



# GUIDE TO THE ACCREDITATION OF UNIVERSITY BACHELOR'S AND MASTER'S DEGREE PROGRAMMES

This document sets out the standards and criteria for the accreditation of university bachelor's and master's degrees. Its aim is to guide non-institutionally accredited university centres through the internal self-assessment process and the committees that assess whether the standards and criteria have been met.





# GUIDE TO THE ACCREDITATION OF UNIVERSITY BACHELOR'S AND MASTER'S DEGREE PROGRAMMES

This guide has been drawn up in accordance with the precepts of Royal Decree 822/2021, of 28 September, establishing the organisation of university education and the procedure for quality assurance, and in accordance with the provisions of Section 4a, Accreditation renewal, on degree programmes taught in non-institutionally accredited university centres.

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# CONTENTS

<b>INTRODUCTION</b> .....	<b>6</b>
Reference framework and regulations.....	7
Structure of the guide.....	9
<b>1. QUALITY OF THE DEGREE PROGRAMME</b> .....	<b>14</b>
1.1 Intended learning outcomes and curriculum.....	15
1.2 Admission and available places.....	16
1.3 Implementation of the curriculum.....	17
1.4 Regulations.....	18
Rubrics.....	20
<b>2. RELEVANCE OF PUBLIC INFORMATION</b> .....	<b>22</b>
2.1 Public information on the degree programme.....	22
2.2 Public information on the outcomes of the degree programme.....	23
Rubrics.....	24
<b>3. EFFECTIVENESS OF THE INTERNAL QUALITY ASSURANCE SYSTEM</b> .....	<b>25</b>
3.1 Implementation of teaching and learning processes.....	25
3.2 Data collection and results.....	26
3.3 Review of the IQAS.....	27
Rubrics.....	28
<b>4. SUITABILITY OF TEACHING STAFF FOR THE DEGREE PROGRAMME</b> .....	<b>30</b>
4.1 Teaching staff profile and teaching assignments.....	30
4.2 Number of teaching staff.....	33
4.3 Teacher training.....	34
Rubrics.....	35
<b>5. EFFECTIVENESS OF LEARNING SUPPORT SYSTEMS</b> .....	<b>38</b>
5.1 Teaching support staff.....	38
5.2 Guidance services.....	39
5.3 Material resources.....	40
Rubrics.....	42
<b>6. QUALITY OF THE DEGREE PROGRAMME RESULTS</b> .....	<b>44</b>
6.1 Learning outcomes achieved.....	44
6.2 Training activities, teaching methodology and assessment system.....	46
6.3 Academic performance and employment outcomes.....	48
Rubrics.....	49
<b>ANNEX 1. EVIDENCE AND INDICATORS</b> .....	<b>53</b>
<b>ANNEX 2. EVIDENCE FOR ASSESSING LEARNING OUTCOME ACHIEVEMENT</b> .....	<b>58</b>
<b>ANNEX 3. CHANGES TO SECOND EDITION</b> .....	<b>60</b>

## INTRODUCTION

The regulatory framework regards the accreditation of degree programmes taught at non-institutionally accredited universities as an administrative process or procedure that fulfils a legal mandate and makes official the academic qualifications (degrees) awarded by universities to their students. In regulatory terms, the purpose of accreditation is therefore to **ensure that degree programmes offered by university institutions meet the formal or administrative requirements regulated by the relevant authority, and that the level of education attained by graduates matches the level certified by the institution**. For this purpose, the following aspects must be ensured:

- > The degree fulfils the legal requirements set by the relevant authority (degree title, number of ECTS credits, curriculum structure, admission criteria and requirements, etc.).
- > The degree's academic curriculum meets, in terms of the established competence profile, the specifications laid out in the Spanish Higher Education Qualifications Framework (MECES) and the Catalan Higher Education Qualifications Framework (MCQES) in accordance with the level of the degree, and the disciplinary knowledge at its core is updated and relevant.
- > The degree has been developed using suitable resources: teaching staff, learning support services, infrastructure and material resources.
- > The certificates awarded are subject to suitable, appropriate procedures for assessing student achievement and correspond to the standard require.
- > The academic pathways of progression and graduation, as well as employability of graduates, fall in line with the characteristics of the students and the potential afforded by the labour market.
- > The degree has internal assurance mechanisms in place to guarantee regular review of the educational process centred on the continual improvement of its students' education.

The degree programme accreditation model laid out in this guide falls within AQU Catalunya's framework for the ex-ante assessment, monitoring, modification and accreditation of recognised degrees, which promotes continuous assessment of degree programme performance and a culture of quality and accountability. Thus, in addition to its main aim of ensuring equivalence between the education received and the European qualification level, it also strives to:

- > Ensure the quality of the degree programmes offered in accordance with the qualification levels established and the criteria set out in current regulations.
- > Assure availability of valid, reliable information to assist users of the university system in decision-making.

- > Facilitate internal quality improvement processes in relation to the services and programmes developed by Catalan universities.

In order to achieve these aims, the guide adheres to the following premises:

- > **International equivalence.** As an acknowledged agency and a member of European quality assurance bodies (ENQA, EQAR), AQU Catalunya must adopt assessment guidelines and criteria in accordance with this status (in line with the ESGs, 2015).
- > **Involvement of each institution in the assessment of evidence and the determination of improvement actions.** Internal validation, or self-assessment, is a key part of the process. The improvement plan that structures and sets the timetable for the actions to be carried out is based on verifiable qualitative and quantitative information drawn from an internal quality assurance system.
- > **Integration of accountability and continual improvement** as a means of incorporating internal and external requirements.
- > Specific attention to students' academic achievements, vital evidence as to the quality of education.
- > Recognition of progress, best practices and outstanding quality as an indication of the need to accept the principle that accreditation should foster continual improvement of degree programmes.
- > **Transparency and disclosure of processes and results, an essential goal for ensuring the credibility of decisions.** This also implies that institutions are guaranteed the right to defend their final decisions in an appeals process.

## Reference framework and regulations

Below are the main points of reference taken into account when drawing up this guide:

- > **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)<sup>1</sup>.** Reference document for quality assurance institutions and agencies for the design, implementation and review of internal and external quality assurance systems in higher education.
- > **Framework for the ex-ante assessment, monitoring, modification and accreditation of**

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<sup>1</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Brussels: ENQA, 2015.

**recognised degrees**<sup>2</sup>. This framework sets out AQU Catalunya's position on the different assessment processes concerning recognised degree programmes and establishes the common framework within which the ex-ante assessment, monitoring, modification and accreditation processes are interrelated.

- > **Standards and Criteria for the Quality Assessment of University Bachelor's and Master's Degrees**<sup>3</sup>. Document that sets out the standards and criteria that AQU Catalunya applies in the quality assessment of university degree programmes.
- > **Guide to the Institutional Accreditation of University Centres**<sup>4</sup>. Document that sets out the standards and criteria for the institutional accreditation of university centres.

From a regulatory point of view, the guide fulfils the requirements of Royal Decree 822/2021, of 28 September, establishing the organisation of university education and the procedure for quality assurance, which redefined the organisation and structures of official university education. In this regard, it stipulates that "university centres that are not institutionally accredited must renew the accreditation of official university degrees in accordance with the procedure set by each autonomous community in relation to the universities within its purview".

Royal Decree **640/2021, of 27 July, on the creation, recognition and authorisation of universities and university centres, and institutional accreditation of university centres**<sup>5</sup> should also be borne in mind since it refers to the institutional accreditation of university centres.

Finally, degree curricula must be respectful of democratic principles and values and be aligned with the **Sustainable Development Goals (SDGs)**<sup>6</sup> of the 2030 Agenda, in order to work towards achieving these goals. Therefore:

- > Institutions must ensure respect for human and fundamental rights; democratic values; the freedom of thought and academic freedom; tolerance and recognition of and respect for diversity; equality for all citizens; inclusion and the elimination of discriminatory content or practices, and a culture of peace and participation.
- > They must also ensure gender mainstreaming in all university teaching and, specifically, in the curriculum of bachelor's and master's degrees, in accordance with Article 28 of Law

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<sup>2</sup> AQU Catalunya. Framework for the ex-ante assessment, monitoring, modification and accreditation of recognised degrees (Barcelona, 2016)

<sup>3</sup> AQU Catalunya. Standards and Criteria for the Quality Assessment of University Bachelor's and Master's Degrees (Barcelona, 2022)

<sup>4</sup> AQU Catalunya. Guide to the Institutional Accreditation of University Centres (Barcelona, 2021)

<sup>5</sup> Royal Decree 640/2021 of 27 July on the creation, recognition and authorisation of universities and university centres, and institutional accreditation of university centres. Ministry of Universities. BOE 179 (28.07.2021)

<sup>6</sup> Sustainable Development Goals, United Nations, 2015

17/2015. Additionally, they must include specific educational content on gender-based violence on the curriculum of bachelor's and master's degrees, especially in degrees that may have a greater impact on compliance with the aforementioned law, in accordance with Article 17 of Law 5/2008, of 21 April, on the right of women to eradicate gender-based violence, amended by Law 17/2020, of 22 December.

- > They must have measures in place to promote universally accessible curricula designed for all, guaranteeing the rights of people with disabilities, in accordance with the second final provision of the revised text of the General Law on the Rights of People with Disabilities and their Social Inclusion, approved by Royal Legislative Decree 1/2013, of 29 November.
- > Finally, curricula are expected to address climate change, in accordance with Article 35.2 of Law 7/2021, of 20 May, on climate change and the energy transition.

## Structure of the guide

The guide is structured into six sections, corresponding to the six dimensions of accreditation assessment:

- > 1. Quality of the degree programme
- > 2. Relevance of public information
- > 3. Effectiveness of the internal quality assurance system
- > 4. Suitability of teaching staff for the degree programme
- > 5. Effectiveness of learning support systems
- > 6. Quality of the degree programme results

These dimensions are directly related to the standards set out in *Standards and Criteria for the Quality Assessment of University Bachelor's and Master's Degrees*, which are in turn linked to those described in *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG), both mentioned above. The relationship between the guide's dimensions and these standards is shown in **Table 1. Relationship between the dimensions of the guide, its standards and the corresponding ESG 2015 standards.**

For each dimension, the guide describes the standards and sub-standards that the degree programme must demonstrably achieve in order to receive a favourable accreditation report. Each dimension, in turn, is divided into sub-dimensions. These explain what will be assessed to ensure achievement of the quality standards. **They also propose, as a guideline, a list of evidence and indicators that can be provided by degree programmes to demonstrate this achievement.** The evidence and indicators have been selected from the list of evidence, indicators and data included in the above-mentioned *Guide to the Institutional Accreditation of University Centres*. This

information **should refer to the results of the degree programme**. As for the proposed institutional evidence and indicators, these too should be used **in the context of the degree programme, provided that they are relevant in demonstrating achievement of the standards for the degree programme being accredited**.

