

SUPPORT GUIDE FOR THE PREPARATION OF THE VERIFICATION REPORT OF OFFICIAL UNIVERSITY DEGREES (BACHELOR'S AND MASTER'S DEGREE)



Content

1.- Introduction	4
2.- Evaluation procedure	5
3.- Dimensions, criteria and evaluation guidelines	9
3.1. Description, training objectives and justification of the title (ESG 1.2)	9
3.2. Results of the training and learning process (ESG 1.2)	18
3.3. Admission, recognition and mobility (ESG 1.4)	21
3.4. Teaching Planning (ESG 1.3)	25
3.5. Academic and teaching support staff (ESG 1.5)	35
3.6. Learning resources: materials and infrastructure, practices and services (ESG 1.6)	42
3.7. Implementation schedule	45
3.8. Internal Quality Assurance System (IAQS) (ESG 1.1/1.7/1.8/1.9/1.10)	45
3.8.1. Guidelines for the preparation of an IACS	47
4.- Evaluation Committees. Composition and Functions	49
4.1. Branch of Knowledge Evaluation Committees (hereinafter CER)	50
4.2. Report Issuance Commission (hereinafter CEI)	52
5.- Regulations	53
Annex I. Guideline list of requirements for the verification of titles	54
Annex II. Dual Mention	59
6.- Changes made in this latest version	64



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1.- Introduction

Royal Decree 822/2021, of September 28, which establishes the organization of university education and the quality assurance procedure, provides continuity and updates the quality assurance processes in accordance with the EHEA. As established in the Royal Decree, the Agency for Scientific and University Quality of Andalusia (hereinafter ACCUA), together with the corresponding Agencies belonging to REACU, have agreed on an Evaluation Protocol for the verification of curricula for official Bachelor's and Master's degrees (https://ws262.juntadeandalucia.es/accua/include/files/universidades/verificacion/2022-01-13_REACU-ProtocoloEvaluaci%C3%B3n-Verificacion.pdf).

In order to support universities in this stage of design and modification of study plans, the ACCUA has developed this Guide for the verification of official university degrees (bachelor's and master's degrees) that guides the preparation of the verification report in accordance with the provisions of RD822/2021, in the regulations that may affect the evaluation process for verification and substantial modification and in the criteria 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 Guide that has been developed for the verification of official university degrees (bachelor's and master's degrees) It is conceived as a practical, guiding tool for:

- the people responsible for drafting the title proposals, which are going to be structure according to ANNEX I. "Report for the request for verification of Official Titles". It is a document that provides help to evaluate the memory before processing it,
- the internal body or commission of the university that oversees the process,
- the technical collaborators who will form part of the ACCUA evaluation committees.

This guide will be applied to all official bachelor's and master's degrees offered by Andalusian universities. The guidelines it contains will also be used as a reference in the monitoring and renewal process for the accreditation of official bachelor's and master's degrees, where the results obtained during the degree program will be verified to ensure they meet the commitments made during the verification process.

The references established in this guide will apply when no other references or guidelines adopted in a national or regional regulation are available.

*Note: Specificities related to the teaching modality in color are identified **blue** and the specifics of joint titles in **orange**.*



2.- Evaluation procedure

In art. 26 of the [Royal Decree 822/2021, of September 28, establishing the organization of university education and the quality assurance procedure](#), the "Procedure for the verification of official teaching curricula" is established, and the procedure for substantial modification of official qualifications is regulated in articles 32 and 33. This section develops the evaluation procedure that corresponds to the ACCUA and is applicable to both verification and substantial modification procedures.

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

Art. 26. "The Autonomous Communities, in exercising their powers over university programming and the organization of the official degree program within their territorial jurisdiction, shall prepare a mandatory report on the academic and social necessity and viability of implementing the official university degree prior to initiating the verification procedure. In the event of a favorable report, the university may initiate the degree verification procedure." (Art. 26.3)

2. If the documentation needs to be corrected, the university will have a period of 10 business days. After this period has elapsed, and the documentation has been corrected, the General Secretariat of Universities' unit will have a maximum of 3 business days to send the curriculum report to the corresponding quality assurance agency. In the case of centers with institutional accreditation, the curriculum report will be sent simultaneously to the processing unit of the General Secretariat of Universities and to the agency in charge of the evaluation. Failure to respond to the correction will result in the application being considered withdrawn.

3. Once the application has been received from the processing body, the agency will prepare a quality assessment report on the official university degree curriculum report, in accordance with the specific protocols established by REACU, this verification guide, and the corresponding regulations. The report will be mandatory and prepared by the committees appointed by ACCUA for this purpose.

4. ACCUA will assign the received files to the corresponding Branch Commissions, which will propose a provisional report evaluating the quality of the curriculum report. For this purpose, the information in Annex I will be taken into account for its completeness.

The provisional report will be reasoned and may be favorable, favorable with conditions, or unfavorable. If it is favorable with conditions or unfavorable, the report will describe the aspects that must be modified in order to achieve a definitive favorable report proposal. The provisional report will be sent to the university requesting the degree so that, within 15 business days of receipt, it may make any corrections and amend any issues requested in the report, or present any objections it deems relevant.

5. Once the deadline for submitting corrections and objections has passed, the ACCUA will evaluate these objections and issue a final evaluation report, which will be favorable or unfavorable. This report will be sent to the requesting university, the Council of Universities, the competent body of the Autonomous Community, and the Ministry of Universities. Even if the final report is favorable, it may include some relevant aspects that the administrations, universities, and agencies must follow up on.



6. In accordance with Article 12 of the Regulations of the Council of Universities, approved by Royal Decree 1677/2009, of November 13, the Verification and Accreditation Committee of the Council of Universities, upon receiving the final favorable report issued by the quality assurance agency, will certify that the proposed title of the degree is consistent with the study plan and complies with current regulations, issuing a positive verification resolution for the degree. In the event of an unfavorable report, the Verification and Accreditation Committee of the Council of Universities will issue a negative verification resolution.

7. The curriculum verification procedure, which will culminate with notification to the requesting university of the Council of Universities' decision on curriculum verification, may not last longer than six months (excluding the potential appeal procedure). In the case of degrees proposed at institutions with institutional accreditation, this period will not exceed four months. All public administrations will ensure compliance with these maximum deadlines, after which the application will be deemed approved and the curriculum verified.

8. Once the resolution has been issued, the Council of Universities will notify the requesting university within a maximum of three business days, and will also notify the Autonomous Community or Communities where the universities are located, the corresponding quality assurance agency, and the Ministry of Universities.

9. Upon receiving notification from the Council of Universities, the requesting university may appeal to the President of said body for a review of the verification resolution. This request shall be submitted within 10 business days from the date of receipt of the notification. If the appeal is admitted for processing, it must be assessed by the Committee on Appeals for Verification and Accreditation of Curricula of the Council of Universities, in accordance with the provisions of Article 13 of the Regulations of the Council of Universities. The committee shall be composed of academic and professional experts who have not participated in the evaluation procedure to date. This committee shall assess the verification report, taking into account only the curriculum report submitted by the university. If sufficient evidence is available to support this request, the committee shall prepare a proposed resolution for the Standing Committee of the Council of Universities. In this case, the review procedure may not exceed one month from the date the appeal is submitted. The commission, if it deems it necessary, may refer the file to the quality agency that issued the report for review based on any aspects identified that warrant further assessment.

In the event of receiving the corresponding claim, ACCUA will act in accordance with the provisions of the document: <https://ws262.juntadeandalucia.es/accua/include/files/deva/normativa/protocolos/ProcedimientoRecursosUniversidades.pdf>

Once it receives the report from the quality agency, the committee will prepare a proposed resolution, which it will send to the Standing Committee of the Council of Universities for a final decision. In this case, the entire review procedure may not exceed three months from the date the university receives the complaint from the President of the Council of Universities. In any case, the resolution concludes the administrative process in accordance with the provisions of Article 114.1b) of Law 39/2015, of October 1. If the established deadlines elapse without a resolution being issued, the complaint may be deemed rejected. The Council of Universities will notify the requesting university of the final resolution, also communicating it to the Autonomous Community and the Quality Agency involved, and to the Ministry of Universities.

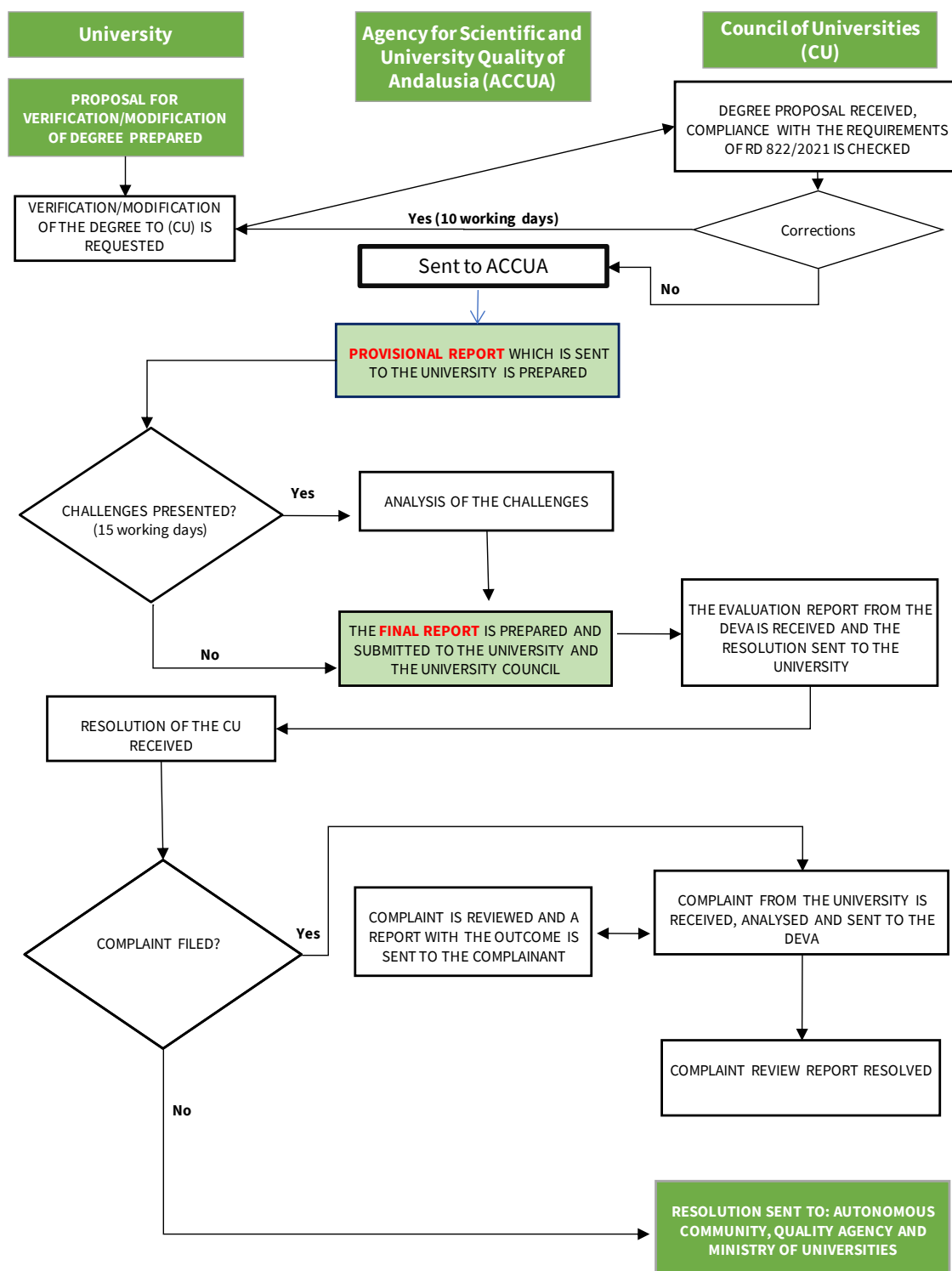


Figure 1. Procedure for evaluating official university degrees

This guide is structured according to the verification report template that the university must complete on the platform of the competent Ministry. Each section indicates the aspect to be evaluated to pass the dimension and refers to the additional documentation and information that, where applicable, must be included.





3.- Dimensions, criteria and evaluation guidelines

For the preparation of the proposals for the study plan, both the universities and the Commissions involved in the evaluation process must consider that said study plans must have as a reference both the democratic principles and values, as well as the Sustainable Development Goals, detailed in the document published by the Sectoral Commission of the Conference of Rectors of Spanish Universities (CRUE) and which can be consulted at the link¹ at the bottom of the page, and in particular:

- a) respect for human rights and fundamental rights; democratic values—freedom of thought and teaching, tolerance and recognition of and respect for diversity, equality for all citizens, the elimination of all discriminatory content or practices, and a culture of peace and participation, among others.
- b) respect for gender equality in accordance with the provisions of Organic Law 3/2007, of March 22, on the effective equality of women and men, and the principle of equal treatment and non-discrimination based on birth, national or ethnic origin, religion, belief or opinion, age, disability, sexual orientation, gender identity or expression, sexual characteristics, illness, socioeconomic status or any other personal or social condition or circumstance.
- c) respect for the principles of universal accessibility and design for all people, in accordance with the provisions of the second final provision of the Consolidated Text of the General Law on the rights of people with disabilities and their social inclusion, approved by Royal Legislative Decree 1/2013, of November 29.
- d) the treatment of sustainability and climate change, in accordance with the provisions of article 35.2 of Law 7/2021, of May 20, on Climate Change and Energy Transition.
- e) Incorporate cross-cutting content or, where appropriate, the specific content established by Organic Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom.

3.1. Description, training objectives and justification of the title (ESG 1.2)

This dimension contains basic general information about the title, which, while legal or administrative in nature, is relevant information that serves as context for preparing and evaluating the title proposal.

The proposal's description will be assessed to ensure it is appropriate and consistent with the degree's academic level or objectives, so that it does not cause confusion about its content and, where applicable, its professional objectives.

1.1. -1.3 Name, scope, mentions/specialties and other basic data. (Sections of the Ministry's application)

¹<https://www.crue.org/commissions-sectoriales/documentos-crue-sostenibilidad/>



Title designation¹

The proposed title must be consistent with the educational objectives, the graduate profile, and the structure and content of the curriculum. This proposal should not cause confusion regarding the MECES level or, where applicable, regarding professional implications.

In this sense, the title must reflect both the content and the learning outcomes acquired by all students; that is, the compulsory portion of the curriculum. It cannot include concepts that are only acquired through a specific subject, specialty, or group of electives.

The name of a master's degree may coincide with that of a bachelor's degree only if it is ensured that the learning profile upon entering the master's degree is equivalent to that upon exiting the bachelor's degree with which it shares the name and, in any case, the contents of the master's degree must correspond to level 3 of the MECES. In addition, if the master's degree is in a specific discipline, Access cannot be open to graduates whose training profile is far removed from the scope of the master's degree.

For those titles that qualify for the practice of regulated professions², its name must comply with the agreement of the Council of Ministers and the corresponding Ministerial Order.

