teacher	Subject name	No. ECTs subject	Teaching modality [2]	Teaching staff area of knowledge [3]	Language level [4]	Category [5]	Doctor (Y/N)	Teaching experience [6] (years)	Research experience [7] (six-year periods)	Professional experience (years)	Time dedication (OT or FT)[8]	Time (hours/week)	Degree title(s) [9]	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) Home university to which the lecturer belongs

(2) Type of education in which the subject is offered (face-to-face/hybrid/virtual)

(3) Area of knowledge of the teaching staff teaching the course

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

(5) Academic categories (P, TUL, PLUF, TLUF), Assistant, Associate, etc...) or Professional categories within the Group to which they belong, administration and services staff (Laboratory technician, Teaching support technician, etc. ....)

(6) Teaching experience in number of years not five year research periods. When the type of teaching of the subject is "hybrid" or "virtual", the number of years of teaching experience in this modality should also be included (e.g., 20 / 4)

(7) Teaching experience in number of six years research periods

(8) Time dedication to the degree: PT - Part Time ; FT - Full Time

(9) Include the names of all degrees in which they are involved in teaching.

As many rows may be added as necessary for the correct completion of the tables.

A table with the same information shall be prepared in the case of reporting Staff not available and intended to be incorporated (Table. Additional staff required to be able to deliver the degree)

❖ **External academicplacementssupervisors**

The provisions of art. 10 of *Royal Decree 592/2014, of 11 July, which regulates external academic placements for university students*, shall be taken into account, providing information:

1. To carry out the external academic placements , students will have a tutor from the collaborating entity and another tutor with an academic profile from the university.

2. The person appointed tutor by the collaborating entity must be linked to it, with professional experience and the necessary knowledge to carry out an effective tutoring. It may not coincide with the person who performs the functions of academic tutor at the university.

3. The appointment of the person acting as academic tutor of the university shall be made in accordance with the procedures established by the university:

   a) For external academic placements (curricular), the tutor must be a university lecturer, preferably from the faculty, school or university centre in which the students are enrolled and, in any case, related to the teaching to which the placement is linked.

   b) In the case of extracurricular placements, the academic tutor shall preferably be a lecturer from the university who teaches in the same branch of knowledge as the course studied.

4. Universities shall provide persons who tutor students with disabilities with the information and training necessary for the performance of this function.

For enrolment in countries with different time zones, the measures taken to ensure tutoring and monitoring services must be detailed.

Information on tutors shall be submitted in the following format:

Table 8 Academic or professional staff responsible for the tutoring of external academic placements

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

3.5.2. Basic profile of other required teaching support resources

The support staff available, their affiliation to the university and their professional experience must be specified. *Links to supplementary information can be made to institutional documents and websites.*

As in the case ofacademic staff, information should be provided on practical teaching support staff (e.g. laboratory technicians, etc.), for the proper development of the degree, theirprofessional experience and their suitability for the fields of knowledge related to the degree.

If, at the time of the application, not all the human resources necessary for the proper development of the degree are available (especially in the case of practical teaching, laboratory technicians, etc.), a forecast must be made of the elements that will guarantee the feasibility of the

proposal, taking into account the structure of the curriculum, the number of credits to be taught, the fields of knowledge involved in the degree, the number of students, the type of teaching and other relevant variables.

In the case of **"Hybrid" or "Virtual" mode of delivery** the above and additionally the following shall be taken into account:
- The teaching support staff who will provide guidance students and help them adapt to remote learning environments should be specified. These personnel shall be qualified to perform the tasks entrusted to them.

In the case of **Dual Mention**, the teaching staff, teaching support staff and mentoring staff of the institution must be adequate to ensure that the objectives and learning outcomes of the training project are achieved.

Each student will have at least one tutor appointed by the university and another by the collaborating entity. The person acting as tutor of the entity assigned to each student shall jointly supervise the development of the training project, under the leadership of the person acting as tutor of the university.

3.6. Learning resources: materials and infrastructure, practices and services (ESG 1.6)

The material resources and services available must be described and justified, including teaching spaces, academic facilities and equipment; laboratories; computer rooms; scientific, technical, humanistic or artistic equipment; library and reading rooms; and the availability of technologies (Internet, virtual teaching campus, etc.), are adequate to guarantee the quality acquisition of knowledge or contents, abilities or skills and competences, as well as the development of the planned training activities, observing the criteria of universal accessibility and design for all of the proposed degree. This information can be provided through a link to a public document or website.