Not all the proposed evidence carries the same weight when checking or deciding on whether the standard has been met. In addition, depending on the nature, history and processes in place, the evidence may differ from that suggested here. However, the evidence submitted by the centre must be enough to determine the level of compliance with the standards.

Where possible, evidence should cover the entire period between accreditations. Degree programmes should not produce evidence and indicators expressly for the accreditation process; on the contrary, they should provide AQU Catalunya with the documentation and indicators they use and generate in their day-to-day activities. In this regard, they may provide evidence in the form of links to public sites or access to the applications in which the information is stored.

For each sub-dimension, where appropriate, the guide presents possible indicators to demonstrate how well the standards have been met. Most of the indicators are already available for the Catalan university system through the EUC Data portal. **All indicators relating to persons must be presented segregated by sex and the resulting analysis must integrate a gender perspective.**

In summary, this guide provides the following for each assessment dimension:

- > Quality standard(s) and sub-standards that apply to the dimension. These standards and sub-standards have been transferred to this guide from *Standards and Criteria for the Assessment of University Bachelor's and Master's Degrees*, using the same coding.
- > Assessment sub-dimensions included in the assessment dimensions. For each sub-dimension, the guide displays the assessment rubrics corresponding to the possible degrees of achievement.
- > Evidence and indicators that will be taken into account when assessing the level of achievement of the dimension, codified according to *Guide to the Institutional Accreditation of University Centres*. Some of the evidence and indicators proposed refer to the institution; however, these institutional aspects may not be disassociated from the quality of the degree programme.
- > Assessment rubrics. These rubrics display the assessable criteria in relation to their possible levels of achievement. These levels are described by a quality descriptor or standard. A holistic rubric system is used in this guide: the criteria or dimensions demonstrating the achievement of each standard are assessed together. The rows indicate the various levels of achievement and the columns, the criteria or dimensions that AQU Catalunya will assess to determine how well each standard has been met. The cells contain a description of the achievement for each level and set of criteria.

Two annexes are also provided. The first contains two summary tables linking the evidence and indicators that can be used to each sub-dimension. The second explains what evidence is used to assess students' achievement of the learning outcomes.

**Table 1. Relationship between the dimensions of the guide, its standards and the corresponding ESG standards (2015)**

ACCREDITATION DIMENSIONS	ESG 2015	STANDARDS AND CRITERIA FOR THE QUALITY ASSESSMENT OF UNIVERSITY BACHELOR'S AND MASTER'S DEGREES	
1. Quality of the degree programme	1.2. Design and approval of programmes	2. Design and approval of programmes	2.1 Title and characteristics of the degree programme (S2a, S2b, S2c) 2.3 Training objectives and graduation profile (S2e) 2.4 Learning outcomes (S2d) 2.5 Structure of the study programme (S2c, S2e)
	1.3 Student-centred learning, teaching and assessment	2. Design and approval of programmes	2.7 Roll-out (S2f)
	1.4. Student admission, progression, recognition and certification	3. Student admission, progress, recognition and certification	3.1 Access and admission (S3a, S3b, S3c) 3.3 Recognition and transfer of credits and prior learning (S3e) 3.4 Certification (S3f, S3g, S3h, S3i)
	1.1. Policy for quality assurance	1. Training programme quality assurance policy	1.2 Regulatory implementation and sustainable development
2. Relevance of public information	1.8 Public information	8. Public information	8.1 Quality of information (S8a) 8.2 Content of information (S8b)
3. Effectiveness of the internal quality assurance system	1.7. Information management	7. Programme results and information management	7.2 IQA system and information management (S7a, S7b)

ACCREDITATION DIMENSIONS	ESG 2015	STANDARDS AND CRITERIA FOR THE QUALITY ASSESSMENT OF UNIVERSITY BACHELOR'S AND MASTER'S DEGREES	
	<b>1.9. Ongoing monitoring and periodic review of programmes</b>	<b>9. Ongoing monitoring and periodic review of the programme</b>	<b>9.1 Monitoring and review</b>
	1.1. Policy for quality assurance	1. Training programme quality assurance policy	1.1. Degree governance (S1a, S1b, S1c, S1d, S1e)
<b>4. Suitability of teaching staff for the degree programme</b>	<b>1.5. Teaching staff</b>	<b>4. Academic and teaching support staff</b>	<b>4.1 Profile (S4a, S4b) 4.2 Number of staff (S4c) 4.3 Training (S4d)</b>
<b>5. Effectiveness of learning support systems</b>	<b>1.6. Learning resources and student support</b>	<b>6. Learning resources and student support</b>	<b>6.1 Facilities and infrastructures (S6a, S6b) 6.2 Learning support services and resources (S6c)</b>
	1.4. Student admission, progression, recognition and certification	3. Student admission, progress, recognition and certification	3.2 Progression (S3d) (guidance services)
	1.3. Student-centred learning, teaching and assessment	2. Design and approval of programmes	2.7 Roll-out (internships)
<b>6. Quality of the degree programme results</b>	<b>1.3. Student-centred learning, teaching and assessment</b>	<b>5. Student-centred learning, teaching and assessment</b>	<b>5.1 Teaching method and training activities (S5a, S5b) 5.2 Assessment (S5c, S5d)</b>
	<b>1.7. Information management</b>	<b>7. Programme results and information management</b>	<b>7.1 Outcomes of the training programme (S3d, S7c, S7d)</b>

# 1. QUALITY OF THE DEGREE PROGRAMME

**The activity of the degree programme is integrated into the institution's quality assurance strategy and policies. The chain of responsibility is well established and effective, and key stakeholders are involved in decision-making. (S1)**

**The curriculum properly fits the subject matter and academic objectives of the degree. The learning outcomes of the degree are consistent with the MCQES qualification level, and the degree's timetable, ECTS-credit-to-subject allocation and teaching assignments are relevant and fitting. (S2)**

**The student access and admission process is fair, reliable, equitable and public. The mechanisms available within the degree programme make it possible to reliably certify students' progress and the achievement of learning outcomes, while at the same time also recognising previously achieved learning outcomes. (S3)**

The following sub-standards apply to this dimension:

- The chain of responsibility and the parties responsible are clearly identified in the decision-making process. (S1b)
- Stakeholders are involved in decision-making. (S1c)
- The name and training objectives of the degree correspond to its content, and are consistent with its discipline and with the corresponding level in the MCQES. (S2a)
- The name respects the regulations in force and does not give rise to errors as regards its academic effects, nor to confusion about its content and its professional value. (S2b)
- The degree programme has been designed taking into account stakeholder feedback, is academically and professionally justified and internationally recognised. (S2c)
- The learning outcomes correspond to those established by the MCQES for the educational level of the degree programme. (S2d)
- The curriculum is consistent with its discipline(s), learning objectives and learning outcomes, and respects the regulations in force. (S2e)
- The roll-out of the degree course is consistent and appropriate in terms of timing, teaching load, coordination and supervision. (S2f)
- The processes implemented for student access and admission ensure fairness, reliability and non-discrimination on the grounds of birth, race, sex, sexual orientation, religion, opinion or any other personal or social condition or circumstance. (S3a)
- The criteria and requirements for access and admission are clear and public.

(S3b)

- All students admitted have the appropriate profile to achieve the learning outcomes of the degree and their number is consistent with the number of places offered. (S3c)
  - The degree programme has relevant regulations for the recognition of students' prior learning, and these are properly applied. (S3e)
  - The degree has adequate procedures for the assessment of student learning outcomes. (S3f)
  - The degree has a procedure to check that the students' graduation profile corresponds to the expected profile. (S3g)
  - The certification of students' learning achievements and the passing of credits for the award of the degree is appropriate and complies with current regulations. (S3h)
- The degree makes appropriate use of the European Diploma Supplement. (S3i)

## 1.1 Intended learning outcomes and curriculum

The degree's name and academic objectives must be consistent with its content, discipline and corresponding level in the MCQES. The name must comply with current regulations and must not be misleading as to its academic effects or confusing with regard to its content and professional value.

The name should be fully consistent with the academic objectives, graduation profile and curriculum, and should reflect the learning outcomes achieved by all students, i.e. the compulsory part of the degree. The name may not include concepts that are only acquired through a particular focus or specialisation or optional subjects.

The learning outcomes of the programme must be relevant within the disciplinary field and independent of the degree's different focuses or specialisations. The proposed learning outcomes should correspond to those of national and international networks or entities. Moreover, they must be consistent with the corresponding educational level as per the MECES (in the present context, bachelor's or master's degree level) and the MCQES. For degree programmes that allow entry to a regulated professional activity in Spain, the general learning outcomes must also be in line with those established in official regulations.

When the degree programme is accredited, the objectives, learning outcomes and curriculum must coincide with those described in the most recent consolidated degree programme report.

Given that current legal regulations provide for a quality assurance system for official university degrees that begins with an ex-ante assessment (verification), so that the universities can implement them, if the degree has been rolled out normally, it is expected that the standard will be achieved.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E16. Centre and degree programme monitoring reports
- > E20. Related IQAS processes and procedures (namely approval, review, improvement and the phasing out of degree programmes)
- > E46. Degree programme reports (consolidated in the RUCT)
- > E47. Degree programme verification reports (issued by AQU Catalunya)
- > E48. Centre and degree programme monitoring assessment reports (issued by AQU Catalunya)
- > E49. Degree programme accreditation reports (issued by AQU Catalunya)

## Indicators

There are no specific indicators to be considered for this section aside from those which may be taken from the improvement plan.

## 1.2 Admission and available places

Admission onto the degree programme must ensure that students have the intended profile, so as to maximise learning outcome achievement and, therefore, student progression and graduation. For this reason, the admission criteria must be designed so that the admitted students have the right academic profile, as well as guaranteeing equal opportunities, non-discrimination and universal accessibility for people with disabilities. The admission procedure and criteria must be appropriate and relevant with respect to the degree's qualification level and expected learning outcomes.

The admission process should provide for the recognition of credits both between higher education degrees and for work experience and mobility programmes.

Additionally, where postgraduate degrees provide bridging courses, these courses must allow all students to gain the baseline knowledge, skills and competencies necessary for them to adequately achieve the degree's intended learning outcomes.