The name will be:

In the case of the teachings of **DEGREE**: Graduated in T from University U, where T is the name of the degree and U is the name of the university that issues the degree.

In the case of the teachings of **MASTER**: Master's degree in T from the University of T, where T is the name of the degree and U is the name of the university that issues the degree.

When the title includes two or more areas of training linked by the conjunction "and", such as, for example, Graduate in A and B or Master's Degree in A and B, the area with the lowest weight must be assigned at least a number of credits that exceeds 20% of the total credits for the degree.

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

In the naming of titles in Spanish, only acronyms or initials that are "conventional" and accepted by the RAE will be permitted.

Joint Titles

In the case of the **Joint University Degrees** the name of the responsible applicant university and the other participating universities must be included.

¹Fifth Additional Provision. RD822/2021. 1. University degrees may not cause confusion or, in any case, coincide in their name and content with those of university degrees that qualify for the practice of a healthcare profession or with those of health science specialists regulated by Law 44/2003, of November 21, on the regulation of healthcare professions.

²For verification purposes, a regulated profession is defined as one for which the Ministry of Education has defined guidelines that must be followed by the curriculum, the completion of which leads to the practice of said profession.



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

This agreement must be in force and must clearly specify:

- the university(ies) responsible for the custody of student files, the issuance and registration of the degree,
- the procedure for modifying or terminating the curriculum,
- and the responsibilities of each of the participating universities within the consortium (applicable permanence 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, the Spanish university will always be the custodian of the records of the degrees it issues.

MASTER

In addition to what was mentioned above, in the case of establishing a joint master's degree with a foreign university, the recommendations of the European University Association should be followed (<http://www.eua.be/>) and the European Consortium for Accreditation (<http://www.eacaconsortium.net>) on the organization of joint master's degrees (Joint Programmes).¹

Scope of knowledge

The degree must be assigned to a field of knowledge, taking as reference those listed in Annex I of RD822/2021. This assignment will largely configure the degree's training offer, since it will determine the subjects that make up the basic training of these and in which the percentage of basic training credits linked to that area must be met.

“The 240-credit curricula must include a minimum of 60 basic training credits. Of these, at least half must be linked to the same area of knowledge in which the degree is enrolled, and the rest must be related to areas of knowledge other than the one to which the degree is assigned. They must be specified in subjects or courses with a minimum of 6 credits each, which must also be offered in the first half of the curriculum. The remaining credits must be comprised of other subjects or courses that reinforce the breadth and solidity of skills and knowledge of the training project that constitutes the Bachelor's degree. In the 300- and 360-credit Bachelor's degrees, basic training will include a minimum of 75 and 90 credits, respectively.” (Art. 14.4). The basic training assignment table must be presented in the Study Plan in the annex provided as document 4:Annex 1.

¹Regarding joint degrees, ACCUA will ensure compliance with current regulations and within the framework of the agreements adopted by REACU aimed at simplifying procedures and avoiding duplicate evaluations.

Joint program evaluations will be based on ENQA's European Approach for Quality Assurance of Joint Programmes criteria, derived from the equivalences of partner institutions due to their membership in EQAR. Where appropriate, complementary procedures will be adopted to supplement the equivalences of national evaluation systems of institutions not registered with EQAR.



Table 1. Table of assignment of basic training to the Study Plan

Basic training (Subject/subject)	ECTS	Temporality	Assignment to the field of knowledge

In the case of a master's degree, the field of knowledge to which it is assigned must be consistent with the curriculum and the expected training and learning outcomes, taking into account that the objective of the program must be advanced, specialized, multidisciplinary training in scientific, technological, humanistic, and artistic knowledge.

Dual mention¹

It will be indicated whether the degree is configured as a dual mention.

The framework agreement signed with the companies for offering the dual mention must also be included. If there are several agreements and it is not possible to include them all in a single PDF file, a list with links to the different agreements must be included (PDF file).

Mentions (degree) or specialties (master)

In the event that the title includes mentions (in degrees), or specialties (in master's degrees), the name of these must be consistent with the curriculum, field of knowledge, the proposed training and learning outcomes and, where appropriate, with the professional field. In the configuration of mentions or specialties, the number of credits (ECTS) that students must take to obtain them must be specified.

DEGREE

A mention will have a minimum equivalent to 20 percent of the total credit load of an undergraduate degree. In these cases, the credits for the Final Degree Project (TFG) are not counted. Credits for external academic internships may be included if they are specific. In undergraduate studies, if curricular external academic internships are included, they will have a maximum length equivalent to 25 percent of the total credits of the degree, with the exception of those undergraduate degrees that, by European Union law, must have a different percentage, and must preferably be offered in the second half of the curriculum studies.

MASTER

The number of ECTS credits for a specialty may not exceed fifty percent of the total credits included in the curriculum. In these cases, Master's Thesis (TFM) credits are not counted. Credits for external academic internships may be included if they are specific. These external academic internships may not exceed one-third of the total credit load included in the curriculum.

¹If you select yes, see Annex II, which indicates the information required for the dual mention proposal.



1.4.-1.9. Universities, Centers, Modalities, Credits, Languages, and Places (Sections of the Ministry's application)

The university or universities offering the degree and the center or centers where it will be taught must be indicated. If the degree is interuniversity, the applicant university and the responsible center must be identified. This center is responsible for verification, monitoring, renewal, modification, or termination of the accreditation.

In the case of degrees taught at several centers of the same university, the responsible center that will assume coordination must be indicated.

Teaching modality

The teaching modality or, where applicable, the teaching modalities in which the degree will be taught must be indicated, in accordance with the typologies described in art. 14.7 of RD 822/2021. Said modality or modalities must be adapt to the training objectives of the degree.

Official Bachelor's and Master's degree programs may be taught in the following teaching modalities: in-person, virtual (or distance learning), and hybrid (or blended learning). The chosen teaching modality(ies) must be incorporated into the curriculum, as they determine the educational development of the degree.

For verification purposes, the following is understood:

In-person teaching modality: that in which the teaching activity that frames the curriculum is carried out in person (with teachers and students interacting in the same physical space, be it the classroom, laboratories or specialized academic spaces).

Teaching in which the activity is held in several classrooms at the same university or at other universities, connected by technologies that allow interaction and to which students physically travel, will also be considered face-to-face.

Virtual teaching modality: A degree in which the teaching activity that frames the curriculum is articulated through academic interaction between faculty and students, without requiring their physical presence in the same university teaching space. It is fundamentally characterized by its intensive use of digital information and communication technologies. In terms of credit load, a bachelor's or master's degree may be defined as taught online when at least 80 percent of its credits (ECTS) are taught in this teaching modality.

In this sense, training activities in which the faculty is in the classroom and the students can be in another space (that is not a university classroom), whether synchronous or asynchronous, are considered virtual teaching methods.

Hybrid teaching modality: Hybrid credits are those in which the teaching activity that frames the curriculum encompasses subjects or courses in both in-person and virtual (non-in-person) modalities, always maintaining the unity of the training project and coherence in all the most relevant academic aspects—although the combination of the dual teaching modality entails adapting the academic elements to them. The proportion of non-in-person credits for a degree to be considered hybrid will be between 40 and 60 percent of the total credit load of the in-person and virtual bachelor's or master's degree. A table must be presented showing the distribution of in-person and virtual hours leading to the type of modality presented.

It is recommended that there be at least 1 hour/credit of synchronous teacher/student activity, which can take the form of subject summary classes, synchronous tutorials, or assessment tests, among others.

Table 2. Teaching and hybrid modality



Subject	Subject	ECTS	Total hours	% of in-person attendance	Virtual hours
TOTAL					

New entry places offered

The total number of new admission places that the Center intends to offer over the four years of teaching of undergraduate degrees must be indicated, or in the case of master's degrees, depending on the duration of the master's degree (60, 90 or 120 ECTS), regardless of the teaching modality.

In addition, the number of new admission places for the first year must be indicated.

These will be the ones authorized by the Autonomous Community and the General Conference on University Policy. The total number includes all possible access routes regardless of the teaching-learning modality including transfers of files and places assigned to foreign students.

If the degree is offered in different teaching modalities, the total number of places offered for each of the modalities (in-person, hybrid, and virtual) must be indicated.

For **Joint Titles** or that are taught in several centers of the same university, the places offered in each of the centers must be indicated, with the sum of the places per center being the total number of new admissions offered for the degree.

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

Languages in which the degree is taught

The languages in which the degree will be taught will be indicated, which will correspond to the languages of the compulsory subjects that all students must take.

If a degree proposal establishes several languages of instruction, all languages used must be indicated, indicating how the teaching will be carried out in the curriculum.

A degree will be considered bilingual if at least 50% of the credits of the syllabus taken by the student, excluding external academic internships and the TFG or TFM, are offered in a language other than Spanish.

The languages in which optional subjects are taught or those that appear only in a particular area or specialty are not reported in this section. Students taking subjects in these languages will see this reflected in their European Diploma Supplement.

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

Total distribution of credits in the degree



Royal Decree 1125/2003, of September 5, establishing the European credit system and the grading system for official university degrees valid throughout the country, provides the definition of "European Credit." Accordingly, the total number of credits established in the curricula for each academic year will be 60.

DEGREE

The total credit load for the study plans will be 240 credits, which will contain all the theoretical and practical training that students must acquire, except for those subject to specific legislation or European Union law, which may have 300 or 360 credits.

International joint degrees arising from the European Commission's European Universities Programme calls and those referred to in the sixth additional provision of Royal Decree 822/2021 will be excluded from this consideration.

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 developed during the final phase of the curriculum and must be defended in a public event, following the regulations established for this purpose by the center or, where applicable, the university.

MASTER

The total credit load for master's programs will be 60, 90, or 120 ECTS credits. Master's programs may include additional training courses, which will be defined in terms of ECTS credits included in the curriculum and will be considered the same as the rest of the credits. If additional training courses are required, the credit load may not exceed the equivalent of 20 percent of the degree's credit load.

The Master's Thesis, which may have a minimum of 6 ECTS credits and a maximum of 30, is intended to verify the student's level of mastery of the knowledge, competencies, and skills they have achieved. Successful completion of the Master's Thesis is a requirement for obtaining the official degree. The Master's Thesis must be defended in a public event, following the regulations established for this purpose by the center or, where appropriate, the university.

In the case of optional subjects, the number of optional credits must be indicated in which students must enroll and not the total number of optional credits that the study plan will offer¹.

Credits designated as "external academic internships" are mandatory for all students enrolled in the degree. Proposals seeking to include credits for non-mandatory external academic internships should consider these credits as optional. Credits for external academic internships associated with specializations, majors, orientations, itineraries, etc., should be treated as optional, since they will not be taken by all students enrolled in the degree.

1.10. Justification (Sections of the Ministry's application)

(A PDF file (maximum 1000 words) will be included and will appear in the report format that is entered in the Ministry's electronic headquarters as section 1: annex 6)

The university must:

¹If the degree includes specializations or specialties, the credits related to these will be optional for the overall distribution of the degree, although obtaining the specialization or specialization will be mandatory.



Justify that the curriculum has been designed taking into account the opinions of all stakeholders.

Adequately justify with evidence the academic, scientific, professional and/or social interest of the degree in the context of the university's strategic planning (context of the degree offering of the university or universities that offer it) or the university system of the Autonomous Community¹.

Links to web pages or documents that complement this justification may be provided.

Examples of possible types of evidence that can be presented to justify a title:

- o University experiences in offering previous degrees with similar characteristics.
- o Forecasting demand for the title, referring to data and studies about the potential demand for the title and its interest to society.
- o Relationship of the proposal with the socioeconomic characteristics of the area of influence of the degree. Employability rates for similar or equivalent degrees, in the previous ranking, R&D&I status in the academic and professional sectors: research groups, projects, etc.
- o Compliance of the proposed title with national and international references that support the proposal.

Some examples are listed below:

- Curricula from Spanish, European, and other universities that support the scientific and professional interest of the sector.
- Reports from professional colleges or national, European, and other associations, from conferences of directors/deans, etc., that support the scientific and professional interest of the proposal.
- Documents relating to the procedures for recognizing current powers published by the corresponding Ministries and Professional Associations.
- Other evidence that supports the justification of its quality or academic interest².

In the case of proposals for degrees that are unprecedented in Spanish universities and have very few international references, the proposal must be endorsed by a credible academic group (understood as consisting of at least three academics from the field of knowledge of the degree, with at least 15 years of experience in this field, and a CV that can be considered a benchmark in their field). Furthermore, the prospects for the development of professions related to training and the strategic interest in supporting innovative degrees must be justified.

If the proposed title comes from an already implemented title, information about the title from which it originates and the changes that have led to the emergence of this new proposal will be included (e.g., trends, demand, updates to the curriculum, learning outcomes, content, etc.).

If the curriculum design offers more than one teaching modality, or a modality other than face-to-face, they must justify:

- institution's commitment to implementing this type of education, through evidence in the university/center's Strategic Plan or the governing council's agreement on the implementation of this type of degree.
- in degrees with a practical/experimental component, the suitability of the hybrid or virtual teaching modality chosen for the acquisition of results from the training and learning process of a practical/experimental nature.

¹Aspects related to relevance within the national-regional context based on social and student demands may be taken into account in the evaluation for authorization by the Autonomous Community or the Educational Administration to which the university offering the degree depends.

²Other references include the "Subject Benchmark Statements" from the British Quality Assurance Agency for Higher Education (QAA) and proposals from associations belonging to the American Council for Higher Education Accreditation (CHEA). Other references may also be included, such as indications from European thematic networks or specific projects.



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

1.11 - 1.13. Training objectives, specific curricular structures and teaching innovation (Sections of the Ministry's application)

Main training objectives of the degree

The training objectives that define the qualification must be drafted clearly, precisely, and explicitly. They must be consistent with the MECES level to which the qualification 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 must be aligned with the other dimensions included in the Report and, specifically, with the specific elements included in the "Results of the training and learning process" dimension and in the "Teaching planning" dimension: in particular, with the training activities, teaching methodologies, evaluation systems, required entry profile, and expected graduation profile.

Training objectives of the mentions or specialties

For each of the specializations, including dual specializations, and/or the specialties that a degree may include, the corresponding educational objectives must be specified. These must be aligned with the specific training and learning outcomes for those specializations or specialties, as well as with the rest of the elements of the degree's educational planning.

Specific curricular structures and methodological strategies for teaching innovation

If the degree incorporates specific curricular structures, their objectives must be described and their relevance to the degree justified. They must be aligned with the specific training and learning outcomes of these structures, as well as with the rest of the elements of the program's didactic planning.

The university may describe specific and differentiated teaching innovation methodological strategies that affect the entire range of subjects and courses that make up the curriculum. These initiatives must be reflected in the development of the curriculum report.

These global teaching innovation proposals may be reflected in the European Supplement to the Title and be recognized by issuing a specific certificate or accreditation document, in order to enhance their value.

