# STUDENT REPORT TEMPLATE FOR DEGREE PROGRAMME ACCREDITATION

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Barcelona, 2024

# SUMMARY

# PRELIMINARY GUIDELINES

This document is intended for the people who will be in charge of coordinating the student report for bachelor's and master's degree programme accreditation. It proposes the most relevant aspects that the report may contain and offers useful information on how to approach reflection on these aspects.

It is a working document that can be used as a guide to carry out the process and as a template to start its drafting. If you want more information on degree programme accreditation methodology, you can view the *Guide to the accreditation of university bachelor's and master's degree programme*.

Given that the degree accreditation processes are focused at the centre level, insofar as it is the organisational reference for the assessment processes, the aspects linked to cross-cutting aspects and/or at the centre level can be addressed together. Instead, the specific aspects of each degree programme subject to evaluation and the assessment of these aspects should be dealt with separately in the corresponding sections of the report. If it is considered appropriate, you can also choose to draft a different report for each of the degree programmes evaluated.

The report template has been divided into four sections. Firstly, the introduction includes mostly identification data and an explanation of the process and methodology used. The second section deals with the assessment of the various quality aspects. The third section contains the conclusions of the analysis carried out. Finally, a section is included to record the closing and signing date of the report once it has been completed.

# INTRODUCTION

## Identification

**University:**

**Centre:**

**Degree or degree programmes subject to accreditation:**

**Academic year:**

## Report authorship*

*\* This section will be shared with the external assessment committee, but will not be included in the version sent to the centre.*

*Report coordination:*

*The persons who have participated in the drafting of the report in a coordinating role must be indicated here (degree, name and course).*

*Participants:*

*To identify the source of the opinions collected, the general characteristics of the persons involved (number of persons, degrees(s) and course(s)) should be indicated.*

*Advice:*

*If applicable, it is necessary to indicate the person or persons who have been asked for methodological advice, the complementary institutional data or other information.*

## Development of the process and methodology used

*In this section, the process of drawing up the report must be briefly described, and specifically:*

- *Point out the methodology or methodologies used to collect the opinion of the students and to prepare the report (discussion groups, interviews with the students, surveys, etc.).*
- *Include a global reflection on the degree of satisfaction of the work group with the process.*

# ASSESSMENT OF SPECIFIC QUALITY ASPECTS

## Degree programme management and organisation

*The organisation of the degree programme(s) should be assessed here, considering aspects related to teaching planning and the communication established between the centre and the students. The argument can take into account elements such as the following:*

- *Information about the degree: accessibility, completeness and updating (through the website, platforms, etc.).*
- *Organisation and structure of study plan: sequencing of subjects, timetables, calendars, etc.*
- *Degree management bodies (council or study committee, or equivalent body) and role of study coordinators (or equivalent figure).*
- *Coordination of teaching staff: overlap of content, etc.*
- *Other aspects to consider.*

## Teaching, learning and assessment

*The teaching-learning process needs to be assessed from the point of view of curriculum content and learning activities, teaching methodologies and assessment systems employed by the teaching staff. The argument can take into account the following elements:*

- *Learning objectives: degree of knowledge of the objectives and specific learning outcomes of the degree.*
- *Acquisition of general learning outcomes (such as communication skills, confidence level, leadership, autonomous learning, decision making, problem solving, critical analysis, teamwork, gender perspective, etc.).*
- *Content of the subjects: update, level of training appropriate to the degree level (appropriate to degree or master's level), volume of work required (in relation to the ECTS provided), etc.*
- *Adequacy and coherence between teaching methodologies, learning activities and assessment systems.*
- *Satisfaction with the teaching staff: adequacy of profiles, motivation, ability to transmit knowledge, availability, usefulness of tutoring and feedback on assessment.*
- *Other aspects to consider*

## Compulsory internships

*Internships must be assessed here, **if they are compulsory**. In the case of optional internships within the curriculum (differentiated from extracurricular internships), the information in this section can be adapted. The argument can take into account the following elements:*