The number of places offered must match the number of places stated in the verification report and the number authorised by the relevant authorities. An assessment will be made of the consistency between the degree's enrolment figures and the teaching staff, support staff, material resources and infrastructures indicated throughout the report. The total number of places offered annually must account for all teaching formats and admission routes, including transfers, foreign students, double bachelor's or master's degrees, and degrees with open academic pathways. Accordingly, the final number of students enrolled must be consistent with the number of places offered.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E36. Criteria for entry and admission to degree programmes
- > E56. Register of the results of the application of the admission criteria (university Master's degrees and private centre degree programmes)
- > E57. Transition and reception plan for new student entrants
- > E58. Criteria for additional training requirements

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I40. First option demand rate/offered places
- > I41. Student enrolment rate/places offered
- > I42. Profile of new student entrants (by entry routes and cut-off marks for bachelor's degrees and by marks/grades and qualifications for university master's degrees)
- > I43. Percentage of students requiring additional training
- > I44. Percentage of students who study and work
- > I45. Percentage of enrolled students of foreign origin

## 1.3 Implementation of the curriculum

The curriculum must be followed and its timeline, properly adhered to. The curriculum's timeline must be arranged in a way that allows students to achieve the expected learning outcomes. Assigning the right teachers based on their profile and the academic objectives is especially important in this regard.

The chain of responsibility and the parties responsible are clearly identified in the decision-making process. Appropriate and properly working mechanisms must be in place to allow coordination between teachers.

When it comes to degree programmes requesting accreditation that are also (or solely) offered as double degree programmes, it must be verified that their timeline allows students to acquire the verified competences and that the degree programmes are differentiated by a minimum of 90 ECTS credits. In this respect, the sequencing and recognition of credits for degree courses taken simultaneously must be appropriate and allow students to achieve all the learning outcomes of the degrees involved. The credit recognition tables will be key evidence.

When a university offers a degree programme at various faculties, it must be verified that the

curriculum (i.e., compulsory subjects) is the same at all the faculties.

The timetable of the curriculum and its subjects will also be taken into consideration.

Academic internships must be carried out in suitable centres, allowing students to achieve the proposed training objectives. To this end, appropriate and properly working mechanisms must be in place to ensure the suitability and quality of internship centres.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E12. Minutes and other documents of the governing bodies (especially for teaching coordination)
- > E20. Related IQAS processes and procedures (namely degree programme implementation, the management of academic internships, and internship centre selection)
- > E31. Subject or course teaching guides
- > E50. Course plan for degree programmes (last academic year)
- > E51. Timetable for the implemented degree programmes (last academic year)
- > E52. Guidelines for bachelor's and master's degrees final-year projects
- > E53. Regulations and criteria for credit recognition
- > E54. Sequencing of degree programmes taken simultaneously (with credit recognition table)
- > E77. Credit recognition table for each student (specifying the criteria adopted): (e.g. original degree, previous professional experience or any other applicable qualification)

## Indicators

- > I69. Percentage of students with recognised professional experience

## 1.4 Regulations

In this section, the analysis and assessment focus on regulatory aspects linked to teaching quality, such as compliance with regulations in respect of teaching staff, credit recognition and adaptation for students progressing from phased-out degree programmes. The university's management team and the people in charge of its cross-departmental processes must ensure compliance with current regulations. These regulations should also include the gender equality plan and considerations for students with disabilities and special education needs and should promote the sustainable development of the social and economic environment of the degree programme.

Particular emphasis shall be placed on the presence of the gender perspective in the degree

programme. Article 28.1.a) of Law 17/2015, of 21 July, on Effective Equality Between Women and Men stipulates that education in values referred to in article 5 of Law 1/2003, of 19 February, on Universities of Catalonia, must necessarily include “the promotion of the mainstreaming of the gender perspective and of studies on the contribution of women throughout history in all areas of knowledge, academic activity and research, which must be included in the curriculum of bachelor’s degrees and postgraduate programmes. Applications for accreditation of bachelor’s and postgraduate degrees must be accompanied by a report detailing how the gender perspective has been incorporated in the curriculum or, if it has not, by the plan for improvement to make this possible”. An assessment will also be made as to whether the degree programme takes into account Article 17 of Law 5/2008, of 24 April, on the right of women to eradicate gender-based violence, amended by Law 17/2020, of 22 December.

Finally, mention should be made of the new Law 3/2022, of 24 February, on university coexistence. Universities must develop their own rules of coexistence based on the principles of this law, which is aimed at students, teaching staff, and support and services staff.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E01. Strategic plan or similar
- > E22. Criteria for teaching staff entry or recruitment
- > E23. Criteria for teaching support staff entry or recruitment
- > E32. Actions within the SDGs
- > E33. Gender Equality Plan and its results
- > E34. Protocol for the prevention, detection and action against situations of sexual and other forms of harassment based on sex, gender identity and sexual orientation, and other types of sexist behaviour
- > E35. Actions implemented for students with disabilities or special educational needs and their results
- > E36. Entry and admission criteria for students

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I22. Percentage of implemented actions directly related to SDGs (improvement plan)
- > I23. Percentage of men and women enrolled on the centre’s degree programmes overall
- > I24. Percentage of male and female graduates on all the centre’s degree courses
- > I25. Percentage of first-generation students (parents without university education)

- > I26. Percentage of students with disabilities or special education needs (on the degree)
- > I27. Percentage of complaints received for SDG, diversity or gender equality issues
- > I28. Number of students on the degree assisted by the support and guidance services
- > I29. Number of dissemination actions

## Rubrics

<b>1.1. The curriculum responds adequately to the subject matter and training objectives of the degree. The learning outcomes correspond to those established by the MCQES for the educational level of the degree programme.</b>	
<b>Compliant</b>	The curriculum responds adequately to the subject matter and training objectives of the degree. The learning outcomes correspond to those established by the MCQES for the educational level of the degree programme. The objectives, learning outcomes and curriculum correspond to those described in the most recent consolidated degree report.
<b>Compliant with conditions</b>	The curriculum responds adequately to the subject matter and training objectives of the degree. The learning outcomes correspond to those established by the MCQES for the educational level of the degree programme. Minor differences have been detected between the degree's implementation and what is defined in the most recent consolidated degree report.
<b>Non-compliant</b>	The objectives, learning outcomes and/or curriculum show significant differences from those defined in the most recent consolidated degree report.
<b>1.2. All students admitted have the appropriate profile to achieve the learning outcomes of the degree and their number is consistent with the number of places offered.</b>	
<b>Progressing towards excellence</b>	All students enrolled have the right admission profile to achieve the intended learning outcomes and the number of students is consistent with the number of places offered.
<b>Compliant</b>	Most of the students enrolled have the right admission profile to achieve the intended learning outcomes.
	The number of enrolled students is consistent with the number of places offered on the programme.
<b>Compliant with conditions</b>	Some of the students enrolled have the right admission profile to achieve the intended learning outcomes.
	Student enrolment does not match the number of places offered on the programme.
<b>Non-compliant</b>	Most of the students enrolled have an admission profile that will not allow them achieve the intended learning outcomes.
	Student enrolment deviates considerably from the number of places offered on the programme.
<b>1.3. The roll-out of the degree programme is consistent and appropriate in terms of timing, teaching load, coordination and supervision.</b>	

## Guide to the accreditation of university bachelor's and master's degree programmes

<b>Progressing towards excellence</b>	The roll-out of the degree programme is highly consistent and appropriate in terms of timing, teaching load, coordination and supervision.
<b>Compliant</b>	The roll-out of the degree course is consistent and appropriate in terms of timing, teaching load, coordination and supervision.
<b>Compliant with conditions</b>	The roll-out of the degree programme presents issues in terms of timing, teaching load, coordination and supervision.
<b>Non-compliant</b>	The roll-out of the degree programme is inadequate in terms of timing, teaching load, coordination and supervision.
<b>1.4. The various regulations are complied with and applied correctly, and this has a positive impact on the programme outcomes.</b>	
<b>Compliant</b>	The various regulations are complied with and applied correctly, and this has a positive impact on the programme outcomes.
<b>Compliant with conditions</b>	The various regulations are applied, but with some shortcomings.
<b>Non-compliant</b>	The legal regulations relating to the programme are not suitably complied with.

## 2. RELEVANCE OF PUBLIC INFORMATION

**The degree programme suitably informs all stakeholders about the characteristics of the training provided. (S8)**

The following sub-standards apply to this dimension:

- The degree programme offers accurate, complete, updated and accessible information on its characteristics and delivery. (S8a)
- The degree programme offers information on academic results and student and teacher satisfaction, as well as on the results of internal and external assessment processes. (S8b)

### 2.1 Public information on the degree programme

Public information on the degree's admission conditions and criteria, bridging courses (where appropriate), the price per ECTS credit and other expenses related to enrolment is complete and up to date.

Information on the degree's curriculum should include the subjects or courses, ECTS credits, timeline, teaching methodologies and activities, bibliographic resources, assessment activities and criteria, and the teaching staff heading up the subjects or courses, with contact details and a brief CV.

In addition, it should be ensured that students have access to information on mobility, learning resources and other support services, and to complaint and suggestion channels.

Finally, the public information should include all teaching regulations, the IQAS and all other regulations or policies on gender equality, gender-based violence, non-discrimination, diversity promotion, disability management, etc.

#### Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E07. Improvement plan(s)
- > E16. Centre and degree programme monitoring reports
- > E20. IQAS processes and procedures (public information)
- > E55. Website and other public information
- > E76. Public information accessibility audit (additional evidence)

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I50. Student satisfaction (with public information)
- > I57. Teacher satisfaction (with public information)
- > I66. Graduate satisfaction (with public information)

## 2.2 Public information on the outcomes of the degree programme

Information on the outcomes of the degree programme should include the academic results of the last five academic years, as well as graduate and teacher satisfaction. The results of the various internal and external assessments that the degree programme undergoes must also be made public.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E07. Improvement plan(s)
- > E16. Centre and degree programme monitoring reports
- > E20. IQAS processes and procedures (public information)
- > E55. Website and other public information
- > E76. Public information accessibility audit

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I50. Student satisfaction (with public information)
- > I57. Teacher satisfaction (with public information)
- > I66. Graduate satisfaction (with public information)

## Rubrics

<b>2.1. The institution publishes truthful, complete, up-to-date and accessible information on the characteristics of the degree programme and its delivery.</b>	
<b>Progressing towards excellence</b>	Up-to-date, exhaustive and pertinent information is offered on the characteristics of the degree programme and its delivery.
	The information is very clear, legible, aggregated and accessible to all stakeholders.
<b>Compliant</b>	Pertinent information is offered on the characteristics of the degree programme and its delivery.
	The information is clear, legible, aggregated and accessible to all stakeholders.
<b>Compliant with conditions</b>	Partial information is offered on the characteristics of the degree programme and its delivery.
	The published information shows certain shortcomings with respect to clarity, legibility, aggregation and accessibility.
<b>Non-compliant</b>	Inadequate information is offered on the characteristics of the degree programme and its delivery.
	The published information shows serious shortcomings with respect to clarity, legibility, aggregation and accessibility.
<b>2.2. The institution publishes information on its academic and satisfaction outcomes.</b>	
<b>Progressing towards excellence</b>	The institution publishes up-to-date, aggregated, accessible and exhaustive information on the academic and satisfaction outcomes of the degree programme.
<b>Compliant</b>	The institution publishes information on the academic and satisfaction outcomes of the degree programme.
<b>Compliant with conditions</b>	The institution publishes partial information on the academic and satisfaction outcomes of the degree programme.
<b>Non-compliant</b>	The institution does not publish information on the academic and satisfaction outcomes of the degree programme.