The design and evaluation of proposals will take into account the provisions of the "Evaluation Protocol for the Inclusion of Methodological Strategies for Teaching Innovation Specific to Official Bachelor's and Master's Degrees" (REACU, April 29, 2022).¹

¹https://ws262.juntadeandalucia.es/accua/include/files/universidades/verificacion/2022-04-29_REACU-ProtocoloEMIDE.pdf



1.14. Fundamental graduate profiles to which regulated teachings and professions are oriented (Section of the Ministry's application)

The profile must be described of academic, professional or research graduation that is intended in the degree, as well as the general characteristics that the person studying for the degree is expected to have upon obtaining the degree, which must be in accordance with the proposal being made and the social demand.

Qualifications that enable the exercise of a regulated professional activity¹

The qualification that qualifies for access to the practice of a regulated professional activity in Spain must refer to the regulations governing the professional practice to which the qualification is linked, and indicate the corresponding Council of Ministers agreement and ministerial order that regulate it.

Titles related to Regulated Profession

If the bachelor's degree does not lead to the practice of a regulated professional activity in Spain, but is linked and is a requirement for admission to a master's degree that provides access to a regulated profession, reference must be made to the regulations governing the professional practice linked to the degree and its type of link.

3.2. Results of the training and learning process (ESG 1.2)²

The university must specify the learning outcomes expected of students upon graduation. This will include the training and learning outcomes that all students must acquire during their studies and that are required for the proposed degree to be awarded.

These results must be acquired in compulsory subjects, although they may also be acquired in some optional subjects.

The results of the training and learning process must be geared toward adequate student training to improve their overall development and employability.

Training and learning outcomes are understood as the "set of knowledge, skills and/or competencies that a person has obtained and/or is able to demonstrate at the end of a specific formal, non-formal or informal learning process."

The outcome of training and learning can also be understood as the "expression of what a person knows, understands, and is able to do upon completion of a learning process; defined in terms of knowledge, skills, and competencies."

The university must specify the results of the training and learning process, referring to its threefold classification: knowledge or content, competencies, and skills or abilities.

¹[European Database of Regulated Professions \(REGPROF\)](#)

²For the development and review of competencies, it is recommended that the committees responsible for designing the degree systematically consult with non-university groups or entities related to the degree (college or professional associations, leading companies in the sector, etc.), so that the graduate profile meets social and labor demands.

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



The results of the training and learning process must:

- can be acquired regardless of the teaching modality, specialty or mention, including dual.
- be consistent with the title of the degree, the field of knowledge to which it is assigned, the training objectives and the graduate profile,
- take into account the general principles of the organization of official university education established in Royal Decree 822/2021, especially those set out in Article 4.1.,
- take as a reference the democratic principles and values and the Sustainable Development Goals, established in Royal Decree 822/2021, in particular those indicated in article 4.2.,
- guarantee the training referred to in Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom,
- be specified in the qualifications referred to in articles 10.2 (professions related to the media), 11.3 (studies related to advertising), 24.1 (official university degrees leading to teaching professions), and 25.1 (training in the field of health sciences and social services) of Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom, which must be able to be acquired with the content proposed in the curriculum and taught by teachers trained in these principles.
- be aligned with the MECES level of qualification of the degree in the European Higher Education Area (EHEA) based on the bachelor's and master's levels.

DEGREE

In the case of a degree, the results of the training and learning process should lead to the acquisition, by students, of general training in one or more disciplines, aimed at preparing them for the exercise of professional activities.

MASTER

In the case of the master's degree, the results of the training and learning process must lead to the acquisition by students of advanced, specialized or multidisciplinary training, oriented toward professional specialization, or to promote initiation into research tasks.

The outcomes of the training and learning process must be assessable and focus on those academically relevant and significant knowledge or content, skills or abilities, and competencies that define the educational project outlined in the official university degree proposal. For each module, subject, and/or course, the outcomes of the training and learning process that all students are expected to be able to demonstrate upon completion must be specified.

Regarding the number of proposed outcomes, it is important to keep in mind that it should not exceed the students' ability to acquire them or the organizational feasibility of the curriculum, so as to ensure that the proposal does not compromise the rationality of the evaluation system that will be used to assess learning progress.

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



3.2.1. Knowledge and content

“The result of the assimilation of information through learning. Knowledge represents the set of facts, principles, theories, and practices related to a specific field of work or study.

“It refers to what a graduate knows and understands, to the knowledge they have acquired through the assimilation of theories, data management, information analysis, or the appropriation of concepts in a specific scientific field.

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

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

The following terms can be used to write the content: know, identify, recognize, classify, describe, compare, explain, relate, remember, list, point out, express or analyze, among others.

Example:

- Understand the economic, social, and workforce management history.
- Analyzes the economic role of unions in contemporary history.
- Identify international standards for food safety assurance and management, as well as their relationship to quality management standards.
- Relates the theoretical and applied contexts in which Human Resources Management is developed.
- Explains the bases of human behavior and its alterations.
- Distinguishes the theoretical concepts of anthropology from the native concepts of a culturally diverse environment.
- Understand the basic principles of applied thermodynamics and heat transfer.
- Understands the principles and operation of integrated manufacturing systems.
- Master advanced and proven knowledge, within a context of scientific and technological research, of the theoretical and practical aspects and working methodology in the field of Psychopedagogy. (MECES, level 3, Master's).

3.2.2. Skills or abilities

“Ability to apply knowledge and use techniques to perform tasks and solve problems.”

"It refers to what a graduate knows how to do, and requires the skill to apply knowledge, develop procedures, and use techniques to perform certain tasks, address situations, and/or solve problems."

The following terms can be used to describe skills or abilities: handles, makes, uses, constructs, applies, experiments, simulates, demonstrates, executes, composes, performs, creates, plans, observes, or elaborates, among others.

Examples:

- Executes statistical techniques in the field of human resources management and labor relations.
- Applies relevant sociological theories and methods to clarify the problem of unemployment rates.
- Plan 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, where appropriate, to applied problems.
- Develops decision-making protocols to represent the complex situations faced by surgeons in cardiovascular diseases.



- Plan ahead for requesting additional tests if iron deficiency anemia is suspected.
- Prepares the appropriate diets necessary for glucose control in diabetic patients.
- Applies the basic principles of fluid mechanics to problem solving in the field of engineering.
- Designs electrical power generation, transmission and distribution systems.
- Handles appropriate scientific theories and precise methodology in socio-educational intervention with minors to formulate judgments based on incomplete or limited information (MECES, level 3, Master's).

3.2.3. Competencies

“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 organizational skills) and ethical values.”

Example:

- Independently argue key social phenomena on the basis of fundamental sociological theories.
- Produce and record information obtained using different interview techniques.
- Integrate quality, environmental, and occupational risk prevention management in a food company.
- Lead the responsibility for your own professional development and specialization as an educational counselor.
- Evaluate, report, and propose alternatives for sample collection processes in contaminated areas.
- Provide advice and/or management on employment and labor contracting matters.
- Participate in the planning and design, consulting, and management of occupational risk prevention and occupational health promotion systems.
- Project products, processes, facilities and industrial plants.
- Lead, plan, and supervise multidisciplinary teams to find solutions to waste management problems.
- Temporarily prescribe treatment for iron deficiency anemia.
- Analyze the sociocultural conditions prior to the implementation of development plans.

The appropriate number of training and learning outcomes will depend on the qualification in question. However, in general, and based on experience from previous verification processes, it is recommended that the proposal not include an overly extensive list. In general, it is suggested that the proposed number of training and learning outcomes should not exceed 25, except for those qualifications that are regulated and qualify for a profession.

3.3. Admission, recognition and mobility (ESG 1.4)

In this dimension, general information must be provided on the regulations and general procedures for admission to undergraduate and/or master's degree programs, as well as specific information on the access requirements, criteria, and admission procedures for the proposed 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 this must include the development of the aforementioned tests, tests and/or conditions that are considered necessary.



In addition, if applicable, the proposal will present the actions planned for credit recognition and the specific mobility of the proposed degree.

3.3.1. Access requirements and student admission procedures

Access must be provided to the updated regulations of the Andalusian Regional Government for each academic year regarding the admission procedure for undergraduate and master's degree programs, approved by the relevant body.

Access criteria and requirements will be made public and must comply with current legislation.

These admissions procedures must include appropriate information for students with specific educational needs arising from disabilities, information on appropriate support and counseling services, and information on possible curricular adaptations, alternative pathways, or studies.

For degrees:

- In public universities, if they are incorporated, the specific tests for student admission, their corresponding criteria and weighting, as well as their compliance with the relevant regulations, must be specified.
- For private universities, the admissions tests, criteria, and weighting must be described, as well as their compliance with the relevant regulations.

For master's degree:

- In addition to specifying the specific criteria for access, the requirements and criteria for admitting students and their weighting must be detailed.
- All undergraduate degrees that provide access to the master's degree must be listed, and of all of them, indicate those that require additional training (either for the master's degree or any of the other specialties that may be offered) and those that are exempt.

The timeline for these complementary training courses must be included for the students who must take them.

If additional training courses are required to complete the degree, they must be configured, indicating the total credits for these additional courses and the development of the courses or subjects that comprise them. The credit load may not exceed the equivalent of 20 percent of the degree's credit load. Additional training credits will be considered the same as the rest of the credits in the Master's degree curriculum.

- In the case of regulated professions, the special requirements that all applicants must meet will be specified, according to the corresponding ministerial order.

In the event that the proposed degree or master's degree is offered in more than one language or languages, the language level that will be required of national and/or foreign students must be considered as an access requirement, and this requirement must be reported in accordance with the regulations of the Common European Framework of Reference for Languages (CEFR) or equivalent system recognized at European level.

If the degree program allows students to enroll in courses whose language of instruction is not their native language, a sufficient level of proficiency in the intended language must be established as a



requirement. This will be understood as a minimum level of B1 in Bachelor's degrees and B2 in Master's degrees according to the CEFR or equivalent.

Entrance tests and admission criteria must be identical for all students, regardless of the teaching modality.

3.3.2. Criteria for the recognition and transfer of credits

The university will expressly state whether the degree includes ECTS recognition and transfer. If the degree does not include specific credit recognition, the university will provide a link to the corresponding public document or website, where the general criteria for credit recognition and transfer are outlined.


If explicit recognition is contemplated for the proposed degree, this information will be completed with the specific criteria that will be applied to the proposed degree for the recognition and transfer of credits.

The recognition table will be completed with the percentage of minimum and maximum ECT credits.

Recognition is understood as the acceptance by a university of credits obtained in official educational programs, either at the same or another university, and then counted toward other programs for the purpose of obtaining an official degree. Credits earned in other official higher education programs or in university programs leading to other degrees, as referred to in Article 34.1 of Organic Law 6/2001, of December 21, on Universities, may also be recognized.

Likewise, the transfer implies that the official academic documents certifying the courses pursued by each student will include all credits obtained from official courses previously completed, at the same or another university, that did not lead to an official degree.

All credits earned by the student in official studies at any university, whether transferred, recognized, or earned toward the corresponding degree, will be included in their academic record and in the European Diploma Supplement.

 Under no circumstances may the Final Degree or Master's Project be recognized. This general rule will not apply to those who are specifically developing their mobility program.

DEGREE

Credits previously earned by students may be recognized in the new programs they enroll in, in accordance with the university's regulations. In all cases, the following basic rules will be observed for undergraduate programs:

- In the case of an agreement between a higher-level vocational training center and a university, approved by the university's governing body and the Department responsible for vocational training in the Autonomous Community, the proportion of recognizable credits in an official university bachelor's degree may be up to 25 percent of the total credit load of said degree.
- These procedures will apply to all basic training credits between degrees in the same field of knowledge.
- These procedures will apply to credits for other subjects and courses between degrees in the same or different fields of knowledge, always taking into account the academic and training coherence of the knowledge, competencies, and skills that define the subjects or courses to be recognized with those existing in the curriculum of the degree to which access is sought.
- These procedures will apply to credits related to student participation in university cooperation, solidarity, cultural, sports, and student representation activities, which together will be equivalent to a



minimum of 6 credits. Likewise, other academic activities organized by the university for teaching purposes may be subject to these procedures. Under no circumstances may the total credits recognized under this section exceed 10 percent of the total credits in the curriculum.

Accredited work and professional experience may also be recognized in the form of credits that will count toward obtaining an official degree, provided that said experience is related to the knowledge, skills, and competencies of the official university degree. The requirements for the recognition of credits for work and professional experience must be specified, including:

- 1) the minimum time that would be necessary to obtain full recognition, taking into account that a minimum of six months of duly justified work and/or professional experience, developing activities related to the subject or subjects to be validated. Each recognized credit will correspond to a minimum of two months of full-time work.
- 2) the type of work and/or professional experience that may be recognized.
- 3) what part of the curriculum would be affected by recognition, justified in terms of learning outcomes.

Credits relating to non-official university courses may also be recognized.

Credits from non-official university studies may, exceptionally, be recognized in a percentage exceeding 15% of the ECTS credits or, where appropriate, be fully recognized provided that the corresponding university-specific degree has been discontinued and is being replaced by an official degree. In this case, it will be verified that the quality assurance system of the degree/center has established a procedure to carry out this recognition with sufficient guarantees. It must be demonstrated that the new degree maintains sufficient identity with **unofficial university studies** for the recognition of proposed credits.

Likewise, if credits from official non-university degrees are to be recognized, the university must take into account the regulations, which include the recognition agreement. If the university does not provide information, the ACCUA may request the information it deems appropriate for proper evaluation.¹

The total number of credits recognized based on professional or work experience or unofficial university studies may not exceed 15% of the total credits comprising the degree program. The recognition of these credits will not include a grade, and therefore will not be counted toward the assessment of the student's academic record.

3.3.3. Procedure for organizing the mobility of own and host students

The university must explicitly state whether or not the proposed degree includes specific mobility. If it does not, it will not be necessary to provide any further information other than a link to the university's generic regulations.

¹ The provisions of Royal Decree 1618/2011, of November 14, on the recognition of studies in the field of Higher Education will be taken into account.



In case specific mobility is contemplated, it must be provide the link to the public document or website of the procedure for the mobility of own and host students that has been established or is planned to be established for the proposed degree.

Mobility may be offered to complete part of a student's studies by taking courses from other degrees with corresponding training and learning outcomes, from one or more universities. In the case of distance learning, mobility does not necessarily require students to travel.

Information must be provided to justify the suitability of the specific mobility actions with the training and learning outcomes defined in the degree, including: information on active educational exchange cooperation agreements and conventions, calls or mobility aid programs financed by the participating universities or centers, paying special attention to how it affects **Joint Titles**, to the degrees offered in a Teaching Modality other than face-to-face.

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

For Master's degrees worth 60 ECTS credits, unless expressly indicated by the university, specific mobility is not considered to exist. Only if mobility is an integral part of the Master's degree should information regarding its organization be included, referring to the agreements that regulate it, and regarding its planning, monitoring mechanisms, evaluation, credit allocation, and appropriate curricular recognition, tailored to the proposed degree.

3.4. Teaching Planning (ESG 1.3)

An assessment will be made of whether the curriculum constitutes a logically designed, relevant, and coherent training proposal, taking into consideration the title of the degree, the training objectives, the teaching method, the student's commitment over a specific period of time, the teaching methodologies, training activities, and assessment systems, to ensure the acquisition of the training and learning outcomes intended by the proposed degree.