An assessment will be made of whether the specific material resources and services available and used by the degree programme are appropriate to the training objectives and teaching/learning methods envisaged. The infrastructures available in the university, and in the collaborating entities, must comply with the criteria of universal accessibility for people with disabilities. The adequacy of the material resources and services that guarantee the functioning of the systems and infrastructures corresponding to the courses taught must be assessed, allowing for the planned group sizes, the development of the trainingactivities , their adjustment to the planned teaching-learning methodologies, etc.

3.6.1. Proof of the adequacy of the material means and services available

The syllabus must provide for sufficient equipment and infrastructure, both in the participating university or universities and in the collaborating institutions, justifying their suitability for the training objectives.

The key material resources and services of the degree should be identified and described. Material means and key services are understood as "infrastructures and equipment that are indispensable

for the development of the proposed degree (laboratories, classrooms for group work, libraries, including virtual libraries, special equipment, telecommunications networks, etc.)". In cases where there are several own and/or affiliated centres, the resources and services available for each of them should be indicated.

In the event that not all the material resources and services necessary for the development of the training activities are available at the time the syllabus is proposed, the plans for the reform and improvement of infrastructures, as well as the acquisition of new equipment, which are essential for the development of the programme's training activities throughout the implementation of the programme, must be described.

For the assessment of resources in degrees where the subjects or subjects offer, within their credits (theoretical-practical), a large practical component, a description of the facilities or laboratories must be provided to carry out and correctly develop the practical part. If facilities outside the institution are required to carry out this practical part, the name of the companies or institutions must be indicated and the agreement in force with each of them must be provided so that the existence of the necessary resources for the viability of the degree can be assessed.

In any case, the criteria of universal accessibility and design for all must be observed, in accordance with the provisions of Royal Legislative Decree 1/2013, of 29 November, approving the Revised Text of the General Law on the Rights of Persons with Disabilities and their Social Inclusion.

The HEI must ensure that teaching and technological support infrastructures are available to the teaching staff (in-house and collaborating/consulting staff) at all times.

Virtual learning environments (teaching system or platform, virtual campus, technological tools, Moodle, Blackboard, etc.) are a particular focus for hybrid and virtuallearning.

In the case of **"Hybrid" or "Virtual"** teaching **modalities** , the following shall be taken into account:

- The teaching platform and technological tools to be used must be specified, which must be appropriate to the model proposed for the development of teaching. Their characteristics should be part of the institution's strategy and policy.
- The chosen technological infrastructure should be properly tested before use.
- It is recommended that the persons responsible for the institution's ICT, Data Protection, Data Processing and Information Security Services participate in the process of institutional design of the distance teaching-learning model.
- Information should be provided on how the reliability and security of the system, as well as its availability, is ensured. To this end, indicators on these aspects will be defined:
  o Details of the human resources for the support and maintenance of the "remote" teaching systems and platforms, explaining their functions and indicating whether there is 24-hour, 365 days a year support.
  o Student support services before and during the learning period should be adapted to the virtual environment, be easily accessible, meet the needs of students in relation to the pedagogical model, technological mechanisms and administrative support.

- End-to-end connectivity must be ensured and evidenced, in particular:
  o The capacity of the e-learning environment to support the diversity of methods and tools applicable to e-learning.
  o The tools used to guarantee the authorship and identity of the work and assessment tests carried out by students, as well as the control of the environment in which they are carried out, in order to avoid fraud.
  o Service agreements or contracts if the e-learning system or platform is outsourced. In this case, a service agreement must be in place to ensure the durability and accessibility of the evaluation evidence for the period required for legal purposes.
- The robustness of the software must be guaranteed, ensuring that the system allows sufficient simultaneous connections to ensure the correct development of teaching. Temporary risks due to contingency planning or denial of service attacks should also be assumed, and alternative resources should be considered to provide an alternative in case of need.
  In this regard, functional integrity and load test indicators that ensure the robustness of the system shall also be specified.

- The university shall provide an information security plan that includes:
  o Electronic security measures (user, encryption, backup systems).
  o A centralised system to provide support for the creation and maintenance of the infrastructure necessary for virtual teaching.
- Compliance with legislation on the protection of personal data must be guaranteed, ensuring the confidentiality of the information processed, particularly in the case of remote assessment.
- Learners must be guaranteed access to learning resources.
- Accessibility for students with special educational needs shall be ensured.

In the case of **Dual Mention**, the necessary material resources, infrastructures and services available both in the university and in the collaborating entity for the development of the activities foreseen in the training project must be sufficient and adequate to ensure the expected learning outcomes.