### 3. EFFECTIVENESS OF THE INTERNAL QUALITY ASSURANCE SYSTEM

**Degree programmes are reviewed and improved periodically. The review results in an improvement plan that is kept up to date. The planned actions are communicated to all interested parties. (S9)**

**The activity of the degree programme is integrated into the institution's quality assurance strategy and policies. The chain of responsibility is well established and effective, and key stakeholders are can take part in decision-making. (S1)**

**The degree programme collects information for the analysis and improvement of its training activities and the processes of its IQA system. The results of the degree programme are adequate both with regard to the achievement of the learning outcomes and the indicators of academic performance, satisfaction and finding employment. (S7)**

The following sub-standards apply to this dimension:

- The degree programme has an IQA system or quality assurance processes, which are in place and are continuously reviewed and improved. (S7a)
- The processes are adequate and efficient and allow proper monitoring and improvement of its activities. (S7a)
- The activity of the degree programme is integrated into the centre's quality assurance strategy and policies. (S1a)
- The chain of responsibility and the parties responsible are clearly identified in the decision-making process. (S1b)
- Stakeholders are involved in decision-making. (S1c)
- The degree programme management team is accountable for the results of its activity. (S1d)
- Risks to the degree programme have been identified and preventive measures have been foreseen. (S1e)

#### 3.1 Implementation of teaching and learning processes

The activity of the degree programme should be linked to the quality assurance strategy and policies of the institution. The implemented IQAS must have processes in place to ensure the design, approval, monitoring and accreditation of degree programmes. The institution must be able to demonstrate the extent to which these processes are in place. In addition, it must be able to demonstrate that the degree programme has been approved internally following the implemented

IQAS processes.

Likewise, once the degree programme is implemented, it must be monitored and periodically reviewed to ensure that it achieves its intended objectives and meets the needs of both students and society. These reviews must be carried out following the processes laid out in the IQAS and must be accompanied by a programme improvement plan. Finally, the processes must be able to provide an adequate response to the degree programme's accreditation requirements.

Internal stakeholders must assume their responsibility for quality and commit themselves to its assurance on all levels and to developing a culture of quality. In order to achieve this objective, they should develop and implement a strategy for ongoing quality enhancement. The strategy, policy and procedures should have a formal status and they should be publicly available.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E07. Improvement plan(s) (of the degree programme)
- > E12. Minutes of governing bodies and other committees
- > E13. Risk management (mitigation) plan(s)
- > E16. Centre and degree programme monitoring reports
- > E20. IQAS processes and procedures
- > E73. IQAS review reports
- > E78. Report on measures taken to ensure the achievement of the SDGs

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I60. Percentage of improvement actions not implemented
- > I61. Percentage dashboard indicator objectives achieved

## 3.2 Data collection and results

The implemented IQAS must ensure the compilation of relevant information and results for the efficient management of the degree programme, particularly academic outcomes and the satisfaction of those involved. In this regard, effective processes must be in place to gather data on and analyse the successfulness of the degree programme.

Data and indicators should be compiled on student performance; the profile of the student population; student progression, success and drop-out; student satisfaction with the degree they

are taking and with the learning and support resources; graduate satisfaction with their studies and career prospects; and staff satisfaction. The information can be collected using different methods and the accessibility, cost and significance of the results obtained must be taken into account.

This information should lead to a relevant and appropriate improvement plan that prioritises actions according to their importance.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E07. Improvement plan(s)
- > E16. Centre and degree programme monitoring reports
- > E20. Related IQAS processes and procedures (procedures for collecting information on the deployment and outcomes of the degree, and for collecting information on the satisfaction of the main stakeholders: students, teaching staff, administrative and services staff, graduates and employers).
- > E74. Document management tools

## Indicators

There are no specific indicators to be considered for this section aside from those which may be taken from the improvement plan.

## 3.3 Review of the IQAS

An institution's IQAS must be built on a model of continuous improvement. The institution will need to periodically assess the IQAS's fitness for purpose as the key instrument for the quality assurance and continuous improvement of its programmes.

The IQAS's efficacy can be seen from the degree to which its processes are implemented and the analysis of the evidence produced through its application, such as the programme monitoring reports, the IQAS revision reports and the documentation necessary for accreditation, amongst other things.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E02. Dashboard or similar
- > E07. Improvement plan(s)

- > E16. Centre and degree programme monitoring reports
- > E20. IQAS processes and procedures (namely system review)
- > E73. IQAS review reports

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I60. Percentage of improvement actions not implemented
- > I61. Percentage dashboard indicator objectives achieved

## Rubrics

<b>3.1. The implemented IQAS has processes that ensure the design, approval, monitoring and accreditation of the degree programmes.</b>	
<b>Progressing towards excellence</b>	The IQAS comprises an implemented process that facilitates optimum programme design and approval, with the involvement of all the stakeholders.
<b>Compliant</b>	The IQAS comprises an implemented process that facilitates programme design and approval, with the involvement of the most important stakeholders.
<b>Compliant with conditions</b>	The IQAS comprises an implemented process that facilitates incomplete programme design and approval.
<b>Non-compliant</b>	The IQAS does not comprise any process (or it has not been implemented) for programme design and/or approval.
<b>3.2. The implemented IQAS ensures the compilation of relevant information and outcomes for efficient programme management, in particular the learning outcomes and stakeholder satisfaction.</b>	
<b>Progressing towards excellence</b>	The IQAS has an implemented process that optimally manages the collection of relevant outcomes, with the existence of a table of indicators providing complete information on its evolution in time.
	The IQAS allows for the compilation of information on stakeholder satisfaction (in particular, that of graduates, students, teaching staff and employers) with the programme of studies.
<b>Compliant</b>	The IQAS has an implemented process that manages the collection of relevant outcomes, with the existence of a table of indicators providing information on its evolution in time.
	The IQAS provides for the compilation of information on the satisfaction of students and graduates with the programme of studies.
<b>Compliant with conditions</b>	The IQAS has an implemented process that partially manages the collection of relevant outcomes, with the existence of a table of indicators providing partial information on its evolution in time.
	The IQAS compiles information on student satisfaction only with regard to certain aspects of

	the programme of study (for example, subject/teacher).
<b>Non-compliant</b>	The IQAS does not have a process (or it is not implemented) for the management of the collection of the outcomes of the degree programme. The data which it possesses are partial and do not include any time series.
	The IQAS does not compile any information on stakeholder satisfaction with the programme of study.
<b>3.3. The implemented IQAS is periodically reviewed and yields an improvement plan that is used for its continuous enhancement.</b>	
<b>Progressing towards excellence</b>	The IQAS has a process in place that obliges the institution to periodically and thoroughly review the suitability of the IQAS itself. The revision is materialised in a report that presents a reflection on the operation of the IQAS and that allows the tracking of the changes carried out.
	The enhancement actions of the IQAS are consistent with the revision carried out and are structured in enhancement plans that include all the necessary elements for the optimum periodic monitoring of their implementation.
<b>Compliant</b>	The IQAS has an implemented process for its revision which is materialised in a report that presents a reflection on the operation of the IQAS and that includes the changes carried out on the system.
	The enhancement actions of the IQAS are consistent with the revision carried out and are structured in enhancement plans that include the minimum necessary elements to carry out a sufficient monitoring of the implementation of the measures.
<b>Compliant with conditions</b>	The IQAS has a process for its revision but it is not implemented. Some non-systematic review and enhancement actions are carried out on the processes of the IQAS.
	The enhancement actions of the IQAS have a partial scope and prioritisation, and their monitoring is not systematic.
<b>Non-compliant</b>	The IQAS does not have a process for its revision.
	Revision and improvement actions are not carried out on the IQAS.

## 4. SUITABILITY OF TEACHING STAFF FOR THE DEGREE PROGRAMME

**There are a sufficient number of teaching staff for the degree programme, and these are competent and suitable and have opportunities for personal and professional development. (S4)**

The following sub-standards apply to this dimension:

- The academic credentials of the teaching staff are suitable for the teaching required by the degree programme. (S4a)
- The teaching staff have the necessary accreditation established by regulations. (S4b)
- A sufficient number of teaching staff are allocated to handle the roll-out of the degree programme. (S4c)
- The training needs of teachers are assessed and the activities scheduled are easily accessible. (S4d)

### 4.1 Teaching staff profile and teaching assignments

The teaching staff must meet the academic qualification requirements for the degree and must have sufficient and valued teaching, research and, where appropriate, professional experience.

The degree programme's teaching staff will be assessed on the basis of their recognised teaching and research merits. The suitability of the teaching staff should be assessed in relation to their knowledge, teaching skills and qualifications, and their profile must be consistent with the nature, discipline and educational level of the degree programme and all the subjects in the curriculum.

An ideal composition of the teaching staff linked to the degree programme includes a core of full-time staff, in which the degree's fundamental areas of knowledge are represented and which ensures its implementation and viability.

The teaching staff responsible for coordinating and designing the degree programme should be members of the teaching staff employed directly by the higher education institution and should have teaching and research experience in the specific discipline. Said teaching staff should be in possession of a PhD and benefit from the accreditation of an assessment agency.

Teachers should be assigned to subjects in the curriculum based on their profile and the academic objectives.

The involvement of non-permanent or outside teaching staff is particularly relevant in degree

programmes with profession-focused objectives and graduation profiles. In such cases, teaching staff with associate or equivalent status will be assessed on the basis of whether they have recognised professional experience in the field of the degree programme.

For university master's degrees, teaching staff will be assessed on whether they have relevant research merits and whether their research activities are in the specific areas of the subjects of the degree.

The teaching staff of private universities and private university teaching centres affiliated to universities may not be public employees of a university teaching body actively posted at a public university, nor full-time teaching and research staff in the same situation, as established in Royal Decree 640/2021.

With regard to degrees that are taught either partially or completely online, the teaching staff must be competent and experienced in teaching models for distance or blended learning, as well as in the use of technologies for online teaching, as set out in the document “Focus 3. Fully online or blended degree programmes”<sup>7</sup>.

As laid down in Law 17/2015, universities must carry out actions to ensure a gender balance across all disciplines, particularly in those in which a certain gender is significantly under-represented, with the aim of guaranteeing effective equality between women and men in teaching and research careers. Please once again note that all indicators relating to persons must be presented segregated by sex and the resulting analysis must integrate a gender perspective.