Differentiation of degrees within the same university

According to the criteria established by the Ministry responsible for universities, two undergraduate degrees will be considered distinct when they differ by 37.5% or more of their ECTS credits. In other words, at the same university, two proposals that differ by less than 90 credits for degrees of 240 ECTS, for example, cannot be recognized as undergraduate degrees. In the case of master's degrees, this difference will be established starting at 22, 34, or 45 credits for master's degrees of 60, 90, or 120 ECTS, respectively.

DEGREE

This section must include the differences in the profiles of the various graduates and the differences in content (minimum 90 ECTS credits) and in their depth and coverage. In any case, the names of both degrees cannot be the same.



For undergraduate degrees that qualify for the same regulated profession in Technical Engineering, within the framework of the corresponding Ministerial Orders, the differentiation threshold is set 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 present a section justifying the need to consider it as a distinct degree from another degree from the university that leads to the same specific technology. This section must include, at a minimum, the differences in the profiles of the various graduates and the differences in content (minimum of 60 ECTS) and in their depth and treatment. In any case, the names of both degrees cannot be the same.

MASTER

For master's degrees, this criterion must be applied so that the learning outcomes and content of the degrees in question differ by at least 37% of the ECTS credits. A section must also be included justifying the differences in the profiles of the various graduates and the differences in content, depth, and coverage between the two degrees. In any case, the names of both degrees cannot be the same.

Planning the teachings

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

In order to homogenize the possible variety of terms used for structuring the curriculum, two levels of terms have been proposed: grouping from an academic point of view: modules and subjects.

These units have been defined as follows:

Module: academic unit that includes one or more subjects that constitute an organizational unit within a curriculum. A module can be defined based on the nature of the subjects or courses contained within it.

Subject: academic unit that includes one or more subjects that can be conceived in an integrated manner, such that they constitute coherent units from a disciplinary point of view.

When designing and distributing credits for undergraduate and master's degree programs, the guidelines outlined in Article 14 (for undergraduate degrees) and Article 16 (for master's degrees) of Royal Decree 822/2021 must be taken into account.

DEGREE

The study plans will have 240 credits, except for those subject to specific legislation or European Union law, which must have 300 or 360 credits. These credits will contain all the theoretical and practical training that students must acquire: basic subjects or courses related to the field of knowledge, compulsory or optional subjects and the Final Degree Project, external academic internships, supervised work, seminars or other training activities.



The curriculum must contain a minimum of 60 ECTS credits for basic training. Of the basic training credits, at least 50 percent will be credits linked to the areas of knowledge listed in Annex I of Royal Decree 822/2021 to which the degree is intended to be assigned. These credits must be specified in subjects with a minimum of 6 credits each, which must be offered in the first half of the curriculum. The remainder must be comprised of core subjects related to areas of knowledge other than the one to which the degree is assigned.

The remaining credits must be comprised of other subjects or courses that reinforce the breadth and solidity of the knowledge, skills, and competencies of the educational project that constitutes the Degree.

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

If external academic internships are scheduled, they will have a maximum extension of 25% of the total credits of the degree, and should preferably be offered in the second half of the study plan.¹

These courses will conclude with the preparation and defense of a mandatory Final Degree Project, presented in a public ceremony. This project must be clearly distinguished from the rest of the modules or subjects and aimed at demonstrating the student's mastery and application of the knowledge, skills, and competencies that define the official university degree. 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.

MASTER

The study plans leading to 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 master's final project, external academic internships, or other activities (seminars, supervised work), which are necessary according to the specific characteristics of each degree.

The Master's Thesis must be clearly distinguished from the rest of the modules or subjects. This thesis, which will have a minimum of 6 credits and a maximum of 30 credits, must be completed in the final phase of the curriculum, defended in a public ceremony, and aimed at assessing all the knowledge, competencies, and skills acquired by students associated with the degree.

Master's degree curriculums may incorporate external academic internships, which may not exceed one-third of the total credit load comprising the curriculum.

For master's degrees with a clear career focus, it is recommended that external academic internships be offered. Although external academic internships are typically offered at the end of the curriculum, they can be completed throughout the degree program and linked to the various modules.

For research-oriented Master's degrees, it is recommended that the Master's thesis consist of at least 12 ECTS credits.

Qualifications that qualify for 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 will establish the conditions to which the corresponding curricula must conform, which must also comply, where appropriate, with applicable European regulations. These curricula must, in all cases, be designed to achieve the training and learning outcomes necessary for the

¹ With the exception of those Degrees that, by the rules of European Union Law, must have a different percentage and the degrees that include dual mention, regulated by article 22 of RD822/2021.



exercise of that profession. For this purpose, the university will submit information justifying the adaptation of the curricula to these conditions.

DEGREE

In cases where Community regulations impose special training requirements, the Government will establish the conditions referred to in the previous paragraph, even if the corresponding bachelor's degree does not qualify for the professional practice in question, but constitutes an access requirement for the master's degree that, where applicable, has been determined to qualify.

The curriculum must be consistent with the teaching modality proposed for the degree. If applicable, the specific curricular structures linked to the different teaching modalities must be described.

Where applicable, the content demonstrating the acquisition of specific training and learning outcomes in the qualifications referred to in articles 10.2 (professions related to the media), 11.3 (studies related to advertising), 24.1 (official university degrees leading to teaching professions), and 25.1 (training in the field of health sciences and social services) of Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom, must be specified. These qualifications must be taught by teachers trained in these principles.

3.4.1. Basic structure of the teachings in the Curriculum

Curriculum Description

(A PDF file (maximum 1000 words) will be included and will appear in the report format that is entered in the Ministry's electronic headquarters as section 4: annex 1)

To facilitate understanding of the proposed curriculum, the information required in Table 3 regarding its organization must be included in a structured manner. A description of the modules and subjects that will make up the study plan is included.

Table 3. Summary of the curriculum (semester/quarter structure)

Courses	Semester/Quarter (in this case the necessary columns will be added)	
	Semester 1/Quarter 1	Semester 2/Quarter X
Course 1	ECTS: Subjects: Typology (character): Mode: Language:	ECTS: Subjects: Typology (character): Mode: Language:
	Semester 3	Semester 4
Course 2	ECTS: Subjects: Typology (character): Mode: Language:	ECTS: Subjects: Typology (character): Mode: Language:
	Semester 5	Semester 6
Course 3	ECTS: Subjects: Typology (character): Mode: Language:	ECTS: Subjects: Typology (character): Mode: Language:
....

The table must be adapted to the established period (semester/quarter/four-month, etc.). If they are combined with annual courses, the table must be adapted accordingly. The total credits for each academic period correspond to those students must pass, not to the total offered.



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

Table 4. Structure of the mentions/specialties

Mentions / Specialties			
	Subjects	Semester / Quarter	ECTS credits
Name and ECTS credits			
	Subjects	Semester / Quarter	ECTS credits
Name and ECTS credits			

When the curriculum is developed in more than one teaching modality (in-person, hybrid or virtual), and if it includes training itineraries such as mentions (degree) or specialties (master's), different groups depending on the language of instruction of the degree, adaptations of the curriculum according to the characteristics of each center, etc., a description of each of them must be made, incorporating the general information in the indicated summary table.

A brief justification will be included of how the different modules and subjects that define the curriculum constitute a coherent and feasible proposal in relation to the dedication of the students, so as to guarantee the learning outcomes that the students will acquire.

3.4.2. Curriculum level

The structure of the curriculum must have a sufficient level of disaggregation to allow its evaluation..The basic subjects for the case of Degrees must be specified in Subjects with a minimum of 6 credits. It is recommended that master's degrees be designed to have subjects with a minimum of 3 ECTS credits to avoid excessive fragmentation of content in the curriculum.

If the curriculum includes more than one teaching modality ("in-person," "hybrid," or "virtual"), the information on methodologies, training activities (indicating the number of hours of "synchronous" training activities), and assessment systems for each module, subject, and/or course must be differentiated for each of the modalities, and the required in-person attendance must be included. The offer of external academic internships must be defined and justified based on their relevance according to the modality.

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

Denomination	The name must be consistent, taking into account the learning outcomes and content to be developed.
Number of ECTS credits.	Number of working hours required for students to acquire the corresponding knowledge, skills, and competencies. This allocation must include the hours corresponding to lectures, theoretical or practical classes, and study hours autonomous (or personal), those dedicated to conducting seminars, assignments, internships, or projects, and those required for the preparation and completion of the relevant assessment tests. The minimum number of hours per credit will be 25, and the maximum will be 30. This allocation of credits, and the estimated corresponding number of hours, will be understood to refer to full-time students pursuing university studies for a minimum of 36 and a maximum of 40



	weeks per academic year.
Typology: Basic (degrees only), compulsory, optional or mixed¹, external academic internships or TFG/TFM	Compulsory or core subjects (core only for undergraduate degrees) are those that all students must take. Therefore, by their very nature, all subjects related to each major or specialty will be optional, from the overall curriculum perspective.
Temporal organization within the curriculum.	The corresponding course in which it will be offered, the time unit (semester, quarterly, quarterly, etc.) and the number of ECTS credits to be taken in that time unit must be indicated.
Mode	The modality must be indicated: in-person, blended or hybrid, non-in-person or virtual.
Results of the training and learning process	The knowledge or content, skills or abilities, and competencies of the degree that students will acquire in said module/subject/subject.
Contents specific to the module/subject/subject	Brief description of the contents of the module/subject/subject, which must be consistent with the learning outcomes that are intended to be acquired.
Languages in which they will be taught	Identify the languages taught. The inclusion of languages in the training process may affect the admission criteria, in the case of compulsory or core subjects (degrees). Before 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 to each module/subject/course, based on the learning outcomes students achieve 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 in-person (also synchronous) attendance in the activity must be specified.
Evaluation Systems	The systems used to assess the student-centered learning outcomes determined to be achieved in each module/subject/course must be detailed. In this regard, the assessment system must be tailored to the nature of the different modules or subjects and be consistent 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 for each type of test defined as an assessment system must be specified as a percentage in relation to all other tests proposed in the assessment system for the module/subject/course.
Observations	In the "observations" section, you can add: - Where applicable, the prerequisites for access to the module or subject/course. - It is recommended that degrees that include external academic internships indicate the procedure the degree must follow to inform the corresponding ethics committee. - Other clarifications deemed appropriate.
The TFG, TFM and external academic internship forms must, in addition to all of the above, include the following:	
The Final Degree Project (TFG) or Final Master's Project (TFM)	It will be defined independently, clearly differentiated from the rest of the modules or subjects, and must have its own entity. When assigning the character, to clearly differentiate it from the other subjects, it will be designated as "Final Project". Degree/Master's Degree" and will not be included in the list of

¹ Mixed subject is one that encompasses subjects of a different nature.



	<p>"mandatory" subjects.</p> <p>Information will be provided on aspects related to the regulations and implementation of the TFM/TFG:</p> <ul style="list-style-type: none"> - Include learning outcomes. - Consider an evaluation system in accordance with applicable regulations and consistent with the provisions of the educational project included in the report. - The evaluation system must include the "defense", which must be public, indicating whether it will be "in-person" or, where appropriate, "synchronous" in the case of a "hybrid" or "virtual" teaching modality. - Indicate in the comments section the procedure followed for your evaluation, or, where appropriate, a link to the corresponding regulations. - In the case of experimental work, the procedure that the degree must follow to inform the corresponding ethics committee and give its approval to the TFM/TFG that require it.
In case of offering external academic internships¹	<p>If they are considered compulsory for all students, their nature must be defined as "external academic internships" and they will not be included in the list of compulsory subjects.</p> <p>All aspects of external academic internships, in compliance with the regulatory standards, will be detailed in the various related sections, such as section 5. Academic and teaching support staff and 6. Learning resources: materials and infrastructure, internships and services, of the report.</p> <p>Any degree that includes curricular external academic internships must present internship regulations with an appropriate management structure, indicating the responsibilities of the institutions and agents involved, public criteria for allocating places, a qualified supervision and tutelage team in the host centers and an explicit supervision and evaluation program that allows students, in accordance with the objectives and orientation of the training proposal, to develop tasks that are specific to the professional field and acquire the learning outcomes of the training program (art. 17.1, RD 592/2017).</p>

Table 5. Detailed curriculum

Subject 1: denomination	
Number of ECTS credits	
Typology	<i>(basic, compulsory, optional, mixed, external academic internships, TFG / TFM)</i>
Temporary organization	<i>Semester no., quarter no., annual</i>
Mode	<i>(in-person, semi-in-person or hybrid, non-in-person or virtual)</i>
Results of the training and learning process	<i>(knowledge or content, skills or abilities and competencies)</i>
Subjects	<i>(name, period of delivery and credits)</i>
Languages	
Contents	
Training activities/Teaching	<i>The number of hours, the relative weight of each training activity in relation to the rest of</i>

¹See Royal Decree 592/2014, of July 11, regulating external academic internships for university students and the regulations in the case of degrees with dual mention.



methodologies	<i>the training activities, and the percentage of in-person (also synchronous) attendance in the activity must be specified.</i>
Evaluation systems	<i>The minimum and maximum weightings for each type of test defined as an assessment system must be specified as a percentage in relation to all other tests proposed in the assessment system for the module/subject/course.</i>
Observations	

Subject 2: denomination	
Number of ECTS credits	
Typology	<i>(basic, compulsory, optional, mixed, external academic internships, TFG / TFM)</i>
Temporary organization	<i>Semester no., quarter no., annual</i>
Mode	<i>(in-person, semi-in-person or hybrid, non-in-person or virtual)</i>
Results of the training and learning process	<i>(knowledge or content, skills or abilities and competencies)</i>
Subjects	
Languages	
Contents	
Training activities/Teaching methodologies	<i>The number of hours, the relative weight of each training activity in relation to the rest of the training activities, and the percentage of in-person (also synchronous) attendance in the activity must be specified.</i>
Evaluation systems	<i>The minimum and maximum weightings for each type of test defined as an assessment system must be specified as a percentage in relation to all other tests proposed in the assessment system for the module/subject/course.</i>
Observations	

In the case of **Hybrid or Virtual modalities** the following aspects must also be taken into account and specified:

- Indicate the percentage of non-attendance of the degree so that the interval in which the degree is located to be classified as hybrid [40-60] percent of non-attendance or virtual credits is evident (at least 80 percent of academic credits (ECTS) that configure it are taught in this teaching modality).
- There must be consistency between teaching methodologies, training activities, and proposed assessment systems to ensure that students can achieve the intended training and learning outcomes, regardless of the degree delivery method.
- The hours dedicated to "synchronous" activities will be included in the table, in the section on training activities. The information provided should provide an overview of the different activities to be implemented, such as interactive seminars, guided work, teamwork, discussion forums, etc.
- Training activities that are carried out synchronously and interactively may be considered in-person for the purposes of the teaching load of faculty and students, but this consideration may never be used for the purposes of classifying teaching.
- Teaching materials must be appropriate for the intended teaching methodologies. The university must have procedures to regularly review teaching materials and respect their authorship. It must also ensure that students are aware of the conditions for use and dissemination of teaching materials that are the property of the university or subject to copyright and that are protected by third parties.



