

# **Self-Assessment guide for ex-post accreditation of official university bachelor's and master's study programmes**

**AQUIB** | Balearic Agency for Quality Assurance in Higher Education  
C. Isaac Newton, edifici Naorte, locals 3-4-5  
07121 Palma, Illes Balears  
Tel.: 971 72 05 24

**Published by:** Agència de Qualitat Universitària de les Illes Balears.

Guide adopted by the Criteria Commission at its meeting of 14 September 2023.

## Index

<b>1. INTRODUCTION .....</b>	<b>3</b>
<b>2. REFERENCE FRAMEWORK.....</b>	<b>4</b>
<b>3. EVALUATION MODEL.....</b>	<b>5</b>
<b>4. SELF-EVALUATION FOR EX-POST ACCREDITATION .....</b>	<b>7</b>
<b>5. EVALUATION STANDARDS.....</b>	<b>10</b>
DIMENSION 1. THE MANAGEMENT OF THE STUDY PROGRAMME .....	10
<i>Criterion 1. Development and deployment of the curriculum.....</i>	<i>10</i>
<i>Criterion 2. Information and transparency.....</i>	<i>17</i>
<i>Criterion 3. Quality assurance, review and improvement.....</i>	<i>21</i>
DIMENSION 2. RESOURCES.....	23
<i>Criterion 4. Academic and teaching support staff.....</i>	<i>23</i>
<i>Criterion 5. Learning resources .....</i>	<i>26</i>
DIMENSION 3. RESULTS .....	31
<i>Criterion 6. Learning results .....</i>	<i>31</i>
<i>Criterion 7. Performance and exit.....</i>	<i>34</i>
INFORMATION FOR ANALYSIS IN THE EX-POST ACCREDITATION PROCESS: TABLES .....	38
<b>ANNEX I. EVALUATION SUPPORT TABLES FOR EX-POST BACHELOR'S AND MASTER'S DEGREE ACCREDITATION.....</b>	<b>39</b>
<b>ANNEX II. MINIMUM INDICATORS FOR THE QUALITY ASSESSMENT OF BACHELOR'S AND MASTER'S DEGREE UNIVERSITY COURSES .....</b>	<b>54</b>
<b>ANNEX III. PUBLIC INFORMATION ON BACHELOR'S DEGREE COURSES AND MASTER'S DEGREE COURSES.....</b>	<b>55</b>
<b>ANNEX IV. MAIN AMENDMENTS .....</b>	<b>57</b>

## Index of figures and tables

TABLE 1. SUBJECTS OF THE CURRICULUM AND THEIR TEACHING STAFF .....	39
TABLE 2. RESULT OF THE SUBJECTS THAT MAKE UP THE CURRICULUM .....	41
TABLE 3-A. DEDICATION OF THE TEACHING STAFF TO TEACHING .....	43
TABLE 3-B. DEDICATION OF TEACHING STAFF TO EXTERNAL INTERNSHIPS OR TFG/TFM .....	44
TABLE 4-A. EVOLUTION OF INDICATORS AND GLOBAL DATA OF THE STUDY PROGRAMME .....	46
TABLE 4-B. STAKEHOLDER SATISFACTION .....	47
TABLE 5. COMPULSORY COMPLEMENTARY EVIDENCE .....	51
TABLE 6. OPTIONAL COMPLEMENTARY EVIDENCE. ....	53

## Table of acronyms and abbreviations

Acronyms and abbreviations used in this text are listed alphabetically in this table.

Note that all of them come from its Spanish translation.

<b>ANECA</b>	National Agency for Quality Evaluation and Accreditation
<b>AQUIB</b>	Balearic Agency for Quality Assurance in Higher Education
<b>CET</b>	Commission of Study Programmes Evaluation
<b>CGQ</b>	Responsible for the quality management of the training programme
<b>CURSA</b>	University Commission for the Regulation of Follow-up and Accreditation
<b>DTIE</b>	Simultaneous academic programmes for double degrees with a specific itinerary
<b>ECTS</b>	European Credit Transfer and Accumulation System
<b>EEES</b>	European Higher Education Area
<b>EOP</b>	Optional evidence
<b>EQAR</b>	European Register of Quality Agencies
<b>ESG</b>	Criteria and Guidelines for Quality Assurance in the EEES
<b>EV</b>	Evidence of site visit
<b>IA</b>	Self-Assessment report
<b>IDS</b>	Final follow-up report
<b>IFA</b>	Final ex-post accreditation report
<b>IPA</b>	Provisional ex-post accreditation report
<b>IPS</b>	Provisional follow-up reports
<b>MV</b>	Verified report
<b>REACU</b>	Spanish Network of University Quality Agencies
<b>RUCT</b>	Register of Universities, Centres and Degrees
<b>SIGC</b>	Internal Quality Assurance System
<b>SIIU</b>	Integrated University Information System
<b>TFG</b>	Bachelor's Degree Final Project
<b>TFM</b>	Master's Degree Final Project

## 1. INTRODUCTION

The Balearic Agency for Quality Assurance in Higher Education (AQUIB), as an external quality assurance agency for higher education in the Balearic Islands, carries out the evaluation work for the follow-up and ex-post accreditation of official university education in the Balearic Islands, processes specifically regulated by Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.

In this context, AQUIB has drafted this document, which aims to help universities in the development of the self-evaluation process of their degrees, as well as to identify the criteria for the follow-up and ex-post accreditation of Bachelor's and Master's degree programmes. To this end, the Agency has followed the guidelines and lines of action defined by the evaluation agencies belonging to REACU<sup>1</sup>, agreed within the framework of the CURSA commission<sup>2</sup>, as well as the international quality standards established in the document *Standards and Guidelines for Quality Assurance in the European Higher Education Area*<sup>3</sup>, which emphasise that institutions must achieve and maintain the trust of students and other stakeholders involved in Higher Education.

The general procedure for follow-up and ex-post accreditation is detailed in the *Framework Document* available on AQUIB'S website<sup>4</sup>.

---

<sup>1</sup> Spanish Network of University Quality Agencies.

<sup>2</sup> Commission approved by the Council of Universities and by the General Conference on University Policy.

<sup>3</sup> The criteria and guidelines developed by ENQA (European Association for Quality Assurance in Higher Education) are available at <https://www.enqa.eu/esq-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/>

<sup>4</sup> Information available at [www.aquib.es](http://www.aquib.es)

## **2. REFERENCE FRAMEWORK**

Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance, establishes three phases in the process of implementing official university degrees. This begins with the application for verification to the Council of Universities, its authorisation by the Autonomous Community and its inclusion in the Register of Universities, Centres and Degrees (RUCT).

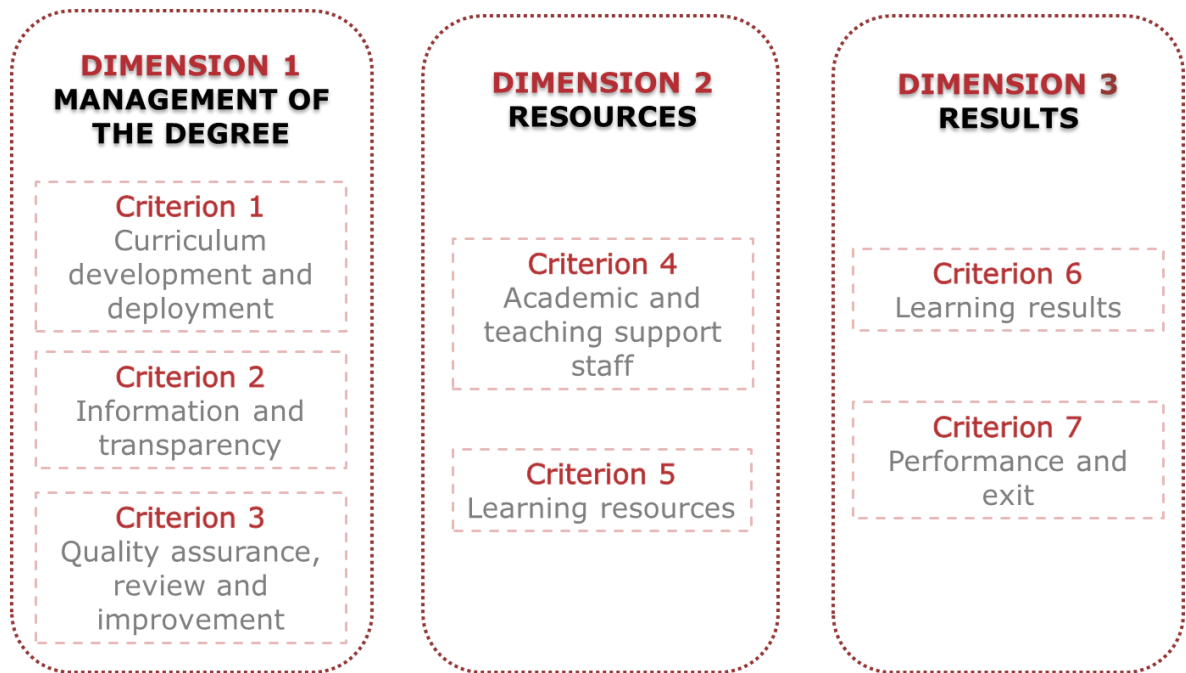
In the second phase, the university implements the study programme and monitors it three years after its effective implementation, in order to report on the development of the teaching, taking as a reference the last verified report (MV). After the ex-post accreditation, the periodicity of the follow-up is established by the Commission of Study Programmes Evaluation (CET). External follow-up is carried out by the evaluation agencies on the basis of the report submitted by the university. In this way, they ensure that the university's commitment to its recognised study programmes is fulfilled.