The analysis of compliance with this standard takes in all faculty staff involved in teaching programmes in the faculty, giving individualised attention to certain teacher typologies:

- > Bachelor’s degree year-one teachers, due to the implications that the first year has on ensuring the successful transition from secondary to university education (persistence, year-one drop-outs, academic integration, etc.). The assessment of this type of teaching staff will be of particular importance in degree programmes with high numbers of student enrolment (different groups and shifts) and a highly diverse profile for the teaching staff in the faculty.
  
- > Teachers responsible for bachelor’s and master's degree final projects and compulsory academic internships, given that it is in these parts of the curriculum where the research and/or professional experience of the teaching staff who are supervising and assessing student achievement stands out.
  
- > Master’s degree teachers, to check that the requirements of academic level, research

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<sup>7</sup> AQU Catalunya. Focus 3. Fully online or blended degree programmes (Barcelona, 2023)

potential and professional training are appropriate to this level of study.

All this information must be included in the teaching plan, which should contain a table displaying the teaching load for all teaching staff involved in the degree programme, whether permanent or otherwise. The following information must be shown: degree programme, academic degree, type of accreditation or figure as assessed by an agency, subjects taught (including the number of ECTS credits), number of hours devoted per year to the subject, total number of hours devoted to the degree and to the institution per academic year (differentiating, where applicable, hours devoted to classroom and distance teaching), and recognition of teaching and research activities (five-year and six-year periods).

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E07. Improvement plan(s)
- > E21. Centre's academic personnel structure and staffing
- > E24. Teaching and support staff assessment reports
- > E50. Course plan for degree programmes
- > E64. List of teaching staff research projects (Master's only)
- > E65. Teachers' professional experience

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I10. Percentage of credits taught by accredited doctoral teaching staff (of the degree programme)
- > I11. Percentage of credits taught by non-accredited doctoral teaching staff (of the degree programme)
- > I12. Percentage of credits taught by non-doctoral teaching staff (of the degree programme)
- > I13. Percentage of credits taught by tenured teaching staff (of the degree programme)
- > I50. Student satisfaction (with the teaching staff of the degree programme)
- > I53. Percentage of credits taught by teaching staff on an active six-year research period (of the degree programme)
- > I54. Percentage of credits taught by teaching staff on an active five-year DOCENTIA period (public universities) or positive DOCENTIA assessment (private universities) (of the degree programme)

## 4.2 Number of teaching staff

The institution's teaching staff must be sufficient in number and devote a suitable amount of time to carrying out their duties and attending to students.

The planned time commitments will be assessed to ensure that they sufficiently cover the main academic tasks: teaching and assessment of subjects, student-teacher interaction, degree programme management, etc.

The student-to-staff ratio (in any teaching format) will also be assessed to ensure it meets the minimum required by the institution's regulations.

### Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E07. Improvement plan(s)
- > E20. IQAS processes and procedures (teacher selection, recruitment and management)
- > E50. Course plan for degree programmes
- > E66. Detection of teaching staff requirements

### Indicators

The evidence may be accompanied by the following *indicators*:

- > I10. Percentage of credits taught by accredited doctoral teaching staff (of the degree programme)
- > I11. Percentage of credits taught by non-accredited doctoral teaching staff (of the degree programme)
- > I12. Percentage of credits taught by non-doctoral teaching staff (of the degree programme)
- > I13. Percentage of credits taught by tenured teaching staff (of the degree programme)
- > I50. Student satisfaction (with the teaching staff of the degree programme)
- > I53. Percentage of credits taught by teaching staff on an active six-year research period (of the degree programme)
- > I54. Percentage of credits taught by teaching staff on an active five-year DOCENTIA period (public universities) or positive DOCENTIA assessment (private universities) (of the degree programme)
- > I55. Ratio of full-time equivalent students (FTES) to full-time equivalent teaching staff (FTETS) (of the degree programme)

## 4.3 Teacher training

Teaching staff should have access to and take part in general and discipline-specific training activities that allow them to keep abreast of scientific developments and aspects related to teaching, learning and assessment in their discipline.

The institution must provide teaching staff with support to help them carry out their duties and to ensure the quality enhancement of teaching and research activities. Accordingly, it must have a continuing education plan in place for teaching staff which addresses, among other aspects, the particular features of online programmes, the teaching model and teaching innovation.

In order to enhance the quality of teaching, teaching staff must be privy to student feedback on the quality of their teaching and have opportunities to improve it.

### Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E20. IQAS processes and procedures (teacher training)
- > E67. Assessment of the training plan (which must include the list of training activities in which the centre's teaching staff have participated)

### Indicators

The evidence may be accompanied by the following *indicators*:

- > I56. Percentage of teaching staff who have taken part in academic training activity
- > I57. Teacher satisfaction (with the training received)

## Rubrics

<p><b>4.1. The teaching staff meet the academic qualification requirements for the degree programme, and they have sufficient and recognised teaching, research and, where applicable, professional experience.</b></p>	
<p><b>Progressing towards excellence</b></p>	<p><b>For Bachelor's degree teaching staff:</b></p> <p>The teaching staff have the relevant academic qualifications and external recognitions, and suitable experience to provide quality training.</p> <p>The faculty has established suitable criteria for the assignment of teaching, ensuring the best teachers in all cases.</p> <p>Students are highly satisfied with the teaching competence of the teaching staff.</p>
	<p><b>For Master's degree teaching staff:</b></p> <p>The teaching staff have the relevant academic qualifications and external recognitions, and suitable experience to provide quality training.</p> <p>The faculty has established suitable criteria for the assignment of teaching, ensuring the best teachers in all cases.</p> <p>All teaching staff are actively involved in recognised research projects and have made significant research contributions within the field of the master's degree programme.</p> <p>Students are highly satisfied with the teaching competence and the research/professional experience of the master's degree programme teaching staff.</p>
<p><b>Compliant</b></p>	<p><b>For Bachelor's degree teaching staff:</b></p> <p>The teaching staff have the established qualifications and external recognitions, as well as suitable experience.</p> <p>The faculty has established criteria for the assignment of teaching.</p> <p>Students are satisfied with the teaching competence of the teaching staff.</p>
	<p><b>For Master's degree teaching staff:</b></p> <p>The teaching staff have the established academic qualifications and external recognitions, as well as suitable experience.</p> <p>The faculty has established criteria for the assignment of teaching.</p> <p>Most of the teaching staff are actively involved in recognised research projects and have made significant research contributions in the field of the master's degree programme.</p> <p>Students are satisfied with the teaching competence and the research/professional experience of the teaching staff of the master's degree programme.</p>
<p><b>Compliant with conditions</b></p>	<p><b>For Bachelor's degree teaching staff:</b></p> <p>Part of the teaching staff have the established academic qualification and external recognitions and/or not all have suitable experience for the delivery of the training entrusted to them.</p> <p>The faculty has not established suitable criteria for the assignment of teaching.</p> <p>Students are partially satisfied with the teaching competence of the teaching staff.</p>
	<p><b>For Master's degree teaching staff:</b></p> <p>Part of the teaching staff have the established academic qualification and external recognitions and/or not all have suitable experience for the delivery of the training</p>

	<p>entrusted to them.</p> <p>The faculty has not established suitable criteria for the assignment of teaching.</p> <p>The involvement of the teaching staff in recognised research projects and their research contributions are scant.</p> <p>Students are partially satisfied with the teaching competence and the research/professional experience of the teaching staff of the master's degree programme.</p>
<b>Non-compliant</b>	<p><b>For Bachelor's degree teaching staff:</b></p> <p>Only a minority of the teaching staff have the established academic qualification and external recognitions and suitable experience for the delivery of the training entrusted to them.</p> <p>The faculty has not established criteria for the assignment of teaching.</p> <p>Most of the students are dissatisfied with the teaching competence of the teaching staff.</p>
	<p><b>For Master's degree teaching staff:</b></p> <p>Only a minority of the teaching staff have the established academic qualification and external recognitions and suitable experience for the delivery of the training entrusted to them.</p> <p>The involvement of the teachers in recognised research projects is practically non-existent.</p> <p>The faculty has not established criteria for the assignment of teaching.</p> <p>Most of the students are dissatisfied with the teaching competence and the research/professional experience of the teaching staff of the master's degree programme.</p>
<b>4.2. There are sufficient teaching staff in the faculty, and staff assignment is adequate for them to carry out their duties and attend the students.</b>	
<b>Progressing towards excellence</b>	<p>The structure of the teaching staff as a whole and the number of teachers are ideal for delivering the programme and attending to the students enrolled.</p> <p>The students are highly satisfied with the attentiveness of the teaching staff in their learning process.</p>
<b>Compliant</b>	<p>The structure of the teaching staff as a whole and the number of teachers are suitable for delivering the programme and attending to the students enrolled.</p> <p>The students are satisfied with the attentiveness of the teaching staff in their learning process.</p>
<b>Compliant with conditions</b>	<p>The structure of the teaching staff as a whole and the number of teachers are unsuitable for delivering the programme and attending to the students enrolled.</p> <p>The students are partially satisfied with the attentiveness of the teaching staff in their learning process.</p>
<b>Non-compliant</b>	<p>The structure of the teaching staff as a whole and the number of teachers show serious shortcomings as regards delivering the programme and attending to the students enrolled.</p> <p>The majority of students are mostly dissatisfied with the attentiveness of the teaching staff in their learning process.</p>
<b>4.3. The institution offers support and opportunities for teaching staff to enhance their teaching and research quality.</b>	
<b>Progressing towards</b>	Teaching staff receive considerable institutional support for carrying out their duties and the

## Guide to the accreditation of university bachelor's and master's degree programmes

<b>excellence</b>	quality enhancement of teaching and research activities.
<b>Compliant</b>	Teaching staff receive institutional support for carrying out their duties and the quality enhancement of teaching and research activities.
<b>Compliant with conditions</b>	Teaching staff receive little institutional support for carrying out their duties and the quality enhancement of teaching and research activities.
<b>Non-compliant</b>	Teaching staff receive no institutional support for carrying out their duties or the quality enhancement of teaching and research activities.

## 5. EFFECTIVENESS OF LEARNING SUPPORT SYSTEMS

**The degree programme has or has access to adequate and effective guidance services and resources for student learning. (S6)**

The following sub-standards apply to this dimension:

- The material resources available are adequate for the number of students, the characteristics of the degree programme and its educational format. (S6a)
- The available teaching and learning support infrastructures respond appropriately to students' learning needs. (S6b)
- The academic guidance services provide adequate support for the learning process, and the professional guidance services facilitate entry into the labour market and/or professional development. (S6c)

### 5.1 Teaching support staff

There must be sufficient staff in charge of support services and resources, and they must be qualified to carry out their work and have opportunities for training. The institution must anticipate the human resources required to support a wide range of services and infrastructures: teaching infrastructure (classrooms, laboratories, clinical facilities, animal supply facilities, etc.), libraries, study spaces, computer infrastructures, documentation, tutoring services, guidance for students with disabilities, advice on financial aid, career guidance and placement, residential life, sports, etc. How well these resources operate depends on the support staff who manage them.