- The mechanisms for student supervision and monitoring must be specified, indicating the duties of the supervising faculty and the criteria that will allow for tracking student participation in the various proposed activities. The frequency with which the supervising faculty will contact students must be defined, as well as, for example, when alerts will be triggered if students fail to complete the assigned tasks.
- The university may include, in the training program, simulation activities that allow a better acquisition of certain learning outcomes, without being considered as external academic internships.
- The mechanisms for supervising and evaluating the TFM/TFG must be specified, clearly identifying how the evaluation and defense will be carried out. If the defense is conducted online, students' identification must be guaranteed.
- The academic internships must be described as to how they will be carried out, their degree of in-person presence, and the conditions under which they will be conducted, specifying how supervision and monitoring will be provided.
- External academic internships will be in-person; however, they may be adapted to the specifics of the companies' professional activities. In any case, a sufficient number of internship places will be guaranteed to accommodate all expected students if they are mandatory, and they must always be appropriate for the content to be covered.
- Students may be considered proposing an institution for their external academic internship, provided the content is appropriate. This internship is even more important for international students. In this case, the following must be specified:
 - The mechanisms for supervision and monitoring, and the implementation of the internships will be specified in a collaboration agreement between the institution and the university.
 - The institution hosting the student body and the university will have a protocol tailored to the proper authorization of student internships by both the institution and the university itself.

Horizontal and vertical teaching coordination procedures of the curriculum

Actions aimed at coordination will be established of the teaching-learning processes and the corresponding supervision, and will be reported, all of which will be applicable to the assessment of modules and subjects, so as to ensure horizontal interaction (within the course) and vertical interaction (throughout the degree).

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

Special attention will be paid to defining coordination mechanisms and teaching delivery, explaining aspects such as:

- Mechanisms for coordinating teaching plans and supervising teaching practices.
- Organization of the practicum and/or external academic internships in companies.

In any case, regarding the coordination mechanisms, at least the body or persons responsible and involved will be specified, indicating the procedures they will use to carry them out. Special attention will



be paid to the **Joint Titles** or in those titles in which more than one department or faculty of the same university participate, in which it must be described which members of each institution and/or center will form part of the coordination committee.

In degree programs with more than one teaching modality, it is essential that the institution have a horizontal and vertical coordination procedure that ensures the proper attainment of learning outcomes and minimizes potential dysfunctions between and within teaching modalities. The means by which faculty will carry out teaching coordination, especially in the distance learning modality, must also be established.

3.4.3. Teaching Activities and Methodologies

A list of the main methodologies related to the teaching activities that will be established in the degree must be submitted, as well as the teaching modalities that apply, if applicable.

The set of academic activities carried out by students in undergraduate and master's programs will be measured in credits using the ECTS system. These activities may take place in classrooms, laboratories, computer and audiovisual classrooms, simulation classrooms, specialized spaces, or in virtual classrooms, whether synchronous or asynchronous. They may also be activities carried out independently. In any case, all of them will be part of the teaching plan for a subject or course, and their purpose will be the orderly acquisition of knowledge and the attainment of skills and competencies.

In training activities delivered over the Internet, synchronously and interactively in a classroom/university space, the university providing the training must guarantee the quality of end-to-end network connectivity (faculty-student), a reliable system of control over the identity of the students and their attendance while the teaching activity is taking place, in addition to a previously established public calendar and schedule.

3.4.4. Evaluation systems

A list of the main evaluation systems that will be used in the degree must be submitted.

In the case of **Hybrid or Virtual modalities** the following aspects must also be taken into account and specified:

Assessment systems must ensure adequate control over the authorship of assessment tests, as well as ensuring that they have been completed by students without external assistance. This can be justified by the in-person nature of the assessment system, or by an appropriate combination of technology and human resources, ensuring student identification and control of the environment, ensuring adequate assessment by demonstrating the achievement of learning outcomes for each student.

Both issues (student identification and environmental control) are not justified solely by the technological tool, just as the existence of a physical classroom is not justified solely for the in-person final exam. In either exam modality, it is necessary to justify the appropriate combination of human resources who, interacting with students through material resources, ensure the identity of the person taking the test and, during the test, can attest that the person does not receive support from their environment that is not permitted by the assessment rules.

Assessment methods must take into account the diversity of the student body and be consistent with



teaching methods.

It is recommended that students be informed of their obligation to conduct assessments 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. Students should also be informed of the institution's policies and commitment to academic integrity.

3.4.5. Specific curricular structures

If specific curricular structures are included in the degree proposal, the university will provide a brief description of each. For example: A degree programme with an open academic pathway or simultaneous academic programmes of double degrees with a specific pathway.

In the case of Degree Teaching Programs with an open academic itinerary, the following will be reported:

- The specific regulations approved by the University.
- The degrees involved and their subjects.
- The intended training proposal is designed and offered in accordance with the provisions of Article 23 of Royal Decree 822/2021. The credit load for these programs will be between 60 and 120 credits for 240-credit degrees.

In the case of simultaneous academic programs for double degrees with a specific itinerary, the following will be reported:

- The specific regulations approved by the University.
- The degrees involved and their subjects.
- Designed training proposal to be offered, in accordance with the provisions of Article 24 of Royal Decree 822/2021.

3.5. Academic and teaching support staff (ESG 1.5)

The faculty proposed for the degree will be assessed, whether sufficient and appropriate, as well as the proposal of other human resources, to achieve the training and learning outcomes planned in the degree proposal by the students.

The academic staff involved in the degree must therefore be sufficient, and their level of dedication, qualifications, and experience must be appropriate to carry out the proposed curriculum based on the nature and educational level of the degree, the range of subjects in the curriculum, and the number of places to be offered.

At the time of requesting verification, the university must have at least an initial core of teaching staff (without prejudice to the provisions set out in the following section of this guide, "Profile of Required and Unavailable Faculty and Recruitment Plan") with a profile appropriate to the degree's field of knowledge



and extensive teaching experience in programs in that field. This aspect will be given special attention in the case of master's degrees and the first two years of bachelor's degrees.

The training plan required to teach in accordance with the content corresponding to the specific training and learning outcomes for the degrees referred to in articles 10.2 (professions related to the media), 11.3 (studies related to advertising), 24.1 (official university degrees leading to teaching), and 25.1 (training in the field of health sciences and social services) of Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom, must be reported.

This section assesses the information provided regarding the availability and, where applicable, information on staffing needs, both academic and support (technical management, administrative and service staff, laboratory technicians, etc.) to ensure the quality of teaching, research, and student training.

Information on the continuing education plan for university professors and administrative and service staff must be provided. This plan will include content aimed at training in the prevention, awareness-raising, and detection of sexual violence, as established in Article 24.3 of Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom.

Academic Staff

(A PDF file will be included and will appear in the report format that is entered in the Ministry's electronic headquarters as section 5: Annex I)

Aggregate information will be presented by categories of teaching staff available to teach the degree, which will be indicated (Mandatory Table 6):

- the total number of PDI involved.
- the total number of ECTS credits that will be taught by the teaching staff of that category.
- the total number of professors with a doctorate or close to defending it in the case of a degree.
- the total number of accredited teaching staff at public universities (Permanent Labor Professors (PPL), Full Professors or Full Professors) or Private University Professors (PUP).
- The total number of professors with six-year research periods or their equivalent, demonstrated by reference in accredited research portals (ORCID; WOS; SCOPUS, etc.): mandatory inclusion in research-based master's degrees and recommended inclusion in enabling/professional degrees and master's degrees.
- the total number of professors with five years of teaching experience or equivalent in private universities.

Private universities and affiliated centers must report the faculty categories established by said centers and universities, as well as the teaching and research profile of each of them.

Table 6. Summary of the teaching staff assigned to the degree (2)

Category	Number	ECTS	Doctors	Accredited	Six-year term	Five-year period
Category 1						
Category 2						
Category n						
Total title						
	Total number of PDI	Total number of ECTS	% doctors of the total number of teachers	% accredited teachers out of the total number of teachers	Total number of six-year teaching periods for the degree	Total number of five-year terms of teaching staff of the title (1)

(1) In the case of private universities, teaching experience in years.

(2) Data that is not applicable should not be completed.

Specifically, the information that must be provided in this section, in addition to that indicated above, is:



- Teaching dedication must be consistent with the above and must be presented in the form of a table that includes, for all teaching staff involved in the degree, whether permanent or not, information on: qualification, academic level, type of accreditation/status with positive agency evaluation, subjects taught (indicating the number of ECTS credits for the subject), annual hours dedicated to the subject, total hours dedicated per academic year to the degree and total hours dedicated per academic year to the institution (differentiating, where appropriate, hours dedicated to face-to-face and non-face-to-face teaching), teaching activity and research activity.
- Faculty information on teaching experience (years) and research experience (number of six-year terms or equivalent) as specified above. Experience is demonstrated by reference to accredited research portals (ORCID, WOS, SCOPUS, etc.), which are required for master's degrees and recommended for bachelor's degrees.

MASTER

In the case of research-oriented master's degrees, a list of the research lines of the participating faculty must be provided.

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

MASTER

In the case of professionally oriented master's degrees, the professional experience and professional areas of the teaching staff must be provided.

- Information about the faculty or professionals who will be tutoring external academic internships in companies, public administrations, healthcare centers, etc. This aspect is considered highly relevant for degrees with special regulations that include external academic internships.
- If you teach in another language, please provide certification of your teacher's language level, using an official certificate included in the Common European Framework of Reference for Languages. If this is not available, provide certified information that substantiates your experience.

In addition to the above aspects, for degrees with a high practical content and a professional focus, the proposal must include non-permanent or external faculty with professional experience, contracted and endorsed, to adequately provide practical training. In this case, faculty members with associate or equivalent status will be assessed for recognized professional experience in the field of the degree.

For **Joint Titles**, the faculty provided by each of the participating centers or universities must be identified, specifying the teaching load at each center. The collaboration agreement signed by the person responsible for the participating institutions must be provided.

Agreements organizing the incorporation of faculty from the various participating universities must be secured, provided that these have not been explicitly stated in the agreement.

In the case of imparting **“Hybrid” or “Virtual” modalities** the above will be taken into account, and additionally the following:

- For all teaching staff, permanent or not, information on: the degree in which they teach, academic grade, type of accreditation/status with positive agency evaluation, subjects taught (indicating the number of ECTS credits for the subject), annual hours of 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 appropriate, hours of dedication to face-to-face, hybrid and virtual teaching), teaching activity and research activity.

- Given the specific characteristics of the different teaching methods and the diversity of existing pedagogical models, information must be provided on the structure of the teaching staff, their profile and duties, as well as their dedication to the degree and other information, if applicable, as indicated in the table at the end of this criterion.
- Faculty members involved in teaching the degree must have knowledge and experience in pedagogical models for distance learning, as well as in the use of technological resources for virtual learning. Teacher qualifications and training for distance learning must be specified, using appropriate teaching methodologies and technological resources.
- The university must establish the maximum number of students per group and the maximum number of students taught by a professor for each degree and subject in the curriculum, so as to guarantee student learning based on the training profile and learning outcomes set out in the degree (Art. 7 of RD 640/2021).
- Teaching dedication for virtual degrees should not be less than that expected for in-person programs.
- The teaching staff responsible for coordinating and designing the degree must be clearly specified. In all cases, they must be either full-time or contracted professors with a permanent link to the university, and who have teaching and research experience in the discipline covered by the degree.
- The teaching staff who assume the teaching tasks in terms of monitoring, tutoring, and evaluating students must be specified.
- Sporadic contributions from experts through lectures or specific classes, or for the development of materials, will not be counted as teaching staff for the degree.
- The university must have a continuing education plan for faculty that addresses, among other topics, aspects related to teaching in virtual or hybrid environments expanded by the use of digital technologies, pedagogical models, and teaching innovations.

Profile of the necessary and unavailable teaching staff and recruitment plan

If the necessary academic staff is not available at the time of application submission, information must be provided on the mechanisms in place to address this deficiency. The university must describe the profile of the unavailable faculty required for the program's deployment and the plan for recruiting such faculty.

The corresponding information must be provided (compressed file or web link when the attached information cannot be submitted): incorporation calendar with a temporary planning for the hiring of the necessary unavailable staff with sufficient time in advance to guarantee the proper start of teaching of the corresponding subjects, provide the document that shows the express hiring commitment of the institution within the deadlines that have been established in the aforementioned hiring calendar, and a specification of the profile (requirements) of the teaching staff that is intended to be hired, indicating the academic category, area of knowledge of the professor, subject/subject for which it is intended to join, connection to the university and teaching and research or professional experience.

A Contingency Plan must also be included to address potential factors that could prevent the planned contracting schedule from being met.



The planned faculty allocation must take into account the structure of the curriculum, the number of credits to be taught, the areas of knowledge involved in the degree, the number of students, and the type of teaching.



Table 7. Personnel available to teach the degree (Evidence essential)

Title name:															
University/Universities (if joint degree):															
University (1)	Teacher ID	Subject name	No. ECTS subject	Teaching modality(2)	Teacher Knowledge Area (3)	Languag e level (4)	Category (5)	Doctor (Y/N)	Teaching experience (6) (years)	Research experience (7)	Professional experience (years)	Dedication to the Title		Dedication to other titles	
												Dedication (TC or TP)(8)	Time (hours / week)	Title/s name (9)	Total time dedicated to other title(s) (hours/week)
Total number of different teaching staff								% of Doctors out of the total teaching staff different from the title							

(1) University of origin to which the professor belongs.

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

(3) Area of knowledge of the teaching staff who teach the subject, necessary to assess the suitability of the profile of the teaching staff proposed for the degree

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

(5) Academic categories (CU, TU, PPL, etc.), adapt the categories in private universities or Professional categories within the Group to which it belongs, administrative and service staff (Laboratory Technician, Teaching Support Technician, etc.)

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

(7) Research experience in number of six-year periods, or equivalent.

(8) Dedication of teaching staff to the Degree: TP - Part-time; TC - Full-time (the type of teaching staff contract is not required).

(9) Include the name of all the degrees in which you are involved with teaching

You can add as many rows as necessary to correctly complete the tables.

In the event that teachers are not available:

Include an express commitment to hiring, signed by the university rector.

Include the faculty recruitment needs plan, by academic year.

Include the hiring profile requirements for each case.

Include a contingency plan in case the specified faculty hiring cannot be carried out.