3.6.2. External academic internships

External academic internships (curricular), and also extracurricular internships for those bachelor's and master's degrees in which internship credits are offered in companies or other institutions, regardless of the mode of delivery, will be defined in such a way as to ensure the acquisition of the learning and training outcomes envisaged in the degree, following the principles of inclusion, equal opportunities, non-discrimination and universal accessibility.

For the assessment of the suitability of the training offer of these external academic placements, information must be provided on the companies or institutions with which there are Educational Cooperation Agreements signed (companies, institutions and public or private entities at national and international level), including as evidence the specific files of these cooperation agreements, agreements or declarations of interest of the different companies, institutions and public or private entities at national and international level, duly signed and accredited with the companies or institutions that will assume the demand in such a way that it is sufficient to cover the new

places on the degree, indicating: name of the institution or body, number of places to be offered and type of activity to be developed.

For **Joint Degrees** information from all participating universities must be provided.

Formaster's degrees, as these are plans for which the external academic placements are to be carried out imminently, the educational collaboration agreements provided must be in force.

> For included in the field of **Health Sciences**, the agreements in force with hospitals or health institutions that allow students access to the development of the corresponding external academic internships according to the degree and the legislation in force must be provided. The Collaboration Plan signed by the Joint Health Committee and the university for the development of clinical practices in Public Health Institutions must be provided. If applicable, a compressed file or web link where the existence of the agreements and the number of places offered can be downloaded and evidenced.
>
> Similarly, for those degrees in the field of **Education** for which it is necessary to sign agreements for their implementation in Public Education Centres, the corresponding supporting documents must be provided.

If the degree programme offers external academic placements in several languages, this aspect must be clearly reflected in the agreement or commitment with the companies or institutions that will offer them in those languages. The number of students who may undertake external academic placements in another language shall also be identified.

It must be guaranteed that the collaborating entities and the places offered are adequate and in sufficient number to attend and guarantee the effective implementation of in-company training for all the students involved in the **Dual Mention.** Updated agreements and commitments with the collaborating entities must also be provided, with an express indication of the places available.

The information to be contained in the report must be presented in accordance with the table on external academic placements described below:

Table 9 Information on external academic internships

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 (compressed or downloadable file with evidence)	No. of tutors in the collaborating entity different from those in the collaborating entity

Under no circumstances will information be admitted in generic search engines on the website of the university whose degrees are to be verified. All information, whether in the form of agreements or commitments, must be provided in a compressed file or a web link for downloading.

3.7. Implementation schedule

The process of implementation of the new degrees must be planned in time, and a description must be made or linked to the procedure by which the adaptation of the students enrolled in the degree programme that will be terminated by the implementation of the new proposal will be organised. Therefore, a timetable for the implementation of new degrees should be provided, starting from the year in which they are expected to be included in the Register of Universities, Centres and Degrees (RUCT). Likewise, if applicable, the courses of study that will be extinguished by the implementation of the corresponding proposed degree will be identified.

Implementation schedules should be specified for each of the **modalities** if they are different.

Where appropriate, the procedure chosen to adapt students from existing courses to the new curricula shall be specified, in which case an adaptation table shall be provided.

According to the eighth transitional provision of Royal Decree 822/2021, point 2, "students enrolled in official university bachelor's and master's degrees who, on the entry into force of Royal Decree 822/2021, have been awarded a **Dual** recognition granted by a competent quality assurance agency will be able to complete their studies with this recognition".

3.8. Internal Quality Assurance System (IQAS) (ESG 1.1/1.7/1.8/1.9/1.10)

An assessment will be made of whether the degree programme proposal has an Internal Quality Assurance System (IQAS) that ensures its control, review and continuous improvement. Likewise, the establishment of mechanisms for informing students and society about the new degree and its objectiveswill be assessed. The IQAS can be specific to the degree, general to the university or specific to the centre responsible for the courses applicable to the degree in question.

The university must include the link to the website or public document containing the IQAS that applies to the proposed degree and all associated documentation.

In application of *RD 640/2021, of 27 July, on the creation, recognition and authorisation of universities, university centres and institutional accreditation of university centres*, in *chapter III. Article 14. Institutional accreditation of public and private university centres*. Only in the case that the degree under evaluation is presented under the scope of a Centre with certification of the implementation of its internal quality assurance system aimed at the continuous improvement of the training offered to students, and in accordance with the standards and guidelines for quality assurance in the European Higher Education Area (ESG), this criterion will not be subject to evaluation. The certification of a Centre's Internal Quality Assurance System (IQAS) accredits compliance with the criterion.