The institution must have mechanisms in place to coordinate between the work handled by central units and the work managed away from the centre closer to the degree programmes.

The support staff involved in training activities must be qualified, and there must be enough of them to meet the needs of all students.

### Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E20. IQAS processes and procedures (service support staff training)
- > E23. Criteria for teaching support staff entry or recruitment
- > E24. Support staff assessment reports
- > E67. Assessment of the training plan (including a list of the training activities in which the centre's service support staff have taken part)

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I67. Percentage of support staff who have received some training to enhance their skills development
- > I68. Administrative and service staff satisfaction (with training activities)

## 5.2 Guidance services

The degree programme must have academic and career guidance programmes, or use those of its centre or institution. These services must be compatible with the discipline, teaching methodology and learning needs of the degree programme. Documentary and information resources for learning and research, especially teaching materials recommended for the subjects of the degree programme, must also be available and accessible (in person and online).

The tutorial action plan and other mentoring and support programmes must include specific actions to ensure a successful transition for first-year bachelor's degree students. In any case, effective mechanisms must be in place to identify and support students who are at risk of falling behind academically.

In terms of employability, services should be offered to support students' career development through individual or group counselling, academic internships, the dissemination of job offers and internships, etc.

The degree programme must provide information as to whether or not it includes specific mobility actions. These actions must be appropriate and consistent with the academic objectives and learning outcomes of the degree programme, and there must be adequate mechanisms for credit recognition.

All services must be adapted to the diverse characteristics and needs of the student body, especially for those with disabilities, and equal access must be ensured.

Finally, students should be satisfied with the learning support services of the degree programme.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E20. IQAS processes and procedures (student support and guidance)
- > E37. Tutorial action plan(s) (TAP)
- > E38. List of student support and guidance services
- > E72. Vocational guidance plan or actions

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I50. Student satisfaction (with guidance services)
- > I57. Teacher satisfaction (with guidance services)
- > I59. Percentage of students using tutoring
- > I68. Administrative and service staff satisfaction (with guidance services)

## 5.3 Material resources

The facilities and other educational infrastructures available for the degree programme – whether belonging to the centre or to partner entities – must be able to accommodate the number of students enrolled, and they must also be appropriate for carrying out the training activities specific to the degree programme. The material resources and facilities for learning must include teaching spaces (classrooms and group work spaces), laboratories, computer rooms, library and reading rooms, as well as any scientific, technical, humanistic or artistic equipment required for the degree programme.

The necessary technological equipment, especially the virtual campus and any specific software required to carry out the planned training activities, must be of an adequate standard. This infrastructure must be sized to support the entire student body, be permanently accessible and allow for proper interaction between students and teaching staff. Appropriate mechanisms must be in place to ensure the security of the entire system.

For degrees with a blended or online format, the technological infrastructure must permit the implementation of online or blended teaching models, include mechanisms to verify students' identity and prevent misconduct, and comply with the technical requirements set out in the document "Focus 3. Fully online or blended degree programmes".

Facilities must be adapted to the diverse characteristics and needs of the student body, especially for those with disabilities, and equal access must be ensured. Students should be satisfied with the resources and facilities of the degree programme.

Academic internships must be carried out in suitable centres in order to achieve the expected learning outcomes. There must be enough places for all students, and the required material resources and infrastructures must be available to carry out the planned training activities. Internship centres must have suitable tutors to supervise and assess the students under their charge.

For degree programmes that allow entry to a regulated profession, proof must be provided showing that students can carry out all the training activities set out in the regulations, and the tutor-to-student ratio must be met.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E07. Improvement plan(s)
- > E13. Risk management plan(s)
- > E14. Contingency plan(s)
- > E20. Related IQAS processes and procedures (educational facility and infrastructure management)
- > E70. Educational facilities and infrastructure. Identification of the most significant resources possessed by the institution to favour student learning, especially laboratories (workplaces, subjects involved, supporting technical staff, etc.), digital infrastructures, documentation, etc. (university).
- > E71. Detection of facility and infrastructure needs

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I50. Student satisfaction (with material resources and academic internships)
- > I57. Teacher satisfaction (with material resources)
- > I58. Number of security incidents in the education infrastructure
- > I66. Graduate satisfaction (with material resources)
- > I68. Administrative and service staff satisfaction (with material resources)

## Rubrics

<b>5.1 The administrative and services staff are competent and devote the time required to serve the student body and ensure well-working resources and infrastructure.</b>	
<b>Progressing towards excellence</b>	The administrative and services staff are completely qualified and experienced to carry out their work.
	The way the administrative and services staff are structured and the number of them are ideal for serving the student body and ensuring well-working resources and infrastructure.
	The administrative and services staff receive considerable institutional support to carry out their work and further themselves professionally.
<b>Compliant</b>	The administrative and services staff are suitably qualified and experienced to carry out their work.
	The way the administrative and services staff are structured and the number of them are appropriate for serving the student body and ensuring well-working resources and infrastructure.
	The administrative and services staff receive institutional support to carry out their work and further themselves professionally.
<b>Compliant with conditions</b>	Some of the administrative and services staff are suitably qualified and experienced to carry out their work.
	The way the administrative and services staff are structured and the number of them are not appropriate for serving the student body and ensuring well-working resources and infrastructure.
	The administrative and services staff receive little institutional support to carry out their work and further themselves professionally.
<b>Non-compliant</b>	Few of the administrative and services staff are suitably qualified and experienced to carry out their work.
	The way the administrative and services staff are structured and the number of them show serious shortcomings when it comes to serving the student body and ensuring well-working resources and infrastructure.
	The administrative and services staff do not receive institutional support to carry out their work and further themselves professionally.
<b>5.2 The academic guidance services provide adequate support for the learning process, and the professional guidance services facilitate entry into the labour market.</b>	
<b>Progressing towards excellence</b>	The tutorial action plan is clearly effective as a key means of support for students in the teaching and learning process, as is evident from the changes in the academic achievement indicators, among other aspects.
	The tutorial action plan has been progressively adapted to the students' needs.
	The institution has an action plan in place to help students find work, and the activities carried out (type, duration, dissemination, support staff, etc.) are entirely appropriate.
	Students and tutors are highly satisfied with the academic and professional guidance service.

<b>Compliant</b>	The tutorial action and academic guidance plan meets students' needs.
	The professional guidance is suitable, considering the available evidence and the suitability of the activities carried out (type, duration, dissemination, performing agents...).
	Students and tutors are satisfied with the academic and professional guidance services.
<b>Compliant with conditions</b>	The tutorial action and academic guidance plan is only partially effective as a key means of support for students in the teaching and learning process.
	Professional guidance shows shortcomings, as may be seen from the available evidence and the unsuitability of some of the activities carried out (type, duration, dissemination, performing agents...).
	Students and tutors are partially satisfied with the academic and professional guidance services.
<b>Non-compliant</b>	The effectiveness of the tutorial action and academic guidance plan as a fundamental support element for students in the teaching/learning process is not clear.
	Professional guidance is insufficient and the activities carried out (type, duration, dissemination, performing agents...) are inadequate.
	Students and tutors are not satisfied with the academic and professional guidance services.
<b>5.3 The available physical resources are adequate for the number of students and the characteristics of the programme.</b>	
<b>Progressing towards excellence</b>	Teaching and learning support infrastructures are excellent for motivating, facilitating and enriching students' learning (in terms of number, updating and quality equipment).
	The library's collection satisfactorily fulfils the needs of the programme, there is a high level of use and it is clearly inter-connected with research work going on in the faculty.
<b>Compliant</b>	Teaching and learning support infrastructures respond suitably to students' learning needs (pertinent and sufficient equipment and suitable facilities).
	The library's collection is adequate for the needs of the programme, it is accessible and there is a certain connection with research work going on in the faculty.
<b>Compliant with conditions</b>	Teaching and learning support infrastructures show shortcomings with respect to the number of places, safety, and shortage and/or unsuitability of equipment.
	There are certain documentary shortcomings and/or accessibility problems with the library's collection.
<b>Non-compliant</b>	Teaching and learning support infrastructures do not suitably respond to students' learning needs over the course of their studies.
	Library collections fail to offer students sufficient documentation throughout their studies and/or the documentation is not adequately accessible.

## 6. QUALITY OF THE DEGREE PROGRAMME RESULTS

**The degree programme encourages students to take an active role in the learning process. This approach is reflected in the teaching method and activities and in the student assessment. (S5)**

**The degree programme collects information for the analysis and improvement of its training activities and the processes of its IQA system. The results of the degree programme are adequate both with regard to the achievement of the learning outcomes and the indicators of academic performance, satisfaction and finding employment. (S7)**

The following sub-standards apply to this dimension:

- The teaching methods and activities are satisfactorily aligned with learning outcomes. (S5a)
- The teaching-learning process respects and caters for students' diversity and needs, allowing for flexible learning paths, fostering their autonomy and promoting mutual respect in the teacher-student relationship. (S5b)
- Assessment systems and criteria are varied, promote student participation and are relevant to certifying and distinguishing learning outcomes. (S5c)
- Bachelor's and master's degree final projects and external work placements are monitored and assessed with relevant and appropriate criteria. (S5d)
- The degree follows the students' progress and guides them academically and personally. (S3d)
- Students attain the intended learning outcomes. (S7c)
- The academic results and satisfaction and job placement indicators for the degree programme are adequate and consistent with those obtained for similar degrees in the same discipline. (S7d)

### 6.1 Learning outcomes achieved

Students must achieve the degree programme's intended learning outcomes, in keeping with the programme's academic objectives and MCQES educational level. These learning outcomes must be specific, observable, relevant and attainable by all students through the compulsory credits of the degree programme, regardless of the teaching format or the academic pathway chosen. They will be assessed to ensure that they are properly differentiated and that there are no overlaps in the various subjects of the curriculum.

The learning outcomes should embrace all types of learning: knowledge, understanding, application, analysis, assessment and creation. They must be inclusive and draw on universal learning design so as to give all learners an equal opportunity to succeed. The gender perspective should also be included in the learning outcomes.

Learning outcome achievement among students should be used to review and improve the degree programme.

The bachelor's or master's degree final project is one of the key undertakings showing the level of education attained by students over the course of the degree programme. By carrying out a bachelor's or master's degree final project, students are forced to integrate and apply the learning outcomes achieved throughout the degree, as well as new ones specifically related to their project, in a professional, creative and innovative manner.

The approach, aims, planning and learning outcomes of bachelor's and master's degree final projects will be assessed in terms of their relevance and appropriateness with respect to the discipline(s) and educational level of the degree programme.