In the third phase, the accreditation process for official university studies is conducted. In the case of bachelor's degree courses of 240 ECTS and master's degree courses, the accreditation must be renewed within a maximum period of six years from the date on which the degree was first awarded or the previous accreditation was renewed. In the case of 300 or 360 ECTS bachelor's degree courses, the maximum period is eight years.

The processes of verification, follow-up and ex-post accreditation focus on guaranteeing the quality of university study programmes and facilitating their continuous improvement on the basis of certain standards. These processes refer to the latest version of the study programme's verified report (MV). The MV contains all the information on any study programme that the university undertakes to develop and, in addition, includes any amendments that may have occurred since the time of accreditation.

### 3. EVALUATION MODEL

The seven criteria defined by REACU are applied in the processes of follow-up and ex-post accreditation of official university education:



**Figure 1.** Dimensions of the evaluation model

Compliance with the criteria is based on standards and guidelines established for Bachelor's and Master's study programmes. The elements of each guideline to be considered in the study programme evaluation process are summarised as follows:

- **Key Elements for Evaluating Guideline Compliance.** This guidance is designed to facilitate thoughtful reflection and assessment of value judgments in order to ascertain the extent to which the guideline is being followed.
- **Foundation of the Analysis.** This section outlines the information serving as the basis for the analysis, consisting of evidence and indicators supporting the mentioned value judgments (refer to ANNEX I and ANNEX II). The university is required to maintain a distinction between evidence and indicators that must be officially recorded (Tables 1-5) and information that can be voluntarily provided by the university to comprehensively justify its self-evaluation (Table 6). While the tables aim to encompass various aspects outlined in the evaluation model, evaluators may, on certain occasions and considering the unique characteristics of specific study programmes, request additional evidence from the university. The

evidence can be presented through public information available on the study program's website or within the university's self-assessment report.

The assessment levels applied are as follows:

**Compliance achieved**, differentiated where appropriate into:

- It is excellently achieved (A) when no shortcomings have been detected, the curriculum development excels in its field and relevant good practices are identified.
- It is achieved (B) when the development of the curriculum is in line with the planned one, without any deficiencies being detected in the development of the curriculum.
- It is partially achieved (C) when deficiencies are detected in the development of the curriculum, but no serious breaches are detected in the commitments acquired in the last verified (MV) or modified report of the curriculum. The deficiencies detected entail the requirement to implement improvement actions.

**Compliance not achieved:**

- Not achieved (D) when non-compliance is detected in the commitments acquired in the last verified or modified report of the curriculum.

The option *Not applicable* is selected for those guidelines that cannot be assessed due to the nature of the study programme.

In the event that the study programme is taught in several centres/universities or in several teaching modalities - face-to-face, hybrid or combined and virtual or non-face-to-face - the information for the criteria must be provided both globally for the study programme and disaggregated. The assessment of the criteria is unique and must correspond to that of the centre/university or modality with the lowest assessment.

In the case of study programmes that are taught jointly with others, the evidence must correspond both to the total number of students enrolled and to the breakdown by groups with which other study programmes are taught.



## 4. SELF-EVALUATION FOR EX-POST ACCREDITATION

Self-evaluation is a process in which the university community directly involved in the study programme reflects, describes, analyses and assesses the programme's level of compliance with the criteria established in the assessment model for ex-post accreditation. This assessment must be based on available, auditable and verifiable information.

This process requires the participation of all stakeholders in the university community. In this sense, it is advisable to set up a self-evaluation commission with representation from the different groups involved in the study programme (university and/or teaching centre governing body, students, teaching staff, department directors, administration and services staff, graduates, employers, among others).

The result of this process must allow the stakeholders involved in the study programme to identify its strengths and weaknesses, as well as those aspects in which it is necessary to invest more effort in order to improve the study programme. All this must be detailed in the Self-Assessment report (IA), the content of which also serves as the basis for the analysis to be drawn up by the panel responsible for carrying out the programme evaluation visit.

The following are the recommended steps in the self-evaluation process:

- **Work organisation and planning.** In order to achieve maximum efficiency in the process, it is advisable to determine a work plan that includes at least: scheduling, distribution, allocation of tasks and the necessary resources (human, material and IT).
- **Gathering of information.** The Self-evaluation Commission must use information of the following characteristics:
  - Data showing the evolution of an indicator or the status of various aspects of the study programme.
  - Documents, studies or reports proposed as evidence. The Self-evaluation Commission may decide to include additional evidence to those indicated as compulsory.
  - Information concerning the perception of stakeholders inside and outside the organisation.

- Those responsible for the study programme must compile and organise the information required in the summary tables of data and indicators. They must also gather the set of evidence necessary to support the value judgements for each guideline, following the list of evidence and indicators stated in this document.
- The information requested specifies the temporal scope (all years corresponding to the period under consideration or the reference year) and its level of disaggregation (study programme, centre or site, modality, subject or training activities).
- **Analysis of the information and evidence.** Conclusions must be drawn on the aspects to be assessed included in this guide, as well as on the study programme's good practices, if any, with regard to each of the guidelines. The evidence and indicators - which the Commission collects and examines in order to assess whether additional information is required - must support these conclusions.
- **Preparation of the Self-Assessment report (IA).** The study programme's Self-evaluation commission must detail the degree of compliance with each of the guidelines analysed. The description must be the result of a majority consensus among all the members participating in the preparation of the report, incorporating opinions that disagree with the general criteria if the consensus does not reach at least two thirds of the members of the Commission.
- In the *Study programmes* section of AQUIB's website<sup>5</sup>, the IA template is available to the university, which details the sections to be considered. Each section indicates the tables, evidence and indicators to be used in the analysis. In order for the Commission to be able to analyse the information in advance and during the process, the tables must be submitted with the IA, except for the information marked as *site visit*, which must be available to the Expert panel during the site visit. If the Panel requests additional evidence prior to the visit, this can be provided before or during the visit.
- The IA must be written in Spanish and cannot be longer than 40 pages, apart from the attached annexes. The following guidelines are also recommended:
  - Analyses of information and assessments of the guidelines should be based on evidence, of which references (documents, indicators, opinions, etc.) should be included. These should be explicitly detailed in the document, together with the assessment of the criterion, to facilitate the work of external evaluators.

---

<sup>5</sup> Link to the Agency's website: [www.aquib.es](http://www.aquib.es)

- Focus the drafting on the full analysis of the elements identified with precision and brevity.
- **Delivery of the Self-Assessment report (IA).** Once the IA is completed, it is delivered to AQUIB in PDF format, through the platform provided by the Agency for this purpose. The evidence provided together with the IA must be easily accessible and editable.
- **Public exposure.** The university must make the IA public to the groups involved in the university community. Likewise, one month before the site visit, the university must set up a suggestion box to collect opinions about its content, conveniently identifying the authors. The contributions collected must be accessible to the members of the Panel at the start of the site visit.

## 5. EVALUATION STANDARDS

The assessment standards for Bachelor's and Master's study programmes are specified below, organised into assessment dimensions, criteria and guidelines.

### DIMENSION 1. THE MANAGEMENT OF THE STUDY PROGRAMME

#### *Criterion 1. DEVELOPMENT AND DEPLOYMENT OF THE CURRICULUM*

**Standard.** The curriculum has been implemented in accordance with the conditions established in the last verified report.

#### Development in guidelines

**Guideline 1.1.** The implementation of the curriculum and the organisation of the programme are consistent with the objectives and intended learning results set out in the verified report.

#### Aspects to be assessed

- The implementation of the curriculum corresponds to that established in the last verified report (MV):
  - The implementation of subjects.
  - The range of optional subjects on offer.
  - The sequencing of these.
  - The intended learning results, the training activities and the evaluation systems of the different subjects.
  - The appropriateness of the group size to the training activities of the subjects and that it facilitates the achievement of the expected learning results.
- If the study programme has been verified in one or more modalities - face-to-face, hybrid (or the two combined) or virtual (or non-face-to-face) - and/or in several groups according to the language of instruction (as long as they are not official languages), it must be verified whether the study programme is still implemented in each of these modalities and in each of these groups according to the language of instruction.
- The centres where the study programme is taught correspond to those reflected

in the last MV.

- Where appropriate, the inclusion of dual mention, specific curricular structures and teaching innovation (the organisation of a study programme with an open academic pathway), of academic programmes with successive pathways and their development in accordance with the conditions set out in the MV.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.
- Satisfaction of the stakeholders involved.