Joint Degrees: In the case of an application involving more than one university, the collaboration agreement must clearly specify which IQAS applies to the proposed degree, which may have been designed specifically for the degree or adopt that of one of the participating universities. However, in no case is more than one IACS accepted for a degree. The availability of the data required by the established system must be guaranteed by the participating universities.

In the case of degrees offered in **hybrid or virtual mode** , the university must define, or include in the existing one, a quality policy and strategy for hybrid or virtual teaching. Such a strategy should cover aspects such as the pedagogical model, innovation and continuous improvement.

The procedures defined in IQAS should take into account the specificities of hybrid or e-learning, where appropriate. For this purpose, the specific processes and manual (if any) of the IQAS applicable to the degree must be provided.

The Institution should have a policy/code of good practice relating to electronic security measures in relation to the use of students' personal information, as well as defining fraud and misuse, and the consequences this will have for the University community.

The IQAS must include specific procedures necessary for the **Dual Mention**, including procedures related to the design and planning of the Dual Mention, monitoring of its implementation and compliance, through the measurement of satisfaction and the identification of needs and expectations, and improvement based on the above results.

The existence of a mixed Committee between representatives of the University and the collaborating entities is required, which will guarantee the coordination and integration of the activities developed in the entity/institution and those taught in the classroom.

In the case of degrees that are not within the scope of a Centre IQAS, the degree's IQAS must contain information on the following aspects:

Responsibilities of the IAQAS and of each of the procedures.

Quality Policy of the Degree.

Quality manual or procedures manual.

Where appropriate, dashboard.

The definition of an IQAS should aim at the continuous improvement of the quality of teaching, ensuring transparency and accountability to all persons or agents interested in the curricula. It will include the definition of a quality policy, the publication of information on the syllabus or syllabuses, information on the entry and graduation profile, the results obtained, the employability of graduates, the satisfaction of different groups, etc. so that it is accessible to students, teaching staff, administrative and services staff, future students and society in general.

3.8.1. Guidance for the development of an IQAS

The IQAS must ensure that it provides information on the following aspects:

❖ **Persons Responsible for the Internal Quality Assurance System**

The body, unit or persons responsible for managing, coordinating and monitoring the functioning of the IQAS must be specified. It is recommended that the structure and composition of the committee, as well as its rules of procedure or rules of operation, be detailed. If responsibility for the IQAS is divided among several bodies or units, the responsibilities of each of them should be specified.

The regulations or rules of operation must detail how the participation of the agents involved in the degree programme is articulated in this body: teaching staff, students, academic and academic heads, support staff and other external agents.

❖ **Quality assurance policy**

The **quality policy and strategic objectives,** together with the processes, form the foundation for the development of the quality culture at the university and the continuous improvement of the training programmes. The quality policy of a degree or a Centre must have a formal status and be public. The IQAS must include information on who, how and when the quality policy of the degree is designed or developed, which may be a quality policy defined and aligned with its own objectives or may be included in that of the centre in which it is intended to be taught. It must always include the definition of responsibilities and objectives based on indicators that will help them to make decisions and improve the quality of the degree programme. In all these processes, the participation of the different stakeholders linked to the Degree/Centre must be taken into account.

The IQAS must contemplate the implementation of an improvement plan as a result of the review of the processes and definition of actions derived from the implementation of the degree programme.

Document management, use of information and analysis of results. For the correct development of the implementation of the IQAS, a systematised information management system must be in place, which will allow the information to be analysed with the different interest groups and establish how it will have an impact on decision-making aimed at improvement. It should include information on data and results on: student enrolment, credits recognised and procedure followed, academic results, labour market insertion, use of university services, satisfaction of the different interest groups and, where applicable, external academic placements and mobility.

Design, monitoring and improvement of training programmes. The IQAS must include procedures that allow for the design of the training on offer, its modification, periodic evaluation of its implementation and its renewal, making it possible to apply cycles of continuous

improvement of the training programme. Where appropriate, it should consider how it would be brought to an end.

Specific criteria in the case of termination of the diploma. The criteria for interrupting the delivery of the degree, temporarily or definitively, and the mechanisms for safeguarding the rights and commitments acquired with the student body should be identified. The procedure by which the diploma may be temporarily or definitively suspended should specify the bodies or units competent to take the decision and the deadlines for the decision.