Likewise, if the degree programme involves academic internships (compulsory for all students), it must be verified that these are in line with the contents of the degree programme and that the intended learning outcomes are achieved.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E07. Improvement plan(s)
- > E16. Centre and degree programme monitoring reports
- > E69. Student assessment tasks (compulsory subjects, academic internships and degree final projects) (see Annex 2)
- > E75. Learning outcomes assessment document

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I50. Student satisfaction (with teachers' performance and the delivery of the degree programme)
- > I66. Satisfaction of graduates (with the overall educational experience of the programme)

## 6.2 Training activities, teaching methodology and assessment system

Achievement and certification of the objectives reflected in the learning profile of the degree programme largely depend on the training activities, teaching methodologies and assessment systems proposed. Careful design of these elements should promote student-centred teaching and learning.

The degree's learning and teaching strategy must be framed within the institution's own strategy and must be shared and known by teaching staff and students. The training activities and teaching methodology must reflect the degree's interest in teaching innovation and must be appropriate for the educational level and discipline of the programme.

The teaching and learning process should respect and cater for the diversity of students and their needs, allowing for flexible learning pathways. Where appropriate, it should consider and use different teaching formats, flexibly move between various teaching methods, periodically review and adjust the teaching formats and teaching methods, foster a sense of learner autonomy, and ensure adequate guidance and support from teachers. It should also promote mutual respect in the student-teacher relationship and have adequate procedures in place to deal with student complaints.

Teaching methodologies and activities must take into account and respect student diversity (origin, race, sex, sexual identity, religion, credence or any other personal, social or cultural considerations).

Both the learning activities as well as the system of assessment need to be relevant, public and adequate to certify the intended learning outcomes set out in the competence profile. The assessment system should include timely and effective feedback for students. The fitness for purpose of the system for assessment infers a judgement regarding its relevance (validity) and an assessment of the level of discrimination of these activities and their assurance of quality (reliability). Input from students must be taken into account when assessing the effectiveness of the assessment system in certifying the achievement of learning outcomes.

In the case of university master's degrees, the methodologies and learning activities must enable students to acquire advanced knowledge, skills and competences, and provide knowledge of research methods applicable to the field of work or learning or the corresponding professional practice.

It must be ensured that bachelor's and master's degree final projects and external academic internships are carried out in accordance with the specific regulations for these subjects and that the supervision mechanisms and assessment systems of the degree programme function properly. On certain degree programmes, especially those with a specific regulation for internships, it must be ensured that students gain experience in every area included in said regulation, e.g. hospital or clinical services, areas of professional activities or specialisations, so that students can achieve the learning outcomes specific to these professional environments.

Learning assessment is the process of determining how well the learning outcomes have been

achieved. Therefore, the assessment methods (i.e. the assignments carried out by students) should be relevant and consistent with the teaching methodology, activity and format. Similarly, the assessment methods and criteria must be consistent with the learning outcomes being assessed, and they must be able to confirm that all specified learning outcomes are achieved and that the marks awarded reflect the different levels of student achievement.

The degree programme must have mechanisms in place to ensure that students receive timely information about how well they have done on their assignments, an analysis of the level they have achieved and feedback to guide them in their academic progression.

The degree programme must make appropriate use of the procedures in place at the institution to ensure the identity of the students in face-to-face and, especially, non-face-to-face assessment activities, as well as adequately implementing the institution's mechanisms to prevent, detect and deal with unacceptable academic practices such as copying and plagiarism. These mechanisms should also be made known to the student body. In short, the integrity and security of the assessment process must be guaranteed and adequately monitored.

Finally, the assessment activities must be adapted for all students, especially those with disabilities or other special education needs.

## Evidence

Below is the list of *evidence* that can be used to demonstrate achievement of this standard:

- > E07. Improvement plan(s)
- > E16. Centre and degree programme monitoring reports
- > E69. Student achievements (compulsory subjects, academic internships and final degree projects) (see Annex 2)
- > E75. Learning outcomes assessment document

## Indicators

The evidence may be accompanied by the following *indicators*:

- > I50. Student satisfaction (with teachers' performance and the delivery of the degree programme)
- > I66. Satisfaction of graduates (with the overall educational experience of the programme)

## 6.3 Academic performance and employment outcomes

Academic performance indicators provide direct quantitative insight into how well the degree programme is working. Such indicators should be consistent with the type of students and equivalent degrees. They should be appropriately segmented by access route and profile, full-time/part-time dedication, gender, country of origin and cohort.

The degree programme must regularly monitor trends in the academic performance indicators and other data on its implementation. In order to further analyse the degree programme's successfulness, the data collected and the indicators developed should be compared with those of similar degrees in the Catalan university system and abroad.

Employment outcomes are among the key outcomes of university education. Use is made of the wealth of information on this aspect in the Catalan university system, which provides for a contextualized analysis of the main indicators. Indicators on access to the labour market must be consistent with the type of students and equivalent qualifications.

At the time of accreditation, institutions must have instruments that are formally established and implemented for compiling information on stakeholder satisfaction. Considering the cross-dimensional nature of these outcomes, it is recommended these be not just analysed in this section, although this information will be a key element for the focus groups. The satisfaction of students, graduates and teaching staff must be satisfactory and consistent with the satisfaction results for degree programmes in the same field.

### Evidence

The results of the indicators in this section constitute the evidence.

### Indicators

The evidence may be accompanied by the following *indicators*:

- > I46. Drop-out rate
- > I47. Student progress rate
- > I48. Graduation rate
- > I49. Average length of studies
- > I62. First year drop-out rate
- > I63. Degree programme efficiency rate
- > I64. Employment rate (AQU Catalunya survey)
- > I65. Work to degree programme suitability rate (AQU Catalunya survey)

- > I50. Student satisfaction
- > I57. Teacher satisfaction
- > I66. Graduate satisfaction

## Rubrics

<b>6.1 6.1. The learning outcomes achieved match those intended and the MCQES/MECES level of the degree programme.</b>	
<b>Progressing towards excellence</b>	<p><b>With respect to subjects:</b></p> <p>The documentary evidence of student performance shows a high level of achievement of the learning outcomes and very adequately meets the requirements of the level specified in the MCQES for the degree.</p>
	<p><b>With respect to bachelor's and master's degree final projects:</b></p> <p>The documentary evidence of student performance shows that the bachelor's and master's degree final projects correspond very satisfactorily to the learning outcomes and the programme's required level in the MCQES.</p> <p>The final-year projects and dissertations (Bachelor's/Master's degrees) follow a subject planning that is consistent with the groups and lines of research and/or knowledge transfer of the teaching staff.</p>
	<p><b>With respect to academic internships:</b></p> <p>The documentary evidence of student performance shows that the academic internships correspond very satisfactorily to the learning outcomes and the programme's required level in the MCQES.</p> <p>The entities participating as internship centres are highly appropriate for the academic internships.</p>
<b>Compliant</b>	<p><b>With respect to subjects:</b></p> <p>The documentary evidence of student performance shows an adequate level of achievement of the learning outcomes and sufficiently meets the requirements of the level specified in the MCQES for the degree.</p>
	<p><b>With respect to bachelor's and master's degree final projects:</b></p> <p>The documentary evidence of student performance shows that the bachelor's and master's degree final projects correspond to the degree programme's required level in the MCQES.</p> <p>Most final-year projects and dissertations (Bachelor's/Master's degrees) correspond to subject planning that is consistent with the groups and lines of research and/or knowledge transfer of the teaching staff</p>
	<p><b>With respect to academic internships:</b></p> <p>The documentary evidence of student performance shows that the academic internships correspond to the programme's required level in the MCQES.</p> <p>Academic internships take place mostly in suitable centres.</p>
<b>Compliant with</b>	<p><b>With respect to subjects:</b></p>

<p><b>conditions</b></p>	<p>The documentary evidence of student performance shows an uneven level of achievement of the learning outcomes and there are doubts about whether it meets the requirements of the level specified in the MCQES for the degree.</p>
	<p><b>With respect to bachelor's and master's degree final projects:</b></p> <p>The documentary evidence of student performance shows that the bachelor's and master's degree final projects only partially correspond to the learning outcomes and the programme's required level in the MCQES.</p> <p>The final-year projects and dissertations (Bachelor's/Master's degrees) partially correspond to subject planning that is consistent with the groups and lines of research and/or knowledge transfer of the teaching staff.</p>
	<p><b>With respect to academic internships:</b></p> <p>The documentary evidence of student performance shows that the academic internships correspond only partially to the learning outcomes and the programme's required level in the MCQES.</p> <p>There are certain inadequacies in the entities participating as internship centres for academic internships.</p>
<p><b>Non-compliant</b></p>	<p><b>With respect to subjects:</b></p> <p>The documentary evidence of student performance shows an inadequate level of achievement of the learning outcomes and does not meet the requirements of the level specified in the MCQES for the degree.</p>
	<p><b>With respect to bachelor's and master's degree final projects:</b></p> <p>The documentary evidence of student performance shows that the bachelor's and master's degree final projects correspond to neither the learning outcomes nor the programme's required level in the MCQES.</p> <p>The final-year projects and dissertations (Bachelor's/Master's degrees) seldom correspond to subject planning that is consistent with the groups and lines of research and/or knowledge transfer of the teaching staff</p>
	<p><b>With respect to academic internships:</b></p> <p>The documentary evidence of student performance shows that the academic internships correspond to neither the learning outcomes nor the programme's required level in the MCQES.</p> <p>There are considerable inadequacies in the entities participating as internship centres for academic internships.</p>
<p><b>6.2 The training activities, the teaching methodology and the assessment system are suitable to ensure the achievement of the expected learning outcomes.</b></p>	
<p><b>Progressing towards excellence</b></p>	<p><b>With respect to subjects:</b></p> <p>The teaching methods and activities are satisfactorily aligned with learning outcomes.</p> <p>The assessment systems and criteria are varied, innovative and very pertinent to certify and distinguish learning outcomes.</p>
	<p><b>With respect to bachelor's and master's degree final projects:</b></p> <p>The bachelor's and master's degree final projects are supervised and assessed using very pertinent and suitable criteria.</p>

	<p><b>With respect to academic internships:</b> Academic internships are supervised and assessed using very pertinent and suitable criteria.</p>
<b>Compliant</b>	<p><b>With respect to subjects:</b> The teaching methods and activities are designed with the aim to offer opportunities to students to integrate the learning outcomes. The assessment systems and criteria are suitable for certifying and distinguishing the learning outcomes.</p>
	<p><b>With respect to bachelor's and master's degree final projects:</b> The bachelor's and master's degree final projects are supervised and assessed using suitable criteria.</p>
	<p><b>With respect to academic internships:</b> Academic internships are supervised and assessed using suitable criteria.</p>
<b>Compliant with conditions</b>	<p><b>With respect to subjects:</b> Teaching methods and activities offer a reasonable number of opportunities to develop the required learning outcomes. The assessment systems and criteria show some shortcomings which do not allow the learning outcomes to be certified and/or distinguished in all cases.</p>
	<p><b>With respect to bachelor's and master's degree final projects:</b> The systems for supervising and assessing bachelor's and master's degree final projects degrees have shortcomings.</p>
	<p><b>With respect to academic internships:</b> The systems for supervising and assessing academic internships have shortcomings.</p>
<b>Non-compliant</b>	<p><b>With respect to subjects:</b> There is no clear relationship between learning outcomes and the teaching methods and activities of the training provided in the degree programme. The assessment systems and criteria are not suitable for certifying and distinguishing the learning outcomes.</p>
	<p><b>With respect to bachelor's and master's degree final projects:</b> The systems for supervising and assessing bachelor's and master's degree final projects have significant shortcomings which render them unsuitable for certifying and distinguishing the learning outcomes.</p>
	<p><b>With respect to academic internships:</b> The systems for supervising and assessing academic internships have significant shortcomings which render them unsuitable for certifying and distinguishing the learning outcomes.</p>
<b>6.3 Academic and employability indicators show values that are adequate for the characteristics of the degree programme.</b>	
<b>Progressing towards excellence</b>	The documentary evidence shows that the time series for the academic indicators is consistent with the type of students and equivalent programmes, and it clearly shows continuous enhancement of the programme.