People who supervise external academic internships

The provisions of Article 10 of Royal Decree 592/2014, of July 11, regulating external academic internships for university students, will be taken into account, and the following information will be provided:

1. For the realization of the external academic internships, students will have: a tutor from the collaborating entity and another, with an academic profile, from the university.
2. The person appointed to supervise the collaborating entity must be associated with the entity, have professional experience, and possess the necessary knowledge to provide effective supervision. This person may not be the same person serving as the university's academic tutor.
3. The appointment of the person who will act as academic tutor of the university will be carried out in accordance with the procedures established by the university:
 - a) For external academic internships (curricular), the tutor must be a university professor, preferably from the faculty, school or university center in which the student is enrolled and, in any case, related to the teaching to which the internship is linked.
 - b) In the case of extracurricular internships, the academic tutor will preferably be a university professor who teaches in the same branch of knowledge as the course being studied.
4. Universities will provide those who tutor students with disabilities with the information and training necessary to perform this function.

If you enroll in countries with different time zones, the measures taken to ensure guardianship and monitoring services must be detailed.

Information on guardians will be presented in the following format:

Table 8. Academic or professional staff responsible for tutoring external academic internships (1)

Tutor Identifier	University / Entity	Area of Knowledge	Academic / professional category	Dedication to the title (hours)	Academic tutor of the university / Tutor of the collaborating entity

(1) Data in columns that do not apply to the guardian's profile should be left blank.

Other Human Resources

The support staff available, their affiliation with the university, and their professional experience must be specified. Additional information may be linked to institutional documents and websites.

Information on support staff for practical teaching (e.g. laboratory technicians, etc.) must be submitted for the correct development of the degree, your professional experience and its suitability to the areas of knowledge related to the degree.



If at the time of submitting the application the necessary human resources for the correct development of the degree are not available (especially in the case of practical teaching, laboratory technicians, etc.), a forecast of the human resources needs must be made (taking into account the necessary information requested for teaching staff, time planning, express commitment to hiring and requirements of unavailable resources) that will ensure the feasibility of the proposal, taking into account the structure of the study plan, the number of credits to be taught, the areas of knowledge involved in the degree, the number of students, the type of teaching and other relevant variables.

In the case of imparting **“Hybrid” or “Virtual” modality** the above will be taken into account and the following in addition:

- The teaching support staff who will provide guidance to students and assist them in adapting to non-face-to-face learning environments must be specified. This staff must be qualified to perform the assigned tasks. A table must be presented with the categories of this staff and their duties.

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

(A PDF file will be included and will appear in the report format that is entered in the Ministry's electronic headquarters as section 6: Annex I)

The available material resources and services, both internal and, where applicable, those contracted with other entities outside the university, must be described and justified. These include teaching spaces, academic facilities, and equipment; laboratories; computer labs; scientific, technical, humanistic, or artistic equipment; libraries and reading rooms; and the availability of technologies (the Internet, virtual teaching campus, etc.), which are adequate to guarantee the quality of knowledge or content acquisition, skills, and competencies, as well as the development of planned training activities, observing the criteria of universal accessibility and design for all of the proposed degree. This information may be provided through a link to a public document or website.

HE will value whether the specific material resources and services available and used for the degree are appropriate for the training objectives and the intended teaching/learning methods. The infrastructure available at the university and at collaborating entities must meet universal accessibility criteria for people with disabilities. The adequacy of the material resources and services that guarantee the functioning of the systems and infrastructure corresponding to the teaching provided must be assessed, allowing for the expected group sizes and the development of the activities. training, their adjustment to the planned teaching-learning methodologies, etc.

The key material resources and services of the degree must be identified and described. Key material resources and services are understood to mean "those infrastructures and equipment essential for the development of the proposed degree's curriculum (laboratories, classrooms for group work, libraries, including virtual ones, special equipment, telecommunications networks, etc.)." In cases where there are several own and/or affiliated centers, the resources and services available for each of them must be indicated.

In the case that not all the necessary material resources and services are available at the time of the curriculum proposal, plans for infrastructure refurbishment and improvement, as well as the acquisition of new equipment during implementation, should be described and evidenced.



For the evaluation of resources for degrees with a significant practical component, a description of the facilities or laboratories required for the proper implementation of the practical component must be provided. If facilities outside the institution's control are required, the names of the companies or institutions must be indicated, along with the current agreement with each.

In any case, the criteria of universal accessibility and design for all must be observed, as established in Royal Legislative Decree 1/2013, of November 29, which approves the Consolidated Text of the General Law on the Rights of Persons with Disabilities and Their Social Inclusion.

The higher education institution must ensure that its faculty (both its own and its collaborators/consultants) have access to teaching and technological support infrastructure at all times.

Virtual learning environments (teaching systems or platforms, virtual campuses, technological tools, Moodle, Blackboard, etc.) are a key element for teaching delivered in hybrid and virtual modalities.

In the case of teachings in **“Hybrid” or “Virtual” modalities** the following will be taken into account:

- The teaching platform and technological tools to be used must be specified; they must be appropriate for the proposed teaching model. Their characteristics must be part of the institution's strategy and policy.
- The chosen technological infrastructure must be properly tested before use.
- It is recommended that those responsible for the institution's ICT, Data Protection, Processing, and Information Security services participate in the institutional design process for the distance learning model.
- Information must be provided on how the system's reliability, security, and availability are guaranteed. To this end, indicators will be defined for the following aspects:
 - o Details of the human resources supporting and maintaining remote learning systems and platforms, explaining their functions and indicating whether support is available 24 hours a day, 365 days a year.
 - o Student support services before and during the learning period must be adapted to the virtual environment, easily accessible, and meet students' needs in relation to the pedagogical model, technological mechanisms, and administrative support.
- End-to-end connectivity must be guaranteed and, specifically, the following must be demonstrated:
 - o The ability of the virtual learning environment to support the diversity of methods and tools applicable to this type of virtual teaching.
 - o The tools used to ensure the authorship and identity of student work and assessment tests, as well as the monitoring of the environment in which they are conducted, to prevent fraud.
 - o Service agreements or contracts, if the virtual learning system or platform is outsourced. In this case, a service agreement must be in place to guarantee the durability and accessibility of assessment test evidence for the legally required period.
- The robustness of the software must be guaranteed, ensuring that the system allows for sufficient simultaneous connections to ensure the proper development of teaching. Possible



temporary contingencies arising from unexpected scheduling or potential denial-of-service attacks must also be considered, as well as alternative resources that can be provided if necessary.

In this regard, the indicators for functional integrity and load tests that ensure the robustness of the system must also be specified.

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

External academic internships

External academic internships (curricular), as well as extracurricular internships for those undergraduate and master's degrees that offer internship credits in companies or other institutions, regardless of the delivery method, will be defined in a way that ensures the acquisition of the learning and training outcomes contemplated in the degree, following the principles of inclusion, equal opportunities, non-discrimination, and universal accessibility.

To assess the suitability of the training offer of these external academic internships, information must be provided on the companies or institutions with which Educational Cooperation Agreements have been signed (companies, institutions and entities).public or private at the national and international level), including as evidence the specific files of these cooperation agreements, of the different companies, institutions and public or private entities at the national and international level, duly signed and accredited with the companies or institutions that will assume the demand so that it is sufficient to cover the new entry places of the degree, indicating: name of the institution or organization, number of places that will be offered and type of activity that will be developed.

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

In the case of master's degrees, since these are plans whose external academic internships will be carried out imminently, the educational collaboration agreements provided must be in force.

For degrees within the Health Sciences field, current agreements with hospitals or healthcare institutions that allow students to access the corresponding external academic internships, according to the degree and current legislation, must be submitted. The Collaboration Plan signed by the Joint Health Commission and the university for clinical internships in Public Healthcare Institutions must be submitted. If applicable, a compressed file or web link can be downloaded, providing proof of the existence of the agreements and the number of places offered.

Likewise, for those degrees in the field of Education that require the signing of agreements for delivery in Public Education Centers, the corresponding supporting documents must be provided.

If the degree program offers external academic internships in multiple 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 will be able to complete external academic internships in another language must also be identified.




The information that the report must contain must be presented in accordance with the table on external academic internships described below:

Table 9. Information on external academic internships

Number of credits for compulsory external academic internships:		Total number of places offered (please break down where applicable, if places are offered in several languages):	
Number of optional internship credits (specialty, mention or itinerary):		Total number of places offered (please break down where applicable, if places are offered in several languages):	

Agreements (compressed or downloadable file with evidence)			
Name of the entity	Number of places offered for the degree	Agreement (compressed or downloadable file with evidence)	Number of different tutors in the collaborating entity

 Under no circumstances will information be accepted from generic search engines on the website of the university whose degrees are being requested for verification. All information, whether agreements or commitments, must be provided in a compressed file or via a downloadable web link.

3.7. Implementation schedule

The implementation process of the new titles must be planned in time, and a description must be made or will be linked to the procedure by which the adaptation of students enrolled in the degree that is being discontinued due to the implementation of the new proposal will be organized. Therefore, a timeline must be provided detailing the implementation schedule for the new degrees, starting from the year in which they are scheduled to be included in the Registry of Universities, Centers, and Degrees (RUCT). Likewise, if applicable, the courses that will be phased out due to the implementation of the corresponding proposed degree will be identified.

The implementation schedules for each of the **modalities**, if they were different.

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

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

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

An assessment will be made of whether the proposed title includes an Internal Quality Assurance System (SIGC) that ensures its control, review, and continuous improvement. The establishment of mechanisms for information aimed at students and society about the new degree and its objectives. SIGC can be title-specific, general university or specific to the center responsible for the teachings applicable to the degree in question.



The university must include a link to the website or public document containing the SIGC applicable to the proposed degree and all associated documentation.

Pursuant to Chapter III of Royal Decree 640/2021, of July 27, on the creation, recognition, and authorization of universities, university centers, and institutional accreditation of university centers. Article 14. *Institutional accreditation of public and private university centers*, only in the event that the degree subject to assessment 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 criteria and guidelines for quality assurance in the European Higher Education Area (ESG), this criterion will not be subject to assessment. The certification of the Internal Quality Assurance System of a Centre (SIGCC) implemented accredits compliance with the criterion. If the center has certified its SGIC, it must indicate this, along with the date it was obtained.

Joint titles: In the case of an application where more than one university participates, the collaboration agreement must specify which SIGC is applicable to the proposed degree, which may have been specifically designed for the degree or adopt the name of one of the participating universities. However, under no circumstances will more than one IACS be accepted for a degree. Participating universities must guarantee the availability of the data required by the established system.

In the case of degrees offered in the **Hybrid or Virtual mode**, the university must define a quality policy and strategy for this type of teaching. If the university has already implemented this type of teaching modality, it must also describe its quality policy and strategy. This strategy should cover aspects such as the pedagogical model, innovation, and continuous improvement.

The procedures defined in the SIGC must consider the specificities of hybrid or virtual teaching, where applicable. To this end, the specific processes and manual (if applicable) of the SGIC applicable to the degree must be provided.

The institution must have a policy/code of good practices related to electronic security measures in relation to the use of students' personal information, as well as define fraud and misuse, and the consequences this will have for the university community.

In the case of Titles that are not within the scope of a Center SIGC, the title SIGC must contain information relating to the following aspects:

- Responsibilities of the SIGC and each of the procedures.

- Title Quality Policy.

- Quality Manual or procedures manual.

- When necessary, dashboard.

By definition, an IASC must pursue the continuous improvement of the quality of teaching, ensuring transparency and accountability to all individuals and stakeholders interested in the curriculum. It will include the definition of a quality policy, the publication of information on the curriculum(s), information on the entry and exit profile, the results obtained, the job placement of graduates, the



satisfaction of various groups, etc., so that it is accessible to the following: students, faculty, technical management, administration, and services staff (PTGAS), prospective students, and society in general.

3.8.1. Guidelines for the preparation of an IACS

The SIGC must ensure that it provides at least the following information:

- Quality Manual
- Quality Policy
- SIGC Procedures
- Process map
- Strategic objectives

It must also ensure that information is provided on the following aspects:

- Responsible for the Internal Quality Assurance System

- Quality assurance policy

- *Document management, use of information and analysis of results.*
- *Design, monitoring and improvement of training programs.*
- *Specific criteria in the case of extinction of the title.*

The SGC will also include contingency or risk prevention plans for exceptional situations.

- Teaching and research staff

- *Procedures associated with the management of teaching resources.*

Information on the continuing education plan for university professors must be provided. This plan will include content aimed at training in the prevention, awareness-raising, and detection of sexual violence, as established in Article 24.3 of Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom.

- *Procedure for evaluating the quality of teaching activities.*
- *Procedure for evaluating and improving the quality of teaching.*

- Management of material resources and services

- *Needs identification processes.*

Information on the ongoing training plan for Technical, Management, and Administration and Services Staff must be provided. This plan will include content aimed at training in the prevention, awareness-raising, and detection of sexual violence, as established in Article 24.3 of Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom.

- *Communication and coordination procedures with the competent university bodies.*
- *The processes associated with the acquisition and management of material resources and services specific to the Degree/Center.*



- Management and results of teaching-learning processes

- *Analysis of graduates' job placement and satisfaction with the training received.*
- *Analysis of the satisfaction of the various groups involved (students, academic staff, technical, management, administrative, and service staff and external agents).*
- *Analysis of the suggestions and complaints received.*

3.8.2. Public information

The university will provide information on the public information resources available for the curriculum, which will be used to meet the needs of students.

The admissions profile should be provided to guide prospective students regarding the characteristics considered ideal for beginning certain studies, as well as to promote compensatory measures for any deficiencies.

Both in the university degrees offered in the **“Virtual” mode**, as in the **“Hybrid”**, the mechanisms and channels for disseminating information regarding the degree's delivery method will be detailed, along with the implications this has for academic activity, as well as for student dedication and independent work.

The institution must provide appropriate mechanisms to ensure that, prior to registration, the following information is provided:

- Teaching method.
- Workload that will involve students.
- Evaluation methodology; methodology for developing the Master's Thesis/Project Final Project.
- Teaching methodologies to be used.
- Technological and computer requirements to adequately follow the teaching.
- If necessary, the digital knowledge, skills and competencies required to follow the scheduled teaching activity.

This information must be provided for official university degrees offered in person that include a virtual program, as well as for hybrid degrees.

Likewise, students must demonstrate, through a declaration of acceptance and acknowledgment at the time of enrollment, that they have been informed of the technological resources they will need to carry out virtual teaching activities.

The conditions under which students of a degree can change their teaching modality will be described.

Support and guidance for students once enrolled

A web link must be provided to the planned activities aimed at supporting and guiding students once enrolled, taking into account the diversity of the student population. These activities may be



designed by the support and guidance services of the degree program, center, or university. If they are specific to the degree program, they will be included in this section of the report.

The university will provide information about the permanence regulations (via a link), which must be in force and updated in accordance with current regulations. These regulations must include, among other information, the definition of full-time and part-time students, and specify the range (minimum and maximum ECTS) of enrollment credits for each category in the different courses.

Likewise, the adaptation of this regulation to [the "Hybrid" or "Virtual" modalities¹](#), in the event that there are different permanence regimes than those established for the "in-person" modality: Information must be provided on the definition of full-time and part-time students and the minimum number of ECTS credits required per course for each teaching modality must be indicated, if they are different from those established for "in-person" teaching. The permanence conditions must also be indicated if these conditions are different for the different modalities, and a specific explanation must be given of how the change in modality affects students.