The QMS shall also include contingency or risk prevention plans for exceptional situations.

❖ **Teaching and research staff**

The IQAS defines processes to ensure the training, competence and qualification of teaching staff. These processes should respond to previously established and defined quality objectives.

Procedures associated with the management of teaching resources. These should be useful for detecting and identifying academic staffing needs, according to the profile required for each training programme and according to its characteristics, e.g. type of teaching - face-to-face, blended, first-year teaching, languages, supervision of the End of Degree Project/End of Master's Project, etc., decision making and accountability.

Useful for promoting 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.

Procedure for the evaluation of the quality of teaching activity. It may include the access mechanisms foreseen as well as those linking teacher evaluation with promotion, recognition and training.

Procedure for the evaluation and improvement of teaching activity quality. It should cover who, how and when they will carry out activities related to the evaluation of the improvement of the quality of teaching.

❖ **Management of material resources and services**

The IQAS defines processes that guarantee the availability of sufficient material resources and services for the provision of learning activities for students.

Mechanisms must be in place to control the management of material resources and services, as well as to detect needs for the acquisition, maintenance of equipment and facilities and the improvement of material resources and services that will guarantee the correct development of the training programme. These relate to Access and Admission, enrolment, teaching and assessment.

Processes for identifying needs. These are useful procedures for detecting the need for new resources or services, the correct development of activities, material resources and the provision

of administrative and service staff, taking into account the specific characteristics of each degree programme, guaranteeing the participation of the different interest groups.

Communication and coordination procedures with the competent university bodies. These are procedures that define the communication and coordination responsibilities of the degree/centre, in the event of detecting needs that do not depend on the degree and that must be transmitted to the competent university bodies in the area and in coordination with them, adopting decisions on the resources and services that are common to all the degrees of the centre for the correct development of the activities.

The processes associated with the acquisition and management of material resources and services of the Degree/Centre. These processes must have defined responsibilities and how to proceed when analysing and identifying needs in the management and improvement of available or necessary material resources, infrastructures and services.

❖ **Management and outcomes of teaching-learning processes**

The IQAS defines processes that will ensure that the actions it undertakes contribute to student learning. These procedures should address how the information generated will be used in the review and improvement of curriculum development.

They must include all those activities that ensure the correct development of the degree, the collection of information on the set of support and guidance actions that contribute to favouring student learning, such as:
- Academic (PAT) and vocational support and guidance.
- Teaching methodologies and assessment of learning.
- End of Degree Project/End of Master's Project management (assignment, supervision and evaluation).
- Whereapplicable, management of external academic placements[14] and mobility, relationships with companies and other entities, establishment of agreements, selection and monitoring of students, assessment and assignment of credits, etc., specifying the procedure foreseen for assessment, monitoring and improvement.
- Mechanisms regulating guidelines affecting the student body (regulations, recognition and certification).

Satisfaction with the training received is a very relevant factor in the teaching-learning process. Therefore, their collection should be envisaged with procedures such as the following:

Analysis of the labour market insertion of graduates and satisfaction with the training received by graduates. It must be guaranteed that it is possible to measure and analyse the labour market insertion of future graduates and graduates and their satisfaction with the training received. It is recommended to define the method for collecting information, the frequency with which it will be carried out and other technical aspects that are considered relevant, as well as detailing how the results obtained will be used for the review and improvement of the degree.

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[14] The provisions of Royal Decree 592/2014, of 11 July, which regulates external academic placements for university students, must be taken into account.

Analysis of the satisfaction of the different groups involved (students, academic, administrative and service staff and external agents). It must be guaranteed that the satisfaction of the different groups involved in the degree (students, academic staff, administration and services staff and external agents) can be measured and analysed. It is recommended to define the method of data collection envisaged, the frequency with which it will be carried out and other relevant technical aspects such as ensuring the representativeness of the results and their validity.

Analysis of suggestions and complaints received. Complaints and suggestions are a source of information on satisfaction with the degree. The IQAS must establish the system for collecting, processing and analysing suggestions or complaints and how these provide information on the quality of studies, teaching received, facilities and services, etc.

3.8.2. Means for public information

The university shall provide information on the means of public information about the curriculum available to it and which will be used to meet the needs of the student body.

Information must be provided on the entry profile, which is intended to guide potential students about the characteristics considered ideal for starting certain studies, as well as to promote compensatory actions in the event of possible deficiencies.

Both in the university degrees offered in **"Virtual" and "Hybrid" modes,** and in themechanisms and channels for disseminating information on the mode of delivery of the degree, and the implications that this entails in the development of academic activity, as well as in terms of dedication and autonomous work of the students, will be detailed.