### Minimum information on which the analysis is based

---

#### Evidence

- Table 1. Curriculum subjects and teaching staff.
- Table 2. Results of the subjects that make up the curriculum.
- Tables 4-A. Evolution of indicators and overall data for the study programme.
- Table 5-E0. (*If applicable*) Improvement plan follow-up document(s).
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students, graduates and teaching staff and, where applicable, actions derived from the analysis of this satisfaction.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- The list of the fundamental results of the training and learning process where each learning result is identified, with reference to its classification (knowledge or content, competences and skills).
- Good practices identified in the study programme.

**Guideline 1.2.** The number of new admission places respects the number established in the last verified report for each academic year.

### Aspects to be assessed

---

- The total number of students enrolled corresponds to that established in the last MV. In the event that this number has been exceeded, the reasons for this increase and the measures implemented to guarantee the quality of the degree with the increase must be justified in the IA.
- The university must specify in the degree's IA the breakdown of the number of incoming students for a better understanding of this guideline. By way of example, in academic programmes of simultaneity of double degrees with specific itinerary (DTIE), a distinction must be made between students who study the degree exclusively and those who study the degree together with another within a DTIE.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

### Minimum information on which the analysis is based

---

#### Evidence

- Table 4. Evolution of indicators and global data of the degree.
- Table 5-E0. (*If applicable*) Improvement plan follow-up document(s).
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the programme.

**Guideline 1.3.** The study programme has teaching coordination mechanisms that allow both an adequate allocation of the workload to students and an adequate time planning, ensuring the acquisition of the learning results.

### Aspects to be assessed

---

- Vertical and horizontal coordination mechanisms within the curriculum.
- In the case of subjects with training activities that include a theoretical part and practical or laboratory activities, special attention will be paid to the coordination mechanisms between both training activities.
- In the event that the study programme is taught in several centres/sites of the same university, coordination between them will be assessed.
- In the case of an inter-university study programme, coordination between the different universities is valued.
- In the case of a study programme with external/clinical placements, coordination between the university and the placement tutors at the collaborating centres is assessed (see guideline 5.3).
- In the event that the study programme is taught in several modalities - face-to-face, hybrid or combined and virtual or non-face-to-face - teaching coordination between the modalities is assessed, so that students can achieve the learning results regardless of the modality taken.
- In the case of students taking joint study programmes, coordination between the different curricula involved is taken into account.
- The workload of students in the different subjects is adequate and allows them to achieve the learning results defined for each subject.
- The analysis of those responsible for the degree on the sequencing of training activities, contents and assessment systems, in each of the subjects and between the different subjects that make up the academic year and the curriculum, so as to avoid the existence of gaps and duplicities.
- The analysis of the satisfaction of students, graduates and teaching staff in relation to teaching coordination, training activities, student workload and, where appropriate, the implementation of actions aimed at improving these aspects.
- In the event that in the verification reports, amendments, follow-up and ex-post

accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

## **Minimum information on which the analysis is based**

---

### **Evidence**

- Table 5-E0. (*If applicable*) Improvement plan follow-up document(s).
- Table 5-E02. Minutes or documents relating to academic coordination.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students, graduates and teaching staff on teaching coordination.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

**Guideline 1.4.** The admission criteria applied ensure that the student body has the appropriate entry profile to begin these studies and are in line with what is established in the verified report.

## **Aspects to be assessed**

---

- The access profile and admission requirements of the student body correspond to those established in the last MV, are public and comply with current legislation.
- The information on the body that processes the admission process, as well as the merit assessment criteria and the specific admission tests used in the selection system established in the programme are consistent with the entry profile defined by the training programme and what is specified in the last MV.
- In Master's degrees that have training complements, an analysis is made of whether they fulfil their function in terms of the levelling and acquisition of the necessary learning results (knowledge or content, competences and skills or abilities) by the students who take them.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.



## Minimum information on which the analysis is based

---

### Evidence

- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Table 5-E03. Results of the application of the admission criteria.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. In Master's degrees with complementary training, assessment/perception of students, graduates and teaching staff on their effectiveness and, where applicable, actions derived from the analysis of this satisfaction.
- Table 5-E19. Admission tests to the study programme.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

### Indicators

- Percentage of students according to their entry profile and origin of their studies.
- Percentage of students with additional training (in the case of Master's degrees).

**Guideline 1.5.** The application of the different academic regulations (permanence, recognition, internships, TFG/TFM, etc.) is carried out in an appropriate manner and allows for an improvement in the values of the academic performance indicators.

## Aspects to be assessed

---

- The centre's application of the different academic regulations is appropriate and in accordance with current legislation and the curriculum, enabling students to achieve the learning results.
- If any, the application and fulfilment of specific permanence criteria.
- The adequacy of the recognitions made for previous training/experience in relation to the learning results sought in the subjects for which recognition is intended.
- If any, structure and ECTS recognition of DTIE.

- The functioning of the credit recognition committee.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

### Minimum information on which the analysis is based

---

#### Evidence

- Table 5-E0. (*If applicable*) Improvement plan follow-up document(s).
- Table 5-E04. Students who have obtained credit recognition.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Students' assessment/perception of the application of academic regulations.
- Table 5-E17. University or faculty regulations on continuance and/or progress.
- Table 5-E18. Regulations governing external placements or Bachelor's or Master's Degree Final Projects.
- Table 5-E20. (*If applicable*) Structure and recognition of ECTS of the DTIE.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

#### If applicable, the following documentation may be provided:

- Table 6-EOP.01. If available, studies carried out on the application of the university's continuance and/or progression regulations and their impact on the different graduation, drop-out, success rates, etc.

## **Criterion 2. INFORMATION AND TRANSPARENCY**

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

### **Development in guidelines**

**Guideline 2.1.** Students have access in a timely manner, before and after enrolment, to information relevant to the development of the curriculum and the intended learning results.

### **Aspects to be assessed**

The availability, accessibility and appropriateness for students, before and after enrolment, of the information detailed below:

- Students have access at the appropriate time to information on subject timetables, classrooms, exam timetables, and any other information they may require for the correct follow-up of the deployment of the curriculum.
- The study programme's teaching guides are available to students, both before and after enrolment, including external internships and Bachelor's or Master's Degree Final Projects.
- The content of the teaching guides: description of each subject (intended learning results, bibliography, curriculum, etc.), training activities and assessment systems. If the subject requires specific materials (e.g. computer programmes) or prior knowledge, these should be adequately described.
- Where applicable, bachelor's degrees or master's degrees specialisations with a description of their training pathways.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

## Minimum information on which the analysis is based

---

### Evidence

- Table 1. Subjects of the curriculum and their teaching staff, including links to the teaching guides.
- Website(s) of the study programme. When some of the required information is not found therein, the link to it.
- Table 5-E0. (*If applicable*) Improvement plan follow-up document(s).
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders. Assessment/perception of students, graduates and teaching staff regarding the website, the information published by the training programme in relation to its characteristics, its development and results. Where appropriate, actions derived from their analysis.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.
- Table 6-EOP.02. Intranet, virtual campus or other similar learning resources made available to students (in the case of hybrid or combined learning and/or virtual or distance learning, it is compulsory for the Panel to be able to access these).

**Guideline 2.2.** Those responsible for the degree publish adequate and up-to-date information on the official nature of the degree, its development and results, including information on the follow-up and accreditation processes.

## Aspects to be assessed

---

The information on the study programme's website that addresses the following aspects related to the veracity of information and transparency of the study programme:

- Correspondence between the study programme's name and the one established in the last MV.
- The publication of the latest version of the MV, as well as its amendment reports and accreditation follow-up and renewal reports.
- The link to the Register of Universities, Centres and Degrees (RUCT) where the qualification is listed.

- Information on the main study programme indicators (graduation, drop-out, efficiency, etc.).

Public information for decision-making by potential students interested in the study programme and other agents of interest in the university system:

- Access routes to the study programme and recommended entry profile.
- Access and admission criteria and, where appropriate, characteristics of the admission tests (criteria and persons responsible).
- University regulations applicable to students (permanence, credit recognition, etc.).
- If the qualification leads to a regulated profession, this should be clearly specified with a link to the order regulating the studies. In case the study programme does not lead to a regulated profession, but is a requirement for further studies and/or examinations leading to a regulated profession, the public information should not be misleading.
- In the event that the study programme is taught in hybrid (or combined) or virtual (or distance) mode and there are training activities or assessment tests that require students to be physically present, this information must be available prior to student enrolment.
- For students with specific educational needs arising from disability, information on support and counselling services for such students should be made available, as well as the existence of curricular adaptations.
- Information available in official and non-official languages.
- In the event that the study programme has several web pages (of the same or different universities where the study programme is taught), the information must be coherent.
- The availability of the cv of the teaching staff involved in the study programme.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

### Minimum information on which the analysis is based

---

#### Evidence

- Table 5-E0. (*If applicable*) Improvement plan follow-up document(s).
- Study programme website and, if any of the necessary information is not available on the study programme website, the link to that information.

- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Table 5-E15. Reports on the level of satisfaction of the main stakeholders with the study programme. Assessment/perception of the student body on the information available on the study programme and, where applicable, improvement actions implemented in the study programme as a result of the analysis of this satisfaction.
- Good practices identified in the study programme.

### **Criterion 3. QUALITY ASSURANCE, REVIEW AND IMPROVEMENT**

**Standard.** The institution has a formally established and implemented internal quality assurance system (SIGS) that effectively ensures the continuous improvement of the degree.

#### **Development in guidelines**

**Guideline 3.1.** The information obtained through the different procedures for the review and enhancement of the degree is analysed and, as a result of this analysis, the appropriate enhancement actions are established, if necessary.

#### **Aspects to be assessed**

- The existence of a formally implemented and periodically updated SIGC that enables the development of the study programme to be assessed by means of internal and external quality assurance procedures and the corresponding actions established by those responsible for the study programme.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

#### **In relation to quality assurance procedures, at least the aspects related to the following are analysed:**

- The quality of teaching (planning, development and coordination) and of teaching.
- Where relevant, the quality of external placements and mobility programmes.
- Existence of mechanisms to obtain the degree of satisfaction of the academic staff involved in the study programme, administrative and service staff, students, graduates and employers (curriculum, learning results, material resources, support and guidance).
- Attention to suggestions, complaints and acknowledgements.
- Evolution of the study programme's performance indicators.

- In inter-university study programmes and/or study programmes taught in several university centres, the coordination of the actions derived from the implementation of the SIGC in all the centres participating in the training programme.
- Analysis of the labour market insertion of graduates of the study programme.

### **Depending on the analyses carried out:**

- The use of the information generated by the SIGC by those responsible for the study programme to analyse the development of teaching and establish actions for improvement.
- If improvement actions are incorporated, determine the existence of a follow-up of their implementation and impact.
- The provision of documentary evidence and records on the different procedures mentioned above.

### **Minimum information on which the analysis is based**

---

#### **Evidence**

- Table 4. Evolution of indicators and global data of the study programme.
- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Table 5-E05. Documentation of the Internal Quality Assurance System.
- Table 6-EOP.03. Documents showing whether the SIGC is periodically reviewed or audited to determine whether it is in line with the analysis of the study programme. If applicable, an improvement plan is proposed to optimise it.
- Annual study programme follow-up reports (IAS) - indicators and improvement plan.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

#### **Indicators**

- Number of suggestions and complaints dealt with.



## DIMENSION 2. RESOURCES

**Standard.** The academic staff that teaches, as well as the support staff, is sufficient and adequate in accordance with the characteristics of the study programme, the number of students and the commitments included in the verified curriculum report and, where appropriate, in its subsequent amendments.

### **Criterion 4.** *ACADEMIC AND TEACHING SUPPORT STAFF*

#### **Development in guidelines**

**Guideline 4.1.** The academic staff linked to the degree is sufficient and appropriate to its characteristics, to the number of students and is in line with what was established in the last verified report.

#### **Aspects to be assessed**

- Correspondence between the academic staff incorporated with that foreseen in the MV.
- The academic staff is sufficient for the development of the curriculum and has the appropriate dedication for the deployment of its functions. The ratio of the number of students on the study programme with respect to the academic staff is taken into account.
- The study programme has a stable core of academic staff to facilitate the delivery of the study.
- The teaching staff of the study programme has the level of qualification (teaching and research) required for the teaching of this study programme and is in accordance with the forecasts included in the last MV. Above all, the profile of the academic staff assigned to the first year of the study programme courses, to external placements and to the TFG or TFM is taken into account.
- Teaching experience in combined (or hybrid) or virtual (or distance) teaching of academic staff, where necessary.
- The training and pedagogical updating of academic staff.

- Satisfaction of students and graduates with the academic staff.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

### Minimum information on which the analysis is based

---

#### Evidence

- Table 1. Curriculum subjects and teaching staff.
- Table 3. Overall data on teaching staff who have taught on the study programme.
- Table 5-E0. (*If applicable*) Improvement plan follow-up document(s).
- Table 5-E06. (*In the case of private universities*) Structure of teaching staff teaching on the study programme.
- Table 5-E07. Existence of teaching innovation and improvement plans or pedagogical training plans for teaching staff, mobility programmes for teaching staff, training courses on computer platforms, etc. and participation of teaching staff in them.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of the student body on the suitability of the teaching staff profile of the training programme and, where applicable, actions derived from the analysis of this satisfaction. Assessment/perception of the academic staff regarding their workload and, if applicable, actions derived from the analysis of this satisfaction. Assessment/perception of graduates of the teaching staff and, if applicable, actions derived from the analysis of this satisfaction.
- Table 6-EOP.04. (*If applicable*) Plan for the incorporation of academic staff.
- Last MV, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

#### Indicators

- Percentage of doctoral and permanent teaching staff.
- Total number of six-year periods of the study programme's teaching staff.
- Ratio of students enrolled/teacher.

**Guideline 4.2.** The support staff is adequate and sufficient for the development of the study programme and in accordance with the commitments made in the last verified report.

### Aspects to be assessed

- The number of support staff is sufficient to carry out the functions and attend to all teaching staff and students, taking into account:
  - The practical load of the study programme.
  - The number of students in the study programme.
  - Group size.
  - The mode - face-to-face, hybrid (or combined) and virtual (or non-face-to-face) - of the training activities.
- In the event that the study programme is developed in the combined (or hybrid) or virtual (or distance) mode, the IA must indicate the actions taken by the university to ensure the training of support staff for the teaching-learning process developed under these modalities.
- Training and updating of support staff.
- Satisfaction of teaching staff, graduates and students with the teaching support staff and, if applicable, improvement actions aimed at improving this satisfaction.
- In the event that in the MV, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made on how the university has dealt with this aspect.

### Minimum information on which the analysis is based

#### Evidence

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E08. (*In the case of study programmes with a significant practical load*). List of technical support staff in the practical activities of the study programme.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study. Assessment/perception of students, graduates and teaching staff on the teaching support staff and, where applicable, actions derived from the analysis of this satisfaction.
- Table 6-EOP.05. (*If applicable*) Plan for the incorporation of support staff.
- Last MV, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

## Criterion 5. LEARNING RESOURCES

**Standard.** The material resources, infrastructures and support services made available for the development of the degree are adequate according to the nature and modality of the degree, the students enrolled and the expected learning results, in accordance with the commitments included in the last verified report.

### Development in guidelines

**Guideline 5.1.** The material resources, infrastructures and services made available to students and teaching staff are sufficient and appropriate to the characteristics of the curriculum, the number of students and the teaching methods.

### Aspects to be assessed

- Degree of compliance with the resource provision established in the MV and, where applicable, in its amendments.
- Sufficiency and suitability of the material resources, and adjustment to the needs of the study programme's training activities to its mode of delivery: face-to-face, hybrid (or combined) and virtual (non-face-to-face).
- Application of the universal accessibility and design regulations established in Royal Legislative Decree 1/2013 of 29 November, article 2 k).
- Satisfaction of the different groups (students, graduates, academic and support staff) with the material resources of the study programme and, where appropriate, improvement actions implemented in the study programme as a result of the analysis of this satisfaction.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

**In the case of study programmes developed in the combined (or hybrid) and/or virtual (or distance) teaching modality, the following is also valued:**

- Capacity, security and operational stability of technological infrastructures.
- Effectiveness of the mechanisms in place to control the identity of students in the assessment processes in the case of distance learning. The correspondence of these mechanisms with that established in the last MV.
- Adequacy of the design of the technological infrastructures to the number of students, to the proposed training activities and to the expected learning results. The ease of access to these will be considered.
- Existence of effective technical support for students and teaching staff.
- Satisfaction of the different groups with the technological infrastructures and the teaching materials associated with them, and where appropriate, improvement actions implemented.

### **Minimum information on which the analysis is based**

---

#### **Evidence**

- Table 5-E0. (*If applicable*) Improvement plan follow-up document(s).
- Table 5-E09. Infrastructures available for the delivery of the study programme.
- Table 5-E10. (In the case of *virtual or non-face-to-face teaching*) Technological platform to support teaching.
- Table 6-EOP.06. (*if applicable*) Resourcing plan.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students, graduates and teaching staff on the material resources available for the study programme, and where applicable, actions derived from the analysis of this satisfaction.
- Good practices identified in the study programme.

**Guideline 5.2.** The academic, professional and mobility support and guidance services made available to students once enrolled are in line with the expected learning results and the degree modality and facilitate the teaching-learning process.