For **Joint Titles**, information will be provided on the specific regulations applicable to students intending to pursue the degree. If regulations differ from one university to another, evidence must be included demonstrating that there are no inequalities in their application depending on the university in which the student enrolls.

As established in Royal Decree 1791/2010, of December 30, which approves the University Student Statute, students must be allowed to pursue their studies part-time and the rights of people with disabilities and special educational needs must be respected, clearly indicating the actions to be taken for the effective inclusion of part-time students and those with special educational needs.

A link must be provided to the university's academic regulations (registration, evaluation, etc.) and the specific support systems for students once enrolled. These support systems must be appropriate for the different [teaching modalities](#) and cover the needs of students in terms of technological, administrative and pedagogical support, and must be available throughout the teaching-learning process.

Particular attention will be paid to whether there is a tutorial action plan for the degree or similar. If so, the procedure followed for its implementation and the people involved (tutors, students, support staff, etc.) must be indicated.

4.- Evaluation Committees. Composition and Functions

The ACCUA's evaluation 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 evaluation committees and a report issuing committee. The number of branch committees that will act in each call will be determined based on the number of applications submitted.

¹ See definition of modality in the Teaching Modality section.



4.1. Branch of Knowledge Evaluation Committees (hereinafter CER)

The branch of knowledge evaluation committees are made up of independent experts appointed for this purpose as technical collaborators as evaluators by the Director of the Directorate. These experts are selected in accordance with the ACCUA technical collaborator selection and appointment document and in compliance with the requirements established by the legislation applicable to each evaluation procedure. The following branches are established based on their specialization: Arts and Humanities, Sciences, Engineering and Architecture, Health Sciences, Social Sciences and Education, Legal Sciences, and Economics and Business Sciences.

Each of these commissions is made up of:

- Academic representatives at the national level (including the persons who serve as president and secretary of the commission).
- Student representatives (students pursuing undergraduate, master's or doctoral degrees).
- Professional positions (Personnel holding employment or work in the public or private sector that requires formal and specialized knowledge, or technical, management, administration, and services personnel in the university field with knowledge and experience in evaluation in the field of quality assurance).
- Academic representatives from the international sphere, whenever possible.

The functions associated with each profile are the following:

Presidency:

- Coordinate the work of the Branch Evaluation Commission.
- Participate in and direct the development of the Commission's sessions.
- Evaluate verification/modification files and, where appropriate, successive tour programs in the field of Engineering and Architecture.
- Evaluate allegations regarding provisional verification/modification reports and, where applicable, successive tour programs in the field of Engineering and Architecture.
- Participate, in each evaluation session, in the collegial decision-making process for all applications assigned to the committee.
- Review the proposed interim and final verification and modification reports and, where applicable, the programs for successive tours in the field of Engineering and Architecture, with the assistance of the Commission's secretary, based on the agreements reached by consensus at the Commission meeting.
- Participate and attend as a member in the sessions of the Report Issuance Committee.
- Request, from ACCUA, when the evaluation requires it, the collaboration of persons outside the Commission in order to complete the assessments of the commission members in the necessary aspects.
- Review, across universities, the provisional and final verification/modification reports assigned to them and, where applicable, the reports of subsequent program courses in the field of Engineering and Architecture.
- Ratify and sign the minutes of the CER.



Secretariat:

- Assist the presidency in coordinating the work, ensuring the development of evaluations in accordance with the technical documentation of the evaluation program.
- Participate and attend as a member in the sessions of the Report Issuance Committee.
- Evaluate verification/modification files and, where appropriate, successive tour programs in the field of Engineering and Architecture.
- Participate, in each evaluation session, in the collegial decision-making process for all applications assigned to the committee.
- Evaluate allegations regarding provisional verification/modification reports and, where applicable, successive tour programs in the field of Engineering and Architecture.
- Draft the proposal for the provisional and final CER verification/modification reports (assisted by the presidency) and, where applicable, the proposals for reports on successive tours in the field of Engineering and Architecture.
- Draft the proposed minutes (and sign them).

Academic Member (national/international):

- Evaluate verification/modification files and, where appropriate, successive tour programs in the field of Engineering and Architecture.
- Evaluate allegations regarding provisional verification/modification reports and, where applicable, successive tour programs in the field of Engineering and Architecture.
- Act as a rapporteur for their evaluations at CER meetings.
- Attend and participate, in each evaluation session, in the collegial decision-making process for all applications assigned to the committee.
- If applicable, draft the provisional and final modification reports.

Student Body Member:

- Evaluate the assigned verification files and, where applicable, successive tour programs in the field of Engineering and Architecture.
- Attend and participate, in each evaluation session, in the collegial decision-making process for all applications assigned to the branch committee.
- Attend and participate, where appropriate, in the sessions of the Reporting Commission (CEI).

Professional Member:

- Evaluate the assigned verification files from the perspective of ensuring consistency between the training objectives and the learning outcomes defined in the degree project in relation to the professional practice of future graduates and, where applicable, subsequent degree programs in the field of Engineering and Architecture.
- Attend and participate, in each evaluation session, in the collegial decision-making process for all applications assigned to the branch committee.
- Attend and participate, where appropriate, in the sessions of the Reporting Commission (CEI).

Member of experts in the field of quality assurance:

- Evaluate the adequacy of the proposed quality assurance system for the degree, so that it is useful for subsequent analysis of the results of its implementation.



External Collaborators:

- Prepare additional assessments and complement the views of CER members by issuing informed judgments on the draft titles under evaluation, as requested by ACCUA or the commission's chair.

4.2. Report Issuance Commission (hereinafter CEI)

This commission is composed of:

- The person who holds the leadership of the ACCUA, who will serve as President of the CEI, or, where appropriate, the person to whom he or she delegates.
- A person appointed for this purpose from among the ACCUA technical staff, who will act as the commission's secretary.
- People who hold the presidency of each of the Branch Evaluation Commissions (CER).
- Individuals who hold the secretariat of each of the Branch Evaluation Commissions (CER).
- A person from the student body.
- A person from the professional field who is part of one of the CERs.

The functions of the various members of the Reporting Commission (CEI) are:

Presidency:

- Prepare the committee's meeting agenda, assisted by the person serving as secretary.
- Attend, direct and coordinate the sessions of the commission.
- Communicate and inform the members of the CEI of any new developments, changes, and other information that may arise in the evaluation process and procedures, for their application in the various CERs.
- Agree with the other members of the IEC on the evaluation of reports.
- Adopt common agreements on assessment criteria.
- Ratify and sign the minutes of the commission.

Secretariat:

- Assist the presidency in coordinating work (preparing meeting agendas, preparing documentation, and other tasks related to the development of their responsibilities).
- Prepare the documentation with the reports that will be analyzed during the CEI sessions.
- Inform the members of the CEI of the status of the files (temporality, incidents, etc.).
- Assist IEC members during meetings.
- Draft the proposal and sign minutes.

Persons who hold the presidency and secretariat of each of the Branch Commissions (CER):

- Raise and present the provisional and/or final reports of your commission.
- Communicate to the IEC any questions, difficulties, or incidents that have been detected in the evaluations and sessions of its Branch Evaluation Committee (CER).
- Agree with the other members of the IEC on the evaluation of reports.
- Adopt common agreements on assessment criteria.

Student Member and Professional Member:



- Agree with the other members of the IEC on the evaluation of reports.
- Adopt common agreements on assessment criteria.

If necessary, ACCUA staff may advise the Commission on any legal issues that may arise.

5.- Regulations

- Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom.
- Protocol for the Evaluation of Academic Programs with Successive Programs in the Field of Engineering and Architecture (PARS-IA). (REACU. 6/2/2023).
- Royal Decree 822/2021, of September 28, establishing the organization of university education and the quality assurance procedure.
- Resolution of April 6, 2021, of the General Secretariat of Universities, approving recommendations regarding the evaluation 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) from the AAC's Evaluation and Accreditation Department. V.05 (approved by the Technical Committee on Evaluation and Accreditation (CTEyA) on June 11, 2020).
- Evaluation protocol for the verification of university curricula leading to official Bachelor's and Master's degrees (REACU, 01/13/2022).
- 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 undergraduate and master's degrees (REACU, 04/29/2022).
- Guidelines and orientations for the preparation and evaluation of curricula for undergraduate and master's degrees in different teaching modalities (REACU. 11/29/2021).
- ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (Approved by the Conference of Ministers of Education of the EHEA held in Yerevan, Armenia on 15 May 2015).
- ENQA Criteria 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 July 15).
- Considerations for quality assurance of e-learning provision - European Association for Quality Assurance in Higher Education ENQA (2018).
- Report on Online Assessment 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. April 16, 2020).



Annex I. Guideline list of requirements for the verification of titles

This annex is intended as a support document for self-assessment of the information that, among other things, is mandatory and essential and that the verification report must contain so that its adequacy can be assessed.

DIMENSION 1. Description, training objectives and justification of the title

- Consistency of the title with its academic level and effects.
- It does not cause confusion about its content, scope and professional effects.
- Complies, where applicable, with regulatory requirements.

1.1. Denomination

- Graduated in xxxxxxxx from the University xxxxxxxx
- Master's Degree in xxxxxxxx from the University of xxxxxxxx
- In Spanish and, where applicable, in a second language (bilingual, when at least one of the student groups takes the compulsory subjects in that second language; at least half of the ECTS credits are taught in a second language). In another language (for example, English) if the entire degree is taught in that language.
- In another language if the entire degree is taught in that language.
- For an expression or concept to appear in the title, at least 20% of the required credits of the title must refer to it.

1.2. Area of knowledge to which it is ascribed

- It meets the regulatory requirements to be included in one of the areas of knowledge established in Annex I of RD 822/2021.

1.3. Degree mentions and master's degree specialties

- They identify a clear academic itinerary.
- In undergraduate studies, each "mention" represents at least 20% of the total credit load of the degree, not including the credits from the TFG.
- In master's degrees, each "specialization" represents at least 30% of the total credit load of the degree and must not exceed 50% of the credits, without counting the credits from the Master's Thesis in the specialty.

1.4. University or Universities, in the case of joint degrees

- The collaboration agreement signed by all the institutions involved in teaching the degree is provided.

1.5. University centers of a university where the same degree is taught

- It must be a university-owned center or an affiliated center, with its name and RUCT code.
- The same degree may be offered at several centers; the corresponding information will be provided for each center.

1.6. Teaching modality: in-person, hybrid, and virtual

- The teaching modality or modalities are justified and are appropriate to the training objectives of the degree
- The criteria for classifying a degree into one or more teaching modalities in accordance with regulations are provided. The range of non-classroom ECTS credits is provided.
- A degree offered in more than one modality provides common information on admission criteria and procedures, as well as entry and exit profiles.
- For each modality, the number of places offered, the planning of the courses (methodologies, training activities, and evaluation systems), the dedication and suitability of the teaching staff, human resources and infrastructure, etc., differ.

1.7. Total number of credits



- An appropriate distribution of credits is made for undergraduate and master's degrees (RD 822/2021), and a distinction is made between training, basic training credits, TFG/TFM, and external academic internships.

1.8. Language

- It specifies which information in the report must be presented in Spanish and, where appropriate, in the second language, as well as the level of language proficiency.

1.9. Number of places

- The maximum number of total places offered for new admissions (first year and total) is reported.
- The places corresponding to each center and each teaching modality are reported, where applicable.

1.10. Justification

- The academic, scientific, professional and social interest of the title is explained.
- The chosen teaching method is justified in order to acquire the training and learning outcomes.
- The minimum and maximum enrollment credits required are reported according to the course and type of enrollment (full-time/part-time).
- The training itinerary is reported as indicated in article 32.2 of Organic Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom.

1.11. Training objectives

- The purposes of the degree are defined.
- Where applicable, the objectives of the mentions and specialties, if any, are included.

1.12. Specific curricular structures

- It is reported whether they present specific curricular structures and their inclusion in the title is justified.
- If you are requesting a dual degree, please provide the agreements signed with the companies involved in the training program.

1.13. Methodological innovation strategies

- It is reported whether they use innovative methodological strategies and, if applicable, specific information on the innovative teaching methodology is provided.

1.14. Fundamental graduation profiles

- It provides information on the academic and professional qualifications a graduate achieves after completing the degree.

DIMENSION 2. RESULTS OF THE TRAINING AND LEARNING PROCESS

- It lists what a student is expected to know, understand, and be able to do at the end of a training and learning process.
- They are consistent with the name, the field of knowledge, the training objectives and the graduate profile.
- They are classified into knowledge, skills or abilities and competencies.
- They correspond to the levels of university degrees or master's degrees (MECES).
- The qualifications that enable the exercise of regulated professional activities include the competencies set forth in the corresponding ministerial orders. (They present a table of equivalences between the competencies of the order and the classification carried out in accordance with Royal Decree 822/2021).
- Where applicable, training and learning outcomes are included in the qualifications referred to in Organic Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom.



DIMENSION 3. ADMISSION, RECOGNITION AND MOBILITY

3.1. Access requirements and student admission procedures

- Information is provided on the procedure that has been established to provide students with information on the pathways and requirements for accessing the degree.
- The entry profile is included (capabilities, prior knowledge and the appropriate level to take advantage of the degree).
- Qualifications that qualify for the practice of a regulated profession must comply with the entry requirements of the corresponding Ministerial Order.
- Information is provided on the languages that will be used in the training process and the required level of each language.
- Admission criteria are provided, which must be objective, public, academic, and transparent. They must allow for an orderly listing of candidates when demand exceeds the number of places available. The body that will carry out the admissions process, along with the merit assessment criteria and the specific admissions tests to be used, if applicable, are indicated.
- For master's degrees, information is provided on which degrees offer direct access and which require additional training. Where applicable, information on these degrees has been provided.

3.2. Criteria for the recognition and transfer of credits

- This document provides information on whether the degree is specifically recognized, in accordance with the regulations and criteria established in Royal Decrees 822/2021 (unofficial university degrees, accredited professional or work experience, university-specific degrees, etc.). If applicable, the number of credits that can be used in these procedures, the conditions under which they can be recognized, and their characteristics are indicated.
- If recognition exists, the agreements required by the regulations, which allow for such recognition, are provided.

3.3. Procedures for organizing the mobility of own and host students

- Information is provided on whether or not degree-specific mobility is available. If applicable, information is provided on the procedure for completing it. Information is provided on agreements and grants.

DIMENSION 4. TEACHING PLANNING

4.1. Curriculum.

- The curriculum is designed according to the basic guidelines for curriculum design (Royal Decree 822/2021, of September 28, which establishes the organization of university education and the procedure for ensuring its quality and, where applicable, in accordance with Organic Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom).
- For each of the modules, subjects or courses that make up the study plan, the following are specified: the name, the number of credits, the type (basic, compulsory, optional, external academic internships, TFG/TFM), the area of knowledge, the temporal organization, the learning outcomes (knowledge or content, competencies and skills or abilities), the training activities, the hours of student work involved in each training activity (indicating the corresponding hours of face-to-face or synchronous interactivity), the contents, the



teaching methodologies, the assessment systems proposed and the weight they have on the student's final grade.