The institution should provide for appropriate mechanisms to ensure that, prior to enrolment, information is provided on:

- Mode of delivery.

- Workload that will involve students.

- Evaluation methodology; methodology for the development of the End of Degree Project/End of Master's Project.

- Teaching methodologies to be used.

- Technological and computer requirements to adequately follow the teaching.

- If necessary, the digital knowledge, skills and competences required to follow the planned teaching activity

This information must be provided in the case of an official university degree in face-to-face mode that incorporates a virtual pathway, as well as in the case of hybrid degrees.

Likewise, students must accredit, by means of a declaration of acceptance and acknowledgement at the time of enrolment, that they have been informed of the technological resources they will need in order to be able to carry out the virtual teaching activity.

The conditions under which students of a degree can change mode of study shall be described.

For the **Dual Mention**, the University must indicate the link established between the students and the collaborating entity in which they will carry out the training activity, as well as the particularities of the type of training proposed and the rights and duties of the students.

❖ **Support and guidance for students, once enrolled**

A web link should be provided to the planned actions aimed at supporting and guiding students once they have enrolled, taking into account the diversity of students. These actions may be designed by the support and guidance services of the degree, centre or university. If they are specific to the degree, they will be included in this section of the report.

A link should be provided to the university's academic regulations (enrolment, assessment, etc.) and the specific support systems for students once enrolled. These support systems must be appropriate to the different **teaching modalities** and meet the needs of the student body in terms of technological and administrative support and pedagogical model, and should be available throughout the teaching-learning process.

> Special attention will be paid to whether there is **a degree tutorial action plan or similar**. If it exists, the procedure carried out for its development and the people involved in it (tutorials, students, support staff, etc.) should be indicated

4.- Evaluation Committees. Composition and Functions

The DEVA-AAC's assessment work in the assessment processes for the verification and substantial modification of official bachelor's, master's and doctoral degrees is carried out by different committees: branch of knowledge assessment committees and report issuing committee. The number of branch committees acting in each call will be determined on the basis of the applications submitted.

The functioning of the committees is defined in the document *"Guidelines for collaborators on the functioning of the committee"* published on the website.

4.1. Knowledge Branch Evaluation Committees (hereinafter referred to as BECs)

The branch of knowledge evaluation committees are made up of independent experts who will be appointed for this purpose as technical collaborators as evaluators by the head of the Directorate, selected in accordance with the criteria of suitability, territorial representation, independence, availability, responsibility and gender, in accordance with the requirements of the legislation applicable to each evaluation procedure. The following branches are established according to their specialisation:

Arts and Humanities, Sciences, Engineering and Architecture, Health Sciences, Social and Educational Sciences, Legal Sciences and Economic and Business Sciences.

Each of these committees is composed of:

- Academic members at national level (including the persons holding the presidency and the secretariat of the committee).

- Student bodies (students currently studying for bachelor's, master's or doctoral degrees).

- Professional members (university administration and service staff with knowledge and experience in evaluation in the field of quality assurance).

- Expert memberships in the field of quality assurance.

- International academic memberships, whenever possible.

The functions associated with each profile are as follows:

<u>Presidency</u>

- Coordinate the work of the Branch Evaluation Committee.
- Participate in and direct the Committee's sessions.
- Evaluate verification/modification dossiers and, where appropriate, programmes of successive tours in the field of Engineering and Architecture.
- Evaluate allegations to interim verification/modification reports and, where appropriate, programmes of successive rounds in the field of Engineering and Architecture.
- Participate, at each evaluation session, in the collegial evaluation decision-making on all applications assigned to the Committee.
- Review the proposal of the interim and final verification and modification reports and, where appropriate, programmes of successive Pathways in the field of Engineering and Architecture, with the help of the person holding the secretariat of the Committee, based on the agreements reached by consensus at the Committee meeting.
- Participate and attend as a member in the sessions of the Reporting Committee.
- Request, from the DEVA, when so required by the evaluation, the collaboration of persons external to the Committee in order to complete the evaluations of the members of the committee in the necessary aspects.
- Transversally review by university the provisional and final verification/modification reports assigned to it and, where appropriate, the reports of successive Pathway programmes in the field of Engineering and Architecture.
- Ratify and sign the minutes of the BEC.