### **Aspects to be assessed**

- Actions for the reception and orientation of new students to facilitate their incorporation into the study programme.
- The organisation of the curricular itinerary (choice of subjects and possible further studies) in face-to-face, combined (hybrid) or virtual (distance) mode.
- Mobility programmes or actions offered and their scope<sup>6</sup>.
- Adequacy of mobility actions to the learning results of the study programme.
- Planning and coordination of mobility programmes or actions and their recognition and validation.
- Information provided to students participating in mobility programmes or actions.
- Satisfaction of the different groups (students, graduates, academic and support staff) with the academic, professional and mobility support and guidance services, and improvement actions, if any, implemented in the study programme as a result of the analysis of this satisfaction.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

### **Minimum information on which the analysis is based**

#### **Evidence**

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E11. Academic, professional and mobility support and guidance services for students, and student mobility indicators.

<sup>6</sup> Mobility actions will be focused on face-to-face bachelor's degrees and on university master's degrees whose nature implies mobility between several universities.

- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students, graduates and teaching staff on the academic, professional and mobility guidance services and, where applicable, actions derived from the analysis of this satisfaction.
- Last MV, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

### Indicators

- Percentage of students in the training programme who have undertaken mobility actions (distinguish between incoming and outgoing).

**Guideline 5.3.** In the event that the study programme includes external placements, these have been planned in accordance with the provisions of the last verified report and are appropriate for acquiring the degree's learning results.

### Aspects to be assessed

- Development of the planned external internship agreements.
- Adequacy of external placements to the learning results to be acquired by students in the study programme.
- Existence of mechanisms for the organisation, management, assessment and follow-up of external placements and, where applicable, validation for professional experience.
- Coordination between the person in charge of the academic placement tutoring and the person from the partner institution/company in charge of the tutoring.
- Satisfaction of students and graduates on the development of external placements and, where applicable, improvement actions implemented.
- In the event that in the last ex-post accreditation report or in the amendment reports after the last ex-pots accreditation there are any aspects of special follow-up or recommendations linked to this guideline, an assessment is made of how the university has dealt with these aspects.

## Minimum information on which the analysis is based

---

### Evidence

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E12. (In the case of *external placements, both compulsory and optional*) List of students and placement centres.
- Table 5-E15. Reports on the level of satisfaction of the main stakeholders with the study programme. If any, assessment/perception of students, graduates and teaching staff with regard to external placements and, if applicable, actions derived from the analysis of this satisfaction.
- Documentation accrediting recognition of external internships for professional experience, if any.
- Last MV, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.



## DIMENSION 3. RESULTS

### Criterion 6. LEARNING RESULTS

**Standard.** The learning results achieved by the graduates are in line with the curriculum, are coherent with the graduate profile and correspond to the level of the Spanish Qualifications Framework for Higher Education (MECES) of the study programme.

### Development in guidelines

**Guideline 6.1.** The training activities, teaching methodologies and evaluation systems used are adequate for students to achieve the expected learning results.

### Aspects to be assessed

- The training activities for each of the subjects contribute to the achievement of the intended learning results.
- The TFG/TFM are assessed in an appropriate manner, so that the acquisition of the learning results associated with the study programme can be verified.
- The evaluation system used in each of the subjects, for each of the modes of delivery of these - face-to-face, hybrid (or combined) or virtual (or non-face-to-face) - allows for a reliable assessment of the acquisition of the learning results envisaged in each of them.
- The satisfaction of students and graduates with the suitability of the training activities, their methodologies and the evaluation systems used in each of the subjects that make up the curriculum.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

### Minimum information on which the analysis is based

#### Evidence

- Table 1. Curriculum subjects and teaching staff.

- Table 2. Results of the subjects that make up the curriculum.
- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E13. Evaluation tests of the reference course.
- Table 5-E14. Final Degree or Master's Degree Projects in the reference year.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students and graduates on the training activities and evaluation system of the study programme and, where appropriate, actions derived from the analysis of this satisfaction.
- Last MV, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

**Guideline 6.2.** The learning results achieved meet the objectives of the training programme and are appropriate to their level in the MECES.

### Aspects to be assessed

- The documented evidence of the students' achievements in the different subjects, TFG/TFM, if applicable, external placements and the rest of the study programme's training activities, satisfactorily contribute to the acquisition of the learning results expected and to the level required by the study programme.
- In the event that the study programme qualifies for access to a regulated profession, the learning results achieved are in line with the guidelines established in the legal system for the qualifying study programme.
- The satisfaction of graduates and employers with the learning results acquired after completing the study programme.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

### Minimum information on which the analysis is based

#### Evidence

- Table 1. Curriculum subjects and teaching staff.

- Table 2. Results of the subjects that make up the curriculum.
- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E12. (*In case of external placements, both compulsory and optional*) List of students and placement centres.
- Table 5-E13. Evaluation tests of the reference course.
- Table 5-E14. Final Degree or Master's Degree Projects in the reference year.
- Table 5-E15. Reports on the level of satisfaction of the main stakeholders with the study programme. Results of surveys and/or other types of studies on the satisfaction of graduates and employers with the level of achievement of the learning results established for the study programme, and where applicable, improvement actions implemented as a result of the analysis of this satisfaction.
- Last MV, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

## Criterion 7. PERFORMANCE AND EXIT

**Standard.** The performance results of the study programme, the professional career of the graduates and the graduate profile are coherent with the training objectives and meet the social demands of their environment.

### Development in guidelines

**Guideline 7.1.** The results of the different performance indicators of the study programme are analysed and, if necessary, improvement actions are established.

### Aspects to be assessed

- The evolution of the global indicators (graduation, drop-out and efficiency rates) according to the subject area of the study programme and the characteristics of the student body.
- The evolution of the different indicators of success and performance of the subjects.
- The analysis of the indicators by those responsible for the study programme and, where appropriate, the improvement actions implemented with the aim of trying to improve the indicators obtained.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

### Minimum information on which the analysis is based

#### Evidence

- Table 2. Results of the subjects that make up the curriculum.
- Table 4. Evolution of indicators and global data of the study programme.
- Table 5-E0. Improvement plan follow-up document(s).
- Table 6-EOP.01. *(If available)* Studies carried out on the application of the university's continuance and/or progress regulations and their impact on the different graduation, drop-out, performance, etc. rates.
- Information from the SIGC and/or the different study programme committees in

which the study programme indicators are analysed and, where appropriate, improvement actions are established to try to improve the results indicators.

- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

### Indicators

- Graduation rate.
- Drop-out rate.
- Efficiency rate.
- Performance rate.
- Success rate.

**Guideline 7.2.** The graduate profile defined in the curriculum maintains its relevance and is updated according to the requirements of its academic, scientific and professional field.

### Aspects to be assessed

- Analysis procedures of various sources (key groups, reports drawn up by institutions, networks, research groups, etc.) to review the relevance and updating of the graduate profile to the requirements of their academic, scientific and professional field. Based on the above, the assessment of the implementation of actions within the training programme to update the graduate profile of students.
- In the definition of the graduate profile and its updating, the learning results obtained by the students have been considered, as well as the opinion of the agents involved in the study programme.
- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

## **Minimum information on which the analysis is based**

---

### **Evidence**

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E01. Minutes or documents of the review of the graduate profile.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of the stakeholders on the relevance and updating of the graduate profile and, if applicable, actions derived from the analysis of this satisfaction.
- Last MV, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

**Guideline 7.3.** The values of the indicators of labour market integration of graduates of the degree are appropriate to its socio-economic and professional context.

## **Aspects to be assessed**

---

- The carrying out of methodologically consistent studies that allow information to be obtained on the employability and labour market insertion of graduates.
- Analysis of the values of the labour market insertion indicators according to the characteristics and context of the study programme. In the case of research-oriented master's degrees, data can be provided on graduates who access a doctoral programme.
- Analysis of the perception of students and graduates on how the learning results acquired in the study programme contribute to their employability, to their integration into the labour market or to the improvement of their current employment.
- Analysis of the perception of the study programme's employers of its graduates.
- The university's actions in terms of employability and labour market insertion (internships, employment observatory, guidance, actions to update the academic and support staff of the study programme linked to entrepreneurship, etc.) that affect the results of the study programme and the improvement of the

employability of its graduates.

- In the event that in the verification reports, amendments, follow-up and ex-post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

## Minimum information on which the analysis is based

---

### Evidence

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E16. Reports on labour market results of graduates.
- Analysis and actions derived from the satisfaction of graduates in relation to the learning results acquired.
- Analysis and actions derived from the satisfaction of employers with the learning results of graduates.
- Actions implemented by the university in terms of employability and labour market integration of students and graduates.
- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

## INFORMATION FOR ANALYSIS IN THE EX-POST ACCREDITATION PROCESS: TABLES

The University's Self-Assessment report for the ex-post accreditation includes a series of tables whose aim is to organise and simplify the relevant information to analyse the degree, both by the University and by the external evaluation staff. The information contained in these tables will be an element that should help to support the assessments in the Self-Assessment reports and the external evaluation itself. Tables 1-4 are compulsory, Table 5 is a list of compulsory evidence and Table 6 is a list of optional evidence.