- *Organisational aspects prior to the start of the internships: supply and adequacy of work placements centres, system for election and assignment, remuneration, etc.*

- *Satisfaction with the development of the internships: planning, support received from the person exercising the academic tutoring and the tutoring of the internship centre.*
- *Satisfaction with the assessment system and the achievement of the intended learning outcomes.*
- *Overall satisfaction with internship centres.*
- *Are there surveys or other mechanisms to gather student satisfaction with internships and propose possible improvements? Is the information received by the students checked against the internship centre report?*
- *Other aspects to consider.*

## Bachelor's thesis / Master's thesis

*The final bachelor's thesis / final master's thesis must be assessed here. The argument can take into account elements such as the following:*

- *Aspects prior to the completion of the thesis: prior guidance received, system for the choice and assignment of work, proposed lines of work/research, etc.*
- *Satisfaction with the development of the work: planning, monitoring and support received from the thesis tutor.*
- *Satisfaction with the workload and demand of the thesis in relation to credits.*
- *Satisfaction with the assessment and defence system and with the achievement of the intended learning outcomes.*
- *Other aspects to consider.*

## Learning support resources and services

*The physical resources available to students and how they contribute to and/or enhance the teaching and learning process should be assessed. The argument can take into account elements such as the following:*

- *Institution facilities: classrooms, laboratories, computer equipment, library, etc.*
- *Specialised resources: online bibliography, research facilities, etc.*
- *Virtual campus.*
- *Academic guidance and tutoring services and their contribution to improving the learning process.*
- *Mobility promotion services: suitability, offer, satisfaction, etc.*
- *Career guidance services and actions to promote job placement.*
    - o *Type of services or initiatives (sessions on job opportunities, extracurricular internship exchange, job exchange for graduates, etc.) and student perception of these services or initiatives.*
- *Administrative and support services: admission, registration, validation, scholarships, accommodation, etc.*
- *Management of requests for information, complaints and suggestions.*

- *Actions to prevent and/or address situations linked to the rights of equal opportunities, non-discrimination, harassment and universal accessibility for people with disabilities.*
- *Other aspects to consider.*

## Academic environment and participation

*The opportunities for student participation need to be assessed here. The argument can take into account elements such as the following:*

- *Participation structure of the student body for the degree programme in the centre.*
- *Centre's contribution to promoting the associative environment and university life (academic and cultural) of the student body.*

*The academic environment of the degree programme and its impact on the teaching-learning process of the student body must also be assessed. The argument can take into account elements such as the following:*

- *Existence of a stimulating environment for independent work and for the discussion of research and/or professional topics with members of the university community.*
- *Opportunities for contact and/or networking with a wider research and/or professional community.*

*Finally, the participation of the group in the institutional systems for collecting student satisfaction should be assessed. The argument can take into account elements such as the following:*

- *Degree of participation in student satisfaction surveys (such as surveys asking about subjects and faculty)*
- *If participation is low, how could it be improved?*
- *What impact do surveys have? (information to the students about the overall results, perceived usefulness, commenting on an example of an aspect that has improved as a result of the surveys, if there is evidence of it).*

# CONCLUSIONS ON THE STUDENT ANALYSIS

*This section includes the main conclusions derived from the analysis of the set of dimensions, identifying, if necessary, those that are applicable to each of the degrees, as well as those of a cross-cutting nature.*

*Strengths and proposals for improvement can be highlighted.*

# SUBMISSION OF THE REPORT*

*\* This section will be shared with the external assessment committee, but will not be included in the version sent to the centre.*

The people who coordinated the process of drawing up the report state that this document constitutes the definitive student assessment report:

**Coordinator:**

*[signature]*

**[Day] [Month] 202x**

**Coordinator:**

*[signature]*

**[Day] [Month] 202x**

*If there are more than two coordinators, the signature field must be added as many times as necessary.*

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