<u>Secretariat:</u>
- Assist the chair in the coordination of the work, ensuring that the evaluations are carried out in accordance with the technical documentation of the evaluation programme.
- Participate and attend as a member in the sessions of the Reporting Committee.
- Evaluate verification/modification dossiers and, where appropriate, programmes for successive rounds in the field of Engineering and Architecture.
- Participate, at each evaluation session, in the collegial evaluation decision-making on all applications assigned to the Committee.

- Evaluate allegations to interim verification/modification reports and, where appropriate, programmes of successive rounds in the field of Engineering and Architecture.
- Draft the proposal of the interim and final reports of verification/modification of the BEC (assisted by the chair) and, where appropriate, the proposals for the reports of successive Pathway programmes in the field of Engineering and Architecture.
- Draft the proposed minutes (and signing them).

Academic Board (national/international):
- Evaluate verification/modification dossiers and, where appropriate, programmes of successive tours in the field of Engineering and Architecture.
- Evaluate allegations to the provisional verification/modification reports and, where appropriate, programmes of successive rounds in the field of Engineering and Architecture.
- Act as rapporteur for its evaluations at BEC meetings.
- Attend and participate, at each evaluation session, in the collegial evaluation decision-making on all applications assigned to the committee.
- Where appropriate, draft interim and final amendment reports.

Student Council:
- Evaluate the assigned verification files and, where appropriate, programmes of successive tours in the field of Engineering and Architecture.
- Attend and participate, at each evaluation session, in the collegial evaluation decision-making on all applications assigned to the branch committee.
- Attend and participate, as appropriate, in the meetings of the Report Issuing Committee (RIC).

Professional Members

- Evaluate the assigned verification files from the perspective of ensuring the coherence between the training objectives and the learning outcomes defined in the degree project in relation to the professional practice of future graduates and, where appropriate, successive Pathway programmes in the field of Engineering and Architecture.
- Attend and participate, at each evaluation session, in the collegial evaluation decision-making on all applications assigned to the branch committee.
- Attend and participate, as appropriate, in the meetings of the Report Issuing Committee (RIC).

Members who are experts in the field of quality assurance.
- Evaluate the suitability of the proposed quality assurance system for the degree, so that it is useful for the subsequent analysis of the results of its implementation.

External collaborators:
- Draft additional assessments and complete the vision of the BEC members when making informed judgements on the draft degrees under evaluation, at the request of the DEVA-AAC or the chair of the committee.

4.2. Report Issuing Committee (hereinafter RIC)

This commission is composed of:

- The person in charge of the DEVA-AAC, who will be the Chair of the RIC, or, where appropriate, the person delegated by him/her.
- A person designated for this purpose from among the technical staff of the DEVA-AAC, who will act as the secretariat of the commission.
- Persons holding the chairmanship of each of the Branch Evaluation Committees (BECs).
- Persons holding the secretariat of each of the Branch Evaluation Committees (BEC).
- One person from the student body.
- A professional member of one of the BECs.
- Technical collaborator who coordinates the area of activity in the DEVA-AAC.

The functions of the various members of the Report Issuing Committee (RIC) are as follows:

Presidency

- Draw up the agenda of meetings of the committee, assisted by the secretary.
- Attend, direct and coordinate the sessions of the committee.
- Communicate and inform the persons who make up the RIC of new developments, changes and other information that may arise in the evaluation process and procedures, but their application in the different RICs.
- Reach a consensus with the other members of the RIC on the assessment of reports.
- Adopt common agreements on valuation criteria.
- Ratify and sign the minutes of the committee.

Secretariat:

- Assist 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 RIC sessions.
- Inform the members of the RIC of the status of the dossiers (temporality, incidents, etc.).
- Assist the members of the RIC during meetings.
- Draft the proposal and sign acts.

Persons holding the chairmanship and secretariat of each of the Branch Committees (BECs):

- Raise and present the interim and/or final reports of its committee.
- Inform the RIC of any queries, issues, difficulties or incidents to the that have been detected in the evaluations and sessions of its Branch Evaluation Committee (BEC).
- Reach a consensus with the other members of the RIC on the assessment of reports.
- Adopt common agreements on valuation criteria.

Student Members and Professional Members:

- Reach a consensus with the other members of the RIC on the assessment of reports.
- Adopt common agreements on valuation criteria.

Technical collaborator who coordinates the area of activity in the DEVA:

- Reach a consensus with the other members of the RIC on the assessment of reports.
- Adopt common agreements on valuation criteria.

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

5.- Regulations

- Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.

- 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..