In the case of Bachelor's and Master's degree courses, the evidence tables developed incorporate the necessary indicators for the evaluation of this type of studies, as follows:

- **Table 1.** Curriculum subjects and teaching staff.
- **Table 2.** Results of the subjects that make up the curriculum.
- **Table 3.** Overall data on teaching staff participating in the study programme.
- **Table 4.** Evolution of indicators and global data of the study programme.
- **Table 5.** Mandatory complementary evidence. Distinguish between evidence that must be submitted with the IA and evidence that must be available during the site visit.
- **Table 6.** Optional complementary evidence. It is at the discretion of the university, depending on whether it needs to incorporate new elements to justify its Self-Assessment report.

In all tables, the university must indicate the timeframe (academic years, etc.) and scope (if applicable, centres, etc.) of reference of the evidence. Likewise, the IA should identify which criteria or guidelines support each of the evidences provided.



**ANNEX I. EVALUATION SUPPORT TABLES FOR EX-POST BACHELOR'S AND MASTER'S STUDY PROGRAMME ACCREDITATION**

**Table 1. Subjects of the curriculum and their teaching staff**

<i>(University logo)</i> <b>Table 1. Subjects and teaching staff of the study programme</b>						
<b>Acronym</b>		<b>Name of the study programme - Indicate if it belongs to a DTIE</b>			<b>Course 20XX/XX</b>	
		<b>Name of the center or site</b>				
		<b>Mode</b>				
<b>SUBJECT</b> <i>(subject's name)</i>		<b>CODE</b> <i>(No.)</i>	<b>Type</b> <i>(undergraduate/postgraduate)</i>	<b>COURSE</b>	<b>ECTS</b> <i>(No.)</i>	
Teaching guide in Catalan		Teaching guide in Spanish		Teaching guide in English		
Lecturer/s	Academic category	Area of knowledge	No. Of TFG/TFM directed	Total of teaching hours in the subject	Total of teaching hours in the university	Link to the CV
<b>SUBJECT</b> <i>(subject's name)</i>		<b>CODE</b> <i>(No.)</i>	<b>Type</b> <i>(undergraduate/postgraduate)</i>	<b>COURSE</b>	<b>ECTS</b> <i>(No.)</i>	
Teaching guide in Catalan		Teaching guide in Spanish		Teaching guide in English		
Lecturer/s	Academic category	Area of knowledge	No. Of TFG/TFM directed	Total of teaching hours in the subject	Total of teaching hours in the university	Link to the CV
<b>SUBJECT</b> <i>(subject's name)</i>		<b>CODE</b> <i>(No.)</i>	<b>Type</b> <i>(undergraduate/postgraduate)</i>	<b>COURSE</b>	<b>ECTS</b> <i>(No.)</i>	
Teaching guide in Catalan		Teaching guide in Spanish		Teaching guide in English		
Lecturer/s	Academic category	Area of knowledge	No. Of TFG/TFM directed	Total of teaching hours in the subject	Total of teaching hours in the university	Link to the CV
<b>SUBJECT</b> <i>(subject's name)</i>		<b>CODE</b> <i>(No.)</i>	<b>Type</b> <i>(undergraduate/postgraduate)</i>	<b>COURSE</b>	<b>ECTS</b> <i>(No.)</i>	
Teaching guide in Catalan		Teaching guide in Spanish		Teaching guide in English		
Lecturer/s	Academic category	Area of knowledge	No. Of TFG/TFM directed	Total of teaching hours in the subject	Total of teaching hours in the university	Link to the CV

## Additional information

*Table 1 Curriculum subjects and their teaching staff* lists the subjects included in the curriculum with the teaching staff who taught them in the reference year.

- The table must be filled in separately for each centre if the study programme is taught in several affiliated centres or sites and for each teaching modality, if any.
- In the *Type* column you must specify whether the subject is Basic Training (Bachelor's Degree), Compulsory, Optional, Complementary Training (Master's Degree), subject of the course of adaptation to the Bachelor's Degree, External Practices (indicating whether they are compulsory or optional), Final Degree/Master's Degree Project.
- In the section *Link to teaching guides*, the guides corresponding to the complete reference course must be provided by means of a link (or similar).
- In the column *Number of Bachelor's or Master's Degree Final Projects supervised in the reference academic year*, the number of TFG/TFM supervised in the degree by the lecturer must be specified. If a lecturer supervises TFG/TFM in several degrees, only the number of projects supervised in the degree being assessed must be indicated.



## Additional information

*Table 2. Results of the subjects that make up the curriculum* requests information on the number of students enrolled in the reference year, as well as the results of student performance in the evaluation of these subjects.

- The table must be filled in separately for each centre if the degree is taught in several affiliated centres or sites and for each teaching modality, if any.
- If the same subject is divided into several groups, the university can make a weighted average of all the groups.
- The column *Subject performance rate* should indicate the percentage of students who pass the subject out of the total number of students enrolled, irrespective of whether they sit the evaluation of the subject.
- The information in the table is complemented by two columns, *Percentage of failures* and *Percentage of no-shows*, in which the total number of enrolments can be broken down.
- The *Success rate* column indicates the total number of students who sit the evaluation and the percentage of students who pass it.
- The information on the performance indicators - in the columns from the section *Performance rate onwards* - excludes students whose credits in this subject have been recognised, adapted or validated.

**Table 3-A. Dedication of the teaching staff to teaching**

<i>(University logo)</i> <b>Table 3-A. Overall data on teaching staff who have taught on the study programme</b>														
<b>Acronym</b>	<b>Name of the study programme - Indicate if it belongs to a DTIE programme</b>													
	<b>Name of the centre or site</b>													
<b>Mode</b>														
<b>Teaching staff / Academic year</b>	<b>Course 20XX/XX</b>		<b>Course 20XX/XX</b>		<b>Course 20XX/XX</b>		<b>Course 20XX/XX</b>		<b>Course 20XX/XX</b>		<b>Course 20XX/XX</b>		<b>Course 20XX/XX</b>	
	No.	ECTS*	No.	ECTS*	No.	ECTS*	No.	ECTS*	No.	ECTS*	No.	ECTS*	No.	ECTS*
<b>No. of University Professors (CU)</b>														
<b>No. of University School Professors (CU)</b>														
<b>No. of tenured university lecturers (TU)</b>														
<b>No. of Tenured Lecturers (TEU)</b>														
<b>No. of Ph.D. Contracted Teaching Staff (PCD) / Permanent Staff (PPL)</b>														
<b>No. Of Ph.D. assistant lecturers (PAD)</b>														
<b>No. of teaching assistants</b>														
<b>No. of Collaborating Teachers (PC)</b>														
<b>No. of Associate Professors</b>														
<b>No. (Other categories: specify if visiting professor, emeritus professor, etc.)</b>														
<b>Total number of teaching staff in the study programme</b>														
<i>Total no. of permanent teaching staff - % of total teaching staff</i>														
<i>Total no. of PhD holders - % of total teaching staff</i>														
<i>No. of teaching staff accredited by non-civil servant Quality Agencies**.</i>														
<i>Total number of six-year periods</i>														
<i>Total number of five-year periods</i>														

\*The ETCS data refer only to the teaching of subjects; they do not include the dedication to external internships or the tutoring of TFG/TFM.

\*\*Teachers who have the accreditation that qualifies them to exercise a specific position, their profile being different in the reference period.



### Additional information

In *Tables 3-A* and *3-B* the following aspects should be taken into account:

- The table must be filled in separately for each centre if the degree is taught in several affiliated centres or sites and for each teaching modality, if any.
- In the case of private universities, a document should be drawn up that addresses the categories of teaching staff established at the university. Subsequently, the table must be completed in accordance with these categories. Similarly, those private universities that do not have a signed agreement with the National Evaluation Commission on Research Activities (CNEAI) must indicate the way in which the university determines the research experience of its teaching staff. All this information should be included, where appropriate, as additional evidence.
- For each category, the university may make any further clarifications it deems appropriate in the form of additional information.
- In the case of degrees that are renewing their accreditation for the first time, the data must be completed from the first year of implementation of the degree until the reference year.
- In the case of degrees undergoing a second or subsequent accreditation renewal process, data must be provided from the following academic year for which data were provided in the last accreditation process.

**Table 4-A. Evolution of indicators and global data of the study programme**

<i>(University logo)</i>								
<b>Table 4-A. Evolution of indicators and global data</b>								
<i>Name of the study programme - Indicate if it belongs to a DTIE programme</i>								
<i>Name of affiliated centre or site</i>								
<i>Modality</i>								
<b>Basic data</b>		<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>
Offer of new entry places in the MV								
No. of incoming students*								
No. of incoming students (SIIU)**								
No. of students with credit recognition of more than 30 ECTS credits								
No. of students enrolled								
No. of graduate students								
No. of places per year (for degree adaptation courses)								
Ratio no. of students/teacher								
*New students are all those who have enrolled for the first time, regardless of the year and number of ECTS credits.								
**New SIIU students are considered to be those students enrolled for the first time in the corresponding academic year, except those who have obtained a credit recognition of more than 30 ECTS credits.								
<b>Indicators**</b>		<b>Verified Report</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>	<b>Course 20XX/XX</b>
<i>Calculation basis: entry cohort. Full-time SIIU population</i>	<b>Graduation rate</b>							
<i>Calculation basis: entry cohort. Total population</i>	<b>Dropout rate</b>							
<i>Calculation basis: graduation promotion</i>	<b>Graduation efficiency rate</b>							
<i>Calculation basis: ECTS enrolled</i>	<b>Academic performance rate</b>							

(\*\*) The definition of the indicators and how they are calculated can be found in Annex III.