- External academic internships: information is provided on the number of credits, number of places offered, duties to be performed, training and learning outcomes, teaching methodologies and activities, and evaluation systems.
- The TFG/TFM is defined independently, differentiated from the rest of the modules or subjects and has its own entity.
- The teaching coordination mechanisms associated with the degree are reported.

4.2. Teaching activities and methodologies.

- A list is presented, where appropriate a description of each of them.

4.3. Evaluation systems.

- A list is presented, where appropriate a description of each of them.
- The evaluation system for external academic internships includes the report from the university tutor, the report from the company or institution tutor, and the student's report.
- In online assessment systems, information is provided on how appropriate control over the authorship of assessment tests is ensured and that they have been completed by students without unauthorized external assistance.

DIMENSION 5. ACADEMIC AND TEACHING SUPPORT STAFF

5.1. Basic profile of the teaching staff.

- Information is provided on the faculty assigned to the degree, based on their academic specialization, their hours of dedication, and their teaching and research experience, in accordance with the tables requested in the guide.
- If no teaching staff is available, the following information is provided: requirements regarding recruitment needs, a schedule for incorporation, a document signed by the competent person evidencing commitment, and resources for recruitment as indicated in the section of the guide.
- Information is provided on the continuing education of teaching and research staff in accordance with the provisions of Article 24.3 of Law 10/2022.

5.2. Basic profile of other necessary teaching support resources.

- Information is provided on the profiles of the teaching support staff required for the degree and justification for their existence.
- If not available, the following information is provided: Requirements as indicated in the guide section, incorporation schedule, document signed by the competent person evidencing the commitment and resources for hiring.
- Information is provided on the ongoing training of technical, management, and administrative and service personnel, in accordance with the provisions of Article 24.3 of Law 10/2022.

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

6.1. Material resources and services.



- Information is provided on the material resources, infrastructure, practices, and services required to carry out the activities outlined in the curriculum and to ensure the achievement of the expected results of the degree being assessed.
- The material means and services available necessary for the delivery of the degree are described (not all of which are available at the university).
- In hybrid and virtual modalities, please provide information on the technological infrastructure available for the degree. If applicable, please provide information on the technological resources available for assessment in non-face-to-face settings.
- Information is provided on support and guidance services for students.

6.2. Procedure for managing external academic internships.

- Information is provided on the management procedure for external academic internships for the degree.
- Information is provided on the institutions/companies, the number of places offered at each, and documents with agreements or links to them signed for the degree-specific academic internships.

DIMENSION 7. IMPLEMENTATION SCHEDULE

7.1. Title implementation schedule.

- For a new title, a plan for gradual or complete implementation is provided.

7.2. Adaptation procedure.

- Where applicable, information is provided on the procedure to be followed to preserve the rights of students from degrees that are being phased out. A table is presented showing the adaptations of the subjects and courses of the degree being phased out to those of the new one.

7.3. Teachings that are dying out.

- Where applicable, information is provided on the courses that are being discontinued by the implementation of the proposed degree.

DIMENSION 8. INTERNAL QUALITY ASSURANCE SYSTEM

8.1. Internal Quality Assurance System.

- The accreditation document is provided in the attached link if the center where the degree is taught has Institutional Accreditation.
- If the center does not have institutional accreditation, a link is provided to access the SIGC information applicable to the degree.

8.2. Media for public information.

- Information published relevant to the title is reported.
- The regulations on permanence are reported.
- The tutorial action plan is reported.

8.3. Annexes.

- In the case of dual mention, the information is provided grouped according to Annex II.



Annex II. Dual Mention

Incorporate the information that must be included in the PDF of the dual mention. (The information will be included in a single PDF document in section 8.3 Annexes of the report and will appear in the report format entered on the Ministry's Electronic Office as section 8: Annex I.)

Requirements for the preparation of the Dual Mention

Official university Bachelor's and Master's degrees may include the **Dual Mention**, which involves a common training project developed complementarily between the university center and a collaborating entity, which may be a company, a social or union organization, an institution, or an administration. Training supervision and leadership correspond to the university center, and the objective is the adequate training of students to improve their overall education and facilitate their employability. The Dual Mention does not refer to curricular intensification or a specific training itinerary. The Dual Mention is a specific curricular structure aimed at highlighting common training projects developed complementarily between university centers and collaborating entities.

The percentage of credits developed at the collaborating entity (company, organization, institution, or administration) will be between 20 and 40 percent of the credits for undergraduate degrees; and between 25 and 50 percent of the credits for master's degrees. These percentages must include the final undergraduate or master's thesis.

Universities/Centers

In the case of **Dual Mention**, the training project must have the supervision and training leadership of the university center. In addition, said the training project must be developed in a complementary manner in the university center and in a company, a social or union organization, an institution or an administration.

The university and the collaborating entity in which the students develop part of their Dual training through an employment contract, will have to have previously signed and 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 October 1, on the Legal Regime of the Public Sector, so that the training activity developed in a Dual manner in the university and the collaborating entity will alternate with a paid work activity, through a contract for university Dual training, under the terms established in current legislation.

In this regard, students will be supervised by teaching staff appointed by the university and by a professional designated by the institution, company, organization, institution, or administration. Both teachers and professionals must jointly supervise the development of the training project, under the leadership of the university tutor.

Universities will guarantee the appropriate conditions for carrying out the activities outlined in the contract and which facilitate training development in the agreed-upon entity.



Teaching Modality

Titles with **Dual Mention** they should preferably be developed in person, ensuring that, in any case, the dual training part in the collaborating entity is in person.

Credit distribution

To obtain the **Dual Mention** in an official qualification, it will be necessary that the percentage of credits included in the study plan that are developed in the collaborating entity (company, organization, institution or administration) be:

1. Between 20 and 40 percent of the credits in Bachelor's degrees.
2. Between 25 and 50 percent of the credits are for Master's degrees.

The Final Degree or Master's Project must be included within these percentages.

Squares

The university must specify the number of places per course offered for the training project corresponding to the **Dual Mention** this number must correspond to the availability of learning resources—both from the university and the institution—along with academic and teaching support staff, and tutoring staff from the institutions. The proposed training project may under no circumstances increase the number of places initially verified by the competent administration prior to the application for inclusion of the dual mention.

1.10 Justification

In the case of **Dual Mention**, the training project must be justified by its academic, scientific, professional, and social interest. Furthermore, it will be especially important to report on the participation of all stakeholders in the design of the training program and the consultation with experts, organizations, and groups on the subject matter of the degree, specifying how the consultations took place and how the results of these consultations influenced the approval of the curriculum.

1.11-1.13 Training objectives, specific curricular structures and teaching innovation

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 justification and oriented towards adequate training of students to improve their comprehensive training and employability.

3.1 Access requirements and admission procedures

In the case of **Dual Mention**:

- The university must have mechanisms in place to formalize and clearly inform students about the access routes, admission procedures, and withdrawal from the dual training program.



- The criteria for selecting the training program, 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 program's objectives.

3.2. Criteria for the recognition and transfer of credits

In the case of **Dual Mention**, students who have chosen to pursue the training project may, if they deem it appropriate, abandon it and return to the general itinerary provided 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 in the entity for work activities or for external academic internships previously completed, unless recognized in accordance with the limits established in the corresponding curriculum. To do so, it must be proven that activities equivalent in time and level of demand to those validated have been completed.

3.3. Procedure for organizing the mobility of own and host students

In the case of **Dual Mention** the training project must consider an appropriate organization of student mobility, including credit recognition in line with the project's learning outcomes. These mobility activities must be clearly established in the University-Collaborating Entity agreement and be consistent with the training project.

4. Teaching Planning (ESG 1.3)

In the case of **Dual Mention**, the training project will define the modules, subjects, or courses that comprise it. Likewise, the training and learning outcomes that students intend to achieve (specified in terms of knowledge or content, skills or abilities, and competencies) will be defined in a coordinated and complementary manner with the learning outcomes worked on during the students' academic time at the university, always keeping 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 training activities at the university center and at the collaborating entity (company, organization, institution, and/or administration) must be ensured at all times. In this regard, the planning of the training project must be consistent with the outcomes of the designed training and learning process and, in particular, with the expected commitment of the students.

The proposed curriculum must be designed in such a way as to ensure that students who have chosen to take the course **Dual Mention** within a Bachelor's or Master's degree, you may, if you consider it appropriate, abandon it and return to the general itinerary, provided that you have not exceeded half of the credits defined for obtaining said mention in the respective study plan.

5. Profile of the staff of the collaborating entity that participates in the Dual Mention

The profile of the professional staff of the participating Entities in the dual mention (professional experience and professional areas) must be indicated in the **Dual Training** and the preparation (training received) and experience on said model.



Table 10. Details of the professional staff of the collaborating entity assigned to the title by area of knowledge.

Area of knowledge: denomination
Number of professionals
Number of doctors
Number of master's level professionals
Professional experience (years)
Subjects
ECTS taught (planned)

The university must provide detailed information on the profile of the professionals of the collaborating entities that participate in the **Dual Mention**, indicating the number of staff involved in teaching the subjects, the number of professionals involved who hold a doctorate, the number of staff with a master's degree, their professional experience in years, as well as the subjects/courses in which they will participate and the ECTS credits taught. Furthermore, information must be provided on the requirements and minimum experience required for this staff, which must have the approval of the University through a "venia docendi," and the training received on the dual training model must be indicated.

In any case, participating staff must have at least five years of work experience in the field in which they will teach. Furthermore, as a general rule, the institution's staff must hold a degree equal to or higher than the level in which they will teach.

Additional specific information about professionals can be provided by linking to the corresponding website or public document.

Other Human Resources

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

Each student will have at least one tutor designated by the university and another by the collaborating institution. The tutor from the institution assigned to each student must jointly supervise the development of the training project, under the leadership of the university's tutor.

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

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

It must be ensured that the collaborating entities and the places offered are adequate and in sufficient number to attend to and guarantee the effective implementation of training in companies for all students involved in the **Dual Mention**. The available places offered or guaranteed by the entities involved must be reported, and the specific agreements signed and updated with the collaborating entities must be provided.

8. Internal Quality Assurance System (SIGC) (ESG 1.1/1.7/1.8/1.9/1.10)



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

A joint committee consisting of representatives from the University and collaborating entities is required. This committee will ensure the coordination and integration of the activities carried out within the entity/institution and those taught in the classroom. It must be indicated composition of the Joint Committee and the activities to be carried out.

8.2. Public information

For the Dual Mention, the University must indicate the relationship between the student and the collaborating entity where the training activity will take place, as well as the specifics of the type of training proposed and the rights and responsibilities of the student body.



6.- Changes made in this latest version

		Description of changes in this version 0.7 (DD/MM/2024)
V0.6. 05/24/2022	Restructuring of the guide in accordance with the report model that appears on the electronic headquarters of the competent Ministry.	Improvements to the wording of the dimensions and criteria and adaptation of the order of the sections as requested in the application of the competent ministry.
	Sections 3.2, 3.4, 3.5	Inclusion of references to Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom.
	Sections 1.1. -1.3.(Sections of the Ministry's application)	Inclusion of a new table of assignment to the field of knowledge
	Sections 1.4.-1.9.(Sections of the Ministry's application)	Inclusion of a new hybrid learning modality table. Inclusion of recommendations on synchronous activities in virtual learning.
	Section 1.10(Sections of the Ministry's application)	Definition of "solvent academic group".
	Section 3.2	Requirements for the recognition of credits for work experience have been specified.
	Section 3.4.3	Elimination of the requirement to complete a final in-person validation test
	Section 3.5	New wording of requirements for hiring teachers not available. Elimination of the requirement to provide the previous Table 7.
	Section 3.8.1	Inclusion of the sections that the SIGC information must include. Simplification in the wording of the section.
	Section 5.	Regulatory update
	Annex I.	Inclusion of the Annex with a guideline list of requirements for the verification of titles.
	Annex II. Dual Mention	Inclusion of a specific annex for the Dual Mention.
Modified version	Paragraph	Description of changes in this version 0.6 (05/24/2022)
V05. 10/29/2020	Restructuring of the entire guide in accordance with Annex II of RD 822/2022	Adaptation of the Guide to Royal Decree 822/2021, of September 28, establishing the organization of university education and the quality assurance procedure.
Modified version	Paragraph	Description of changes in this version 05 (10/29/2020)
		Improvements to the writing of the Guide text.
V04. 05/30/2016	All sections.	Inclusion of specific information for the "semi-presential" or "non-presential" modalities referred to in the REACU document on <u>"Guidelines for the preparation and evaluation of Bachelor's and Master's degrees in non-face-to-face and blended learning"</u> (February 26, 2018).
		Review of the evaluation questionnaire, according to the guide reform.
V04. 05/30/2016	Criterion 1. Description of the title.	Specification of the percentage of ECTS to assign the teaching modality of the degree. Inclusion of criteria for establishing credits in "mentions" and "specialties."
V04. 05/30/2016	Criterion 2. Justification.	Inclusion of the reference to the SDGs.
V04. 05/30/2016	Criterion 5. Teaching Planning.	Expanded information on internships. Inclusion of explanatory table on the information in the modules/subjects/subject sheets.
V04. 05/30/2016	Criterion 6. Academic Staff.	Text correction and inclusion of a new table to provide information on teaching staff and internship tutors.
V04. 05/30/2016	Criterion 7. Material Resources and Services.	Breakdown of the section into subsections to specify information on internships.
V04. 05/30/2016	Criterion 9. Quality Assurance System.	Inclusion of the relationship with the Certification of the implemented SGCC.
V04. 05/30/2016	Annex II. "Semi-presential" or "distance" teaching.	Deletion of Annex II and inclusion of the specific issues of these teachings in each of the criteria of the guide.
V04. 05/30/2016	Annex III. Joint titles.	Deletion of Annexes III, V, VI and VII.
V04. 05/30/2016	Annex V. Adaptation course for graduates of the	Annexes VI and VII are included as reference documentation.



previous system (in the case of Degrees).
 Annex VI. ENQA Criteria and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). Part 1. Standards for Internal Quality Assurance.
 Annex VII. Spanish Qualifications Framework for Higher Education (Royal Decree 1027/2011, of July 15).

Modified version	Paragraph	Description of changes in version 04 (05/30/2016)
V02.18/10/2011	Introduction.	Improvements in the drafting and review of regulations.
V02.18/10/2011	Support guide for preparing the Verification Report.	Improvements to the wording of the criteria and adaptation of the information to the Ministry's application. Update of access regulations (criterion 4) and external practices (criterion 5, criterion 6, criterion 7, criterion 9).
V02.18/10/2011	2. Justification.	New reference on title proposals from others.
V02.18/10/2011	Assessment by the commission.	Change of wording, inclusion and elimination of questions for the evaluation.
V02.18/10/2011	Annexes.	Improvements to the writing of annexes and order in the guide.
	Annex VI. ENQA Criteria and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). Part 1. Standards for Internal Quality Assurance.	New annex
	Annex VII. Spanish Qualifications Framework for Higher Education (Royal Decree 1027/2011, of July 15).	New annex