- Guide to the verification of official university degrees (bachelor's and master's) of the AAC's Directorate of Evaluation and Accreditation. V.05 (approved by the Technical Committee on Evaluation and Accreditation (CTEyA) of 11/06/2020).

- Protocol of evaluation for the verification of syllabuses of university studies leading to the award of official bachelor's and master's degrees (REACU, 13/01/2022).

- Protocol for the inclusion of the dual mention (REACU. 03/2022).

- Evaluation protocol for the inclusion of methodological strategies for teaching innovation specific to official university bachelor's and master's degrees (REACU, 29/04/2022).

- Guidelines and orientations for the elaboration and evaluation of the curricula of university bachelor's and master's degrees in different teaching modalities (REACU. 29/11/2021).

- ENQA's Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (Approved by the EHEA Conference of Ministers of Education held in Yerevan, Armenia on 15 May 2015).

- ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). Part 1. Standards for internal quality assurance.

- Spanish Qualifications Framework for Higher Education Royal (Decree 1027/2011 of 15 July).

- Considerations for quality assurance of e-learning provision - European Association for Quality Assurance in Higher Education ENQA (2018).

- Report on Remote Evaluation Procedures. Study of the Impact of implementation in Spanish Universities and Recommendations. (Intersectoral Working Group of CRUE Spanish Universities: CRUE Teaching, CRUE General Secretariats, CRUE ICT and CRUE Student Affairs. 16 April 2020).

6.- Changes made in this most recent version

Modified version	Section	Description of change in this version 0.6 (24/05/2022)
V05. 29/10/2020	Restructuring of the entire directory according to Annex II of RD 822/2022	Adaptation of the Guide to Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance..
Modified version	**Section**	**Description of change in this version 05 (29/10/2020)**
V04. 30/05/2016	All sections.	Improvements in the drafting of the text of the Guide. Inclusion of the specific information for the "blended" or "distance" modalities referred to in the REACU document on "Guidelines for the development and evaluation of bachelor's and master's degrees in blended and distance learning"**Guidelines for the elaboration and evaluation of bachelor's and master's degrees in remote and blended learning**"(26 February 2018). Revision of the evaluation questionnaire, according to the reform of the guide.
V04. 30/05/2016	Standard 1. Degree description.	Specification of the percentage of ECTS for assigning the teaching mode of the degree. Inclusion of criteria for establishing credits in "minors" and "specialisations".
V04. 30/05/2016	Standard 2. Basis.	Inclusion of reference to the SDGs.
V04. 30/05/2016	Standard 5. Teaching Planning.	Further information on external placements. Inclusion of an explanatory table on the information in the module/subject/topic sheets.
V04. 30/05/2016	Standard 6. Academic Staff.	Correction of the text and inclusion of a new table to provide information on teaching staff and internship tutors.
V04. 30/05/2016	Standard 7. Material Resources and Services.	Breakdown of the section into sub-sections to specify information on external placements.
V04. 30/05/2016	Standard 9. Quality Guarantee System	Inclusion of the relationship with the Certification of the implemented CCMS.
V04. 30/05/2016	Annex 2. "Blended" or "distance" learning.	Removal of Annex 2 and inclusion of the issues specific to these teachings in each of the criteria of the guide.
V04. 30/05/2016	Annex 3. Joint Degrees. Annex 5. Adaptation course for graduates of the previous system (in the case of bachelor's Degrees). Annex V6. ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). Part 1. Standards for internal quality assurance. Annex 7. Spanish Qualifications Framework for Higher Education Royal (Decree 1027/2011 of 15 July).	Deletion of Annexes 3, 5, 6 and 7. Annexes 6 and 7 are included for reference.
Modified version	**Section**	**Description of change in version 04 (30/05/2016)**
V02.18/10/2011	Introduction.	Improvements in the drafting and revision of regulations.
V02.18/10/2011	Support guide for the preparation of the Verification Report.	Improvements in the wording of the criteria and adaptation of the information to the ministry's application. Updating of access regulations (standard 4) and external placements (standard 5, standard 6, standard 7, standard 9).
V02.18/10/2011	2. Basis.	New reference on proposals for degrees coming from others.
V02.18/10/2011	Assessment by the committee.	Redrafting, inclusion and deletion of questions for evaluation.
V02.18/10/2011	Annexes.	Improvements in the wording of annexes and order in the guide.
	Annex V6. ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). Part 1. Standards for internal quality assurance.	New annex
	Annex 7. Spanish Qualifications Framework for Higher Education Royal (Decree 1027/2011 of	New annex

	15 July).		