**Source/s:**



**Table 4-B. Stakeholder satisfaction**

(University logo) <b>Table 4-B. Stakeholder satisfaction</b> Name of the study programme - Indicate if it belongs to a DTIE programme Name of affiliated centre or site Modality												
Overall satisfaction	Course 20XX/XX	Course 20XX/XX	Course 20XX/XX	Course 20XX/XX	Course 20XX/XX	Course 20XX/XX	Course 20XX/XX	Course 20XX/XX	% Participation last course	Total final degree last course	% University participation * last course	Total University* last course
Overall satisfaction of students with the degree												
Degree of student satisfaction with the general organisation of the curriculum												
Level of student satisfaction with teacher performance												
Level of student satisfaction with the facilities**												
Overall level of student satisfaction with public information												
Overall level of satisfaction of graduates with the degree												
Overall level of satisfaction of the teaching staff with the degree												
Overall level of satisfaction of the administrative and service staff with the degree												
Overall level of satisfaction of employers with the degree												

\*Data calculated taking into account only the total number of bachelor's degrees, the total number of master's degrees or the total number of doctorates (e.g. if the degree to be evaluated is a bachelor's degree, the data referred to in this column will be the total number of degrees at the University).

\*\*Classrooms, facilities, study halls, laboratories, computer rooms, etc.

Source/s:

## **Additional information**

In order to fill in *Tables 4-A* and *4-B*, the following should be considered:

- If the degree is taught in several centres or affiliated sites, a separate table must be filled in for each centre and for each teaching modality, if any. In addition, global data can be provided for all the centres.
- Graduation and drop-out rates are calculated according to the definition established in the catalogue of University Academic Performance Indicators of the Integrated University Information System (SIIU).
- In any case, if the university deems it appropriate, additional information can be provided to contextualise the rates according to the SIIU indicators - through the graduation rate with a delay of years, change of study, etc. The university can also contextualise the indicators for full-time and part-time enrolled students, face-to-face versus hybrid (or combined) or virtual (or non-face-to-face) students, as well as any other considerations it wishes to indicate. All this complementary information can be attached to the table and explanation provided in the Self-Assessment report in guideline 7.1, which can also be complemented with actions implemented as a result of these analyses.
- Efficiency and performance rates are calculated according to the definition established in the SIIU. Similarly, if the university would like to introduce any additional indicator to contextualise these rates, such as the success rate, this information can be attached in *Table 4-A* and *Table 4-B* and in the explanation provided in the IA in guideline 7.1.
- For degrees renewing their accreditation for the first time, tables 4-A and 4-B must be completed from the first year of implementation of the degree until the reference year.
- For those renewing their accreditation for a second or subsequent accreditation, data must be provided from the next course for which data were provided in the last accreditation process.

**Table 5. Compulsory complementary evidence**

Code	Guideline	Evidence	
E0	N/A	<p>Document explaining the degree of implementation of the improvement plan (in the event that the degree has established an improvement plan as a consequence of the previous ex-post accreditation).</p> <p><b>E0. Improvement plan follow-up documents.</b></p>	IA
E01	7.2	<p>Minutes, reports or other documents containing the conclusions of the internal and external consultation procedures to assess the relevance and updating of the actual graduate profile of the degree students. (period considered-degree).</p> <p><b>E01. Graduate profile review minutes or documents.</b></p>	IA
E02	1.3	<p>Minutes, reports or other types of documents that include the mechanisms, agreements and conclusions of the coordination between subjects, or equivalents, both of the global, theoretical and practical aspects (period considered-degree).</p> <p><b>E02. Minutes or documents referring to teaching coordination.</b></p>	IA
E03	1.4 7.1	<p>Access and admission criteria established by the degree and results of their application by type of access, including, where applicable, the degree of origin (period considered-degree).</p> <p><b>E03. Results of the application of the admission criteria.</b></p> <p><i>Note: The visiting panel may choose a series of favourable resolutions or reports to assess, during the site visit, the adequacy of the application of the admission criteria (period considered-degree).</i></p>	IA
E04	1.5	<p>List of students who have obtained credit recognition for other university degrees, work experience, own degrees, non-university higher education. If applicable, the degree from which the recognition was obtained must be indicated (period considered-degree).</p> <p><b>E04. Students who have obtained credit recognition.</b></p> <p><i>Note: The visiting panel may choose a series of favourable resolutions or reports to assess, during the visit, the adequacy of the recognition carried out (period considered-degree).</i></p>	IA
E05	3.1	<p>Procedures and records of the Internal Quality Assurance System in relation to the following aspects of the degree: design, review and improvement of its objectives and competences, management and treatment of student complaints, student support and guidance mechanisms, and collection and analysis of results and indicators (period considered-degree).</p> <p><b>E05. Documentation of the Internal Quality Assurance System.</b></p>	IA

E06	4.1	<p><i>(In the case of private universities)</i> Document explaining the categories of teaching staff at the university. This must be attached to the <i>table Structure of teaching staff teaching on the study programme</i>.</p> <p><b>E06. Structure of the teaching staff teaching on the degree.</b></p>	IA
E07	4.1	<p>Existence of teaching innovation and improvement plans or pedagogical training plans for teaching staff, mobility programmes for teaching staff, training courses on computer platforms, etc. and participation of teaching staff in them (period considered-study programme).</p> <p><b>E07-A. List of teaching innovation and improvement projects.</b>  <b>E07-B. Pedagogical training of teaching and research staff.</b>  <b>E07-C. Teaching staff mobility programmes.</b></p>	IA
E08	4.2	<p><i>(In the case of study programmes with a significant practical workload)</i> Brief description of the support staff, their training and updating, mainly linked to the performance of practical activities, except for those corresponding to the central services of the university (administration and concierge services, library, etc.).</p> <p><b>E08. List of technical support staff involved in the study programme's practical activities.</b></p>	IA
E09	5.1	<p>Brief description of the infrastructures (classrooms, laboratories, video-conference, etc.) available to teach the degree.</p> <p><b>E09. Infrastructures available to teach the degree.</b></p>	IA
E10	5.1	<p><i>(In the case of non-classroom teaching)</i> Brief description of the technological platform supporting teaching, as well as the teaching materials used in the teaching process.</p> <p><b>E10. Technological platform to support teaching.</b></p> <p><i>Note: the Visiting Panel will have access to these resources during the degree evaluation period.</i></p>	IA
E11	5.2	<p>Brief description of the academic, professional and student mobility support and guidance services.</p> <p><b>E11-A. Academic, professional and mobility support and guidance services for degree students.</b>  <b>E11-B. Mobility indicators of the degree's students.</b></p>	IA
E12	5.3 6.2	<p><i>(In the case of both compulsory and optional external placements)</i> List of students who have carried out external placements and the centres where they have done them, and the reports on the placements carried out.</p> <p><b>E12. List of students and placement centres</b> (reference year of the period considered - degree).</p> <p><i>Note: the Visiting Panel may choose internship reports to assess, during the visit, the acquisition of competences (period considered-degree).</i></p>	IA

E13	6.1 6.2	<p>Examinations or other assessment tests taken in each of the reference subjects. They must correspond to the reference year of the period under consideration.</p> <p><b>E13. Assessment tests of the reference year.</b></p> <p><i>Note: the panel chooses the subjects for which the examinations or other evaluation tests are to be submitted, in order to assess, during the visit, the application of the evaluation criteria or the acquisition of the learning results (period under consideration-degree).</i></p>	Visit
E14	6.1 6.2	<p>List of TFG or TFM of the reference course of the period considered-degree.</p> <p><b>E14. Final Degree or Master's Thesis of the reference year.</b></p> <p><i>Note: the Visiting Panel may choose TFG or TFM works in order to assess, during the visit, the acquisition of competences (period considered-degree).</i></p>	Visit
E15	7.2	<p>Reports or other types of documents to ascertain the satisfaction of the degree's stakeholders (specific surveys, <i>focus groups</i>, etc.).</p> <p><b>E15. Reports on the degree of satisfaction of the main stakeholders with the degree.</b></p>	IA
E16	7.2	<p>Reports or other types of documents that include studies on labour market results or employability data on graduates of the degree.</p> <p><b>E16. Reports on labour market results of degree graduates.</b></p>	IA
E17	1.5	<p>University or faculty regulations on continuance and/or progress.</p> <p><b>E17. University or faculty regulations on continuance and/or progress.</b></p>	IA
E18	1.5	<p>Regulations governing external placements and final degree or master's degree projects.</p> <p><b>E18. Regulations governing external placements and final TFG/M.</b></p>	IA
E19	1.4	<p>Admission tests used in the selection system established in the degree programme.</p> <p><b>E19. Degree admission tests.</b></p>	IA
E20	1.5	<p>Specific training itinerary based on the subjects considered essential in the respective curricula of each of the degrees involved in the DTIE.</p> <p><b>E20. Structure and recognition of ECTS of the DTIE.</b></p>	IA

## **Additional information**

Table 5 includes other mandatory evidence that must be available during the evaluation process.