## Guide to the accreditation of university bachelor's and master's degree programmes

	The employment rate of the graduate population is higher than that of the target group.
	The work to degree programme suitability rate of the graduate population is higher than that of the target group.
<b>Compliant</b>	The documentary evidence shows that the time series of most of the academic indicators is consistent with the types of students and the equivalent degree programmes.
	The employment rate of the graduate population is similar to that of the target group.
	The work to degree programme suitability rate of the graduate population is similar to that of the target group.
	The degree programme has mechanisms in place to find out about the graduate population's access to the labour market, but it does not yet have sufficient data to be able to assess this section.
<b>Compliant with conditions</b>	The documentary evidence shows that there is a certain mismatch in the time series for the academic indicators in relation to the type of students and equivalent programmes, and it does not show continuous improvement of the programme.
	The employment rate of the graduate population is significantly lower than that of the target group.
	The work to degree programme suitability rate of the graduate population is significantly lower than that of the target group.
<b>Non-compliant</b>	The degree lacks mechanisms for finding out about the graduate population's access to the labour market.

## ANNEX I. EVIDENCE AND INDICATORS

Below is a list of the evidence and indicators that have been identified in this guide and that the centre may provide to AQU Catalunya to demonstrate compliance with the standards for degree programme accreditation. The list is for guidance and might not be complete, depending on the history, nature and operation of the centre; therefore, others that the degree programme considers to provide relevant information for monitoring and improvement can be provided. Some of the evidence proposed here might also be used to demonstrate standards have been met in other dimensions not listed in this guide.

Guide to the accreditation of university bachelor's and master's degree programmes

TABLE 1. EVIDENCE	DIM.1				DIM.2		DIM.3			DIM.4			DIM.5			DIM.6		
	1	2	3	4	1	2	1	2	3	1	2	3	1	2	3	1	2	3
E01. Strategic Plan (SP) or similar				■														
E02. Dashboard or similar																		
E07. Improvement plan(s)					■	■				■	■				■			■
E12. Minutes of governing bodies and other committees			■				■											
E13. Risk management plan(s)							■								■			
E14. Contingency plan(s)															■			
E16. Centre and degree programme monitoring reports	■				■	■			■	■	■							■
E20. IQAS processes and procedures	■		■		■	■			■	■	■			■	■	■		
E21. Centre's academic personnel structure and staffing										■								
E22. Criteria for teaching staff entry or recruitment				■														
E23. Criteria for support staff entry or recruitment				■											■			
E24. Teaching and support staff assessment reports										■					■			
E31. Subject or course teaching guides			■															
E32. Actions within the SDGs				■														
E33. Gender Equality Plan and its results				■														
E34. Protocol against harassment on the basis of sex, gender, sexual orientation, etc.				■														
E35. Support actions for students with disabilities				■														
E36. Entry and admission criteria for students		■		■														
E37. Tutorial action plan(s) (TAP)															■			
E38. List of student support and guidance services															■			
E46. Degree programme reports	■																	
E47. Degree programme verification reports	■																	
E48. Centre and degree programme monitoring assessment reports (AQU)	■																	
E49. Degree programme accreditation reports (AQU)	■																	
E50. Course plan for degree programmes			■							■	■							
E51. Timetable for current degree programmes			■															
E52. Guidelines for bachelor's and master's degree final projects			■															
E53. Regulations and criteria for credit recognition			■															
E54. Sequencing of simultaneous degree programme offers			■															
E55. Website and other public information					■	■												
E56. Register of results of the application of admission criteria		■																
E57. Transition and reception plan for new student entrants		■																
E58. Criteria for additional training requirements		■																
E64. List of teaching staff active research projects (MU)										■								
E65. Teachers' professional experience										■								
E66. Detection of teaching staff requirements											■							
E67. Assessment of the training plan												■						



Guide to the accreditation of university bachelor's and master's degree programmes

TABLE 2. INDICATORS	DIM.1				DIM.2		DIM.3			DIM.4			DIM.5			DIM.6		
	1	2	3	4	1	2	1	2	3	1	2	3	1	2	3	1	2	3
I10. Percentage of credits taught by accredited doctoral teaching staff on all degree programmes										■	■							
I11. Percentage of credits taught by non-accredited doctoral teaching staff on all degree programmes										■	■							
I12. Percentage of credits taught by non-doctoral teaching staff on all degree programmes										■	■							
I13. Percentage of credits taught by tenured teaching staff on all degree programmes										■	■							
I22. Percentage of implemented actions directly related to the SDGs				■														
I23. Percentage of men and women enrolled on the centre's degree programmes overall				■														
I24. Percentage of male and female graduates on all the centre's degree courses				■														
I25. Percentage of first-generation students (parents without university education)				■														
I26. Percentage of students with disabilities or special educational needs on the centre's degree programmes overall				■														
I27. Percentage of complaints received for SDG, diversity or gender equality issues				■														
I28. Number of students assisted by the support and guidance services				■														
I29. Number of dissemination actions				■														
I40. First option demand rate/offered places		■																
I41. Student enrolment rate/places offered		■																
I42. Profile of new student entrants (by entry routes and cut-off marks for bachelor's degrees and by marks/grades and qualifications for university master's degrees)		■																
I43. Percentage of students requiring additional training		■																
I44. Percentage of students who study and work		■																
I45. Percentage of enrolled students of foreign origin		■																
I46. Drop-out rate																		■
I47. Student progress rate																		■
I48. Graduation rate																		■
I49. Average length of studies																		■
I50. Student satisfaction						■	■							■	■			■
I53. Percentage of credits taught by teaching staff on an active six-year research period										■	■							
I54. Percentage of credits taught by teaching staff on an active five-year DOCENTIA period (public universities) or positive DOCENTIA assessment (private universities)										■	■							

### Guide to the accreditation of university bachelor's and master's degree programmes

155. Ratio of full-time equivalent students (FTES) to full-time equivalent teaching staff (FTETS)											■							
156. Percentage of teaching staff who have taken part in academic training activity												■						
157. Teacher satisfaction					■	■						■	■	■	■			■
158. Number of security incidents in the education infrastructure													■	■	■			
159. Percentage of students using tutoring													■					
160. Percentage of improvement actions not implemented							■		■									
161. Percentage dashboard indicator objectives achieved																		
162. First year drop-out rate																		■
163. Degree programme efficiency rate																		■
164. Employment rate (AQU survey)																		■
165. Work to degree programme suitability rate (AQU survey)																		■
166. Graduate satisfaction					■	■									■	■	■	■
167. Percentage of support staff who have received some training to enhance their skills development													■					
168. Administrative and service staff satisfaction													■	■	■			
169. Percentage of students with recognised professional experience															■			

## ANNEX 2. EVIDENCE FOR ASSESSING LEARNING OUTCOME ACHIEVEMENT

Bachelor's degree	Master's degree
<ul style="list-style-type: none"> <li>– <b>Four compulsory subjects.</b> These subjects should be representative of the main curricular areas and of the various course years of the curriculum. Their typology should respond both to science-based subjects and to technical/applied or procedural subjects. As a minimum, one of them should be from year one of the course.</li> <li>– If there are mentions, one compulsory subject for each mention.</li> <li>– <b>Academic internships.</b></li> <li>– Bachelor's degree final project.</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Two compulsory subjects.</b></li> <li>– If there are specialisations, one subject for each specialisation (which are compulsory if the student is to pass that specialisation).</li> <li>– <b>Academic internships.</b></li> <li>– Master's degree final project.</li> </ul>

The following three types of evidence should be provided for each selected subject:

### 1. Teaching guide of the subject

Information that should be published on the website of the degree programme, where the following should necessarily be included:

- > List of topics.
- > Intended learning outcomes.
- > Assessment system.
- > Most significant training activities, including those which are the object of assessment (pointing them out).
- > For academic internships and bachelor's and master's degree final projects:
  - Internship centres and volume of students per faculty and study period.
  - Types of most common placements.
  - Types of bachelor's/master's degree final projects.
  - System for supervising academic internships and bachelor's and master's degree final projects

## 2. Teaching staff of the subject

- > Summarised CVs of the teachers teaching the subject (teaching profile, research lines and main recent publications, professional profile).
- > In the case of bachelor's/master's degree final projects, profile of the supervising teachers (summarised CVs with research lines and main recent publications, especially for teachers in charge of master's degree final projects).
- > Profile of tutors of compulsory academic internships.

## 3. Sample of student achievements

- > List of defended bachelor's and master's degree final projects and a selection of evidence from the assessment tests of students carrying out these projects and academic internships.
- > With respect to subjects, selection of the written tests, studies and reports, covering the spectrum of grades (fail, pass, notable and excellent), exceeding, between all those presented, 50% of the assessment weight. One evidence for each of the grades given for each of the selected subjects is sufficient. Where appropriate, the university will ensure anonymity.
- > If assessment is continuous, a table to contextualise it. This table should include at least the weighting and type of the various tests.
- > If there are assessment rubrics that are not included in the teaching guides, they must be provided in this section.

## ANNEX 3. CHANGES TO SECOND EDITION

The main changes that have been introduced in this second edition of the guide are the following:

- > Update of the reference document on Fully online or blended degree programmes (pages 31 and 40)

**Agència per a la Qualitat del Sistema Universitari de Catalunya**

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