- The evidence marked as *IA* must be integrated into the Self-Assessment report that the university provides to the AQUIB. In addition, those marked with the reference site *visit* must be available during the Panel's site visit.
- The timeframe (academic years) and scope (if applicable) the reference centres of the evidence must be detailed.
- The table indicates in which guidelines each piece of evidence could fit, distinguishing whether the guidelines correspond to the first renewal of accreditation, or to the second or subsequent renewals of accreditation.
- The *reference academic year*: in the case of degrees undergoing accreditation renewal for the first time, this period refers from the first academic year of implementation to the reference academic year. Likewise, the information to be provided in the second or subsequent renewals of accreditation is that from the subsequent academic year for which information was provided in the *IA* of the previous ex-post accreditation up to the reference academic year.

## **Additional information on E03**

This evidence is linked to guideline 1.4 for both degrees undergoing the first ex-post accreditation and degrees undergoing second or subsequent reviews.

- The *IA* must include a reference to the type of students admitted to the degree, indicating their degrees of origin.
- If in university Master's degrees there are students who have accessed the degree with an entry profile different to that established in the last *MV*, it must be indicated whether they have taken some type of training (complementary training, leveling modules, etc.).
- If the student's degree of origin does not correspond to the one established in the last *MV*, but the work experience has been a determining factor for the student to be admitted to the master's degree, this aspect can be pointed out in section 1.4 of the *IA*.
- Depending on the characteristics of the degree, the Panel may request, as evidence, further information on the previous training/experience of students who have entered the degree in the evaluation period under consideration.

**Table 6. Optional complementary evidence**

Code	Guideline	Evidence
EOP.01	1.5 7.1	If available, studies carried out on the application of the university's regulations on continuance and/or progress and their impact on the different graduation, dropout, performance, success rates, etc.
EOP.02	2.3	Intranet, Virtual Campus or other similar learning resources made available to students (in the case of <b>combined or distance learning, access to these resources by the panel of experts is mandatory</b> ).
EOP.03	3.1	Documents reflecting whether the implemented SGIC is periodically reviewed or audited to analyse its suitability for the analysis of the degree and, if appropriate, an improvement plan is proposed to optimise it.
EOP.04	4.4	Plan for the recruitment of academic staff (period under consideration-degree).
EOP.05	5.1 5.6	Plan for the incorporation of support staff (period considered-degree).
EOP.06	5.2 5.3 5.6	Resourcing plan (period under consideration - degree).

### Additional information

The university may provide other types of complementary evidence that it considers appropriate. In this case, the timeframe (academic years) and scope (if applicable, centres...) of reference of the evidence must be indicated.

## ANNEX II. MINIMUM INDICATORS FOR THE QUALITY ASSESSMENT OF BACHELOR'S AND MASTER'S DEGREE UNIVERSITY COURSES

Indicator	Table-Evidence	Dir.	Follow-up	Renewal of Accreditation
Percentage of students according to their entry profile and origin of their studies.	Table 5 - E03	1.4	X	X
Percentage of students with complementary training.	Table 5 - E03	1.4	X	X
Number of suggestions and complaints dealt with.	Table 5 - E05	3.1	X	X
Percentage of teaching staff with doctorates.	Table 3A	4.1	X	X
Percentage of permanent teaching staff.	Table 3A	4.1	X	X
Total number of six-year periods of the degree's teaching staff	Table 3A	4.1	X	X
Ratio of students enrolled/teacher.	Table 4A	4.1	X	X
Percentage of students of the training programme who have carried out mobility actions (incoming/outgoing).	Table 5 - E14	5.2	X	X
Graduation rate.	Table 4-A	7.1	X	X
Dropout rate.	Table 4-A	7.1	X	X
Efficiency rate.	Table 4-A	7.1	X	X
Performance rate.	Table 4-A	7.1	X	X
Student satisfaction with studies.	Table 4-B	7.1		X
Satisfaction of the teaching staff with the studies.	Table 4-B	7.2		X
Satisfaction of support staff.	Table 4-B	7.2		X
Satisfaction of the graduates community.	Table 4-B	7.2		X
Satisfaction of the employers' community.	Table 4-B	7.2		X
Employability rate.	Table 5-E18	7.3		X



**ANNEX III. PUBLIC INFORMATION ON BACHELOR'S DEGREE COURSES AND MASTER'S  
 STUDY PROGRAMMES**

INFORMATION ABOUT THE STUDY PROGRAMME TRAINING OFFER
Name of the study programme.
Centre responsible for the study programme.
In the case of joint degrees, the centres where the study programme is taught.
In the case of joint study programmes, the agreement that regulates it.
Branch of knowledge and/or field of knowledge.
Type of teaching (face-to-face, hybrid or combined, virtual or non-face-to-face).
Number of new places offered.
Minimum number of ECTS of enrolment per student per academic year.
Languages in which the study programme is taught.
Information available in English.
Objectives of the study programme.
Professional opportunities.
<i>(If applicable)</i> Regulated profession for which the qualification qualifies.
List of learning results to be acquired by the students.
Recommended profile for new students.
Specific requirements and admission criteria.
Pre-enrolment information, including information on pre-enrolment and enrolment deadlines and procedures.
Scholarships and grants available.
<i>(If applicable)</i> Information on adaptation courses.
Rules of access, continuance, transfer and recognition of credits.
Organisational structure for teaching.
Composition of the Academic Committee.
Information on the Tutorial Action Plan.
Information on external placements.

Information on mobility programmes (objectives, general regulations, mobility grants or scholarships).
Information on job placement (companies, universities and other institutions).
Regulations for the preparation and presentation of the TFG/TFM.
General services (Digital Campus, CTI, Student Services, SRI, OCDS, SCT, OSR, U. Office of Support for People with Special Needs, etc.).
Library and documentation, specific laboratories, practical classrooms.
Virtual platforms.
Public information on the subjects: type of subject (basic/compulsory/optional), ECTS credits, language of instruction, teaching guide document, objective, learning results, programme (content, evaluation), bibliographic resources, tutorials, general timetable, assessment timetable.
Public information on teaching staff: contract status, PhD, CV, contact details, subjects taught.
Public information on academic indicators: students enrolled, graduation rates, dropout rates, performance, efficiency, stakeholder satisfaction indexes.

### INFORMATION ON THE INTERNAL QUALITY ASSURANCE SYSTEM

Quality policy.
Responsible for the quality management of the training programme (CGQ).
Documentation of the SIGC or link (manual, procedures, etc.).
Link to RUCT.
Latest MV and internal and external verification and follow-up reports and accreditation renewal reports.
Updated degree improvement plan.
TFG/TFM submitted during the last academic years.
Information on the procedure for suggestions or complaints.
Information on stakeholder satisfaction.

## ANNEX IV. MAIN AMENDMENTS

### Version 0

- This document is created from the merger of the documents *Criteria and guidelines for evaluation in the follow-up and ex-post accreditation of official Bachelor's and Master's degree courses (version 0)* and the *self-evaluation Guide: Ex-post accreditation of official Bachelor's, Master's and Doctoral degrees (version 4)*.
- The content is adapted to Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.
- The content of the document is harmonised with the *Protocol of evaluation for the follow-up and ex-post accreditation of official university bachelor's and master's degrees* drawn up by REACU, reformulating the nomenclature and wording of some of the criteria.
- The wording of each of the items of the semi-quantitative rating scale (A, B, C and D) is reworded for a better understanding of each of its elements.
- A general revision of the drafting is carried out, and various corrections are made. During the drafting of the document, attention has been paid to the use of inclusive language.
- The criteria are revised and the following changes are applied, which are shown in the table below with respect to the previous version. In relation to the guidelines, the main novelties are the integration of the teaching support staff in criterion 4, the transversal integration of guideline 7.2 *Stakeholder satisfaction* and, finally, guideline 7.1 linked to the degree indicators, which was previously referenced to the estimates made in the verified report.

PREVIOUS VERSION	CURRENT VERSION
Criterion 1: Organisation and development.	Criterion 1: Degree management.
Criterion 2: Information and transparency.	Criterion 2: Information and transparency.
Criterion 3: Internal Quality Assurance System.	Criterion 3: Quality assurance, review and improvement.
Criterion 4: Academic staff.	Criterion 4: academic and teaching support staff.
Criterion 5: Support staff, material resources and services.	Criterion 5: Learning resources.
Criterion 7: Satisfaction and performance indicators.	Criterion 7: Performance and Exit