



AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN

**EVALUATION PROTOCOL
FOR THE VERIFICATION
OF
RECOGNISED
UNIVERSITY DEGREES

(Bachelor and Master's
degrees)**

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INTRODUCTION

Organic Law 4/2007, 12 April, which amended Organic Law 6/2001, of 21 December, on Universities (hereinafter the Spanish Universities Act of 2001), established a new structure for degree programmes and recognised university degrees.

Royal Decree 1393/2007, of 29 October, concerning the regulation of recognised university degree programmes in Spain, pursuant to the provisions of Article 37 of Organic Law 4/2007 on Universities, sets out the guidelines, conditions and procedure for the verification and accreditation of programmes of study prior to their entry in the Register of Universities, University Colleges, Faculties and Degrees.

In accordance with the stipulations of the abovementioned Royal Decree, programmes of study leading to recognised degrees shall be verified by the Spanish Universities Council. Responsibility for establishing the verification and accreditation protocols, evaluating programmes of study designed by universities and drawing up and issuing of evaluation reports lies with the National Agency for Quality Assurance and Accreditation (ANECA).

This document sets out the *Criteria and Guidelines* established by ANECA for the evaluation process in accordance with this requirement. The document is for use by the panels and committees in charge of assessing the design of recognised degree programmes, as well as university staff responsible for actually producing the different degree designs, who will benefit from an understanding of the evaluation criteria and guidelines in preparing the designs.

The protocol also includes the *Evaluation template* and the *Benchmarks* to be used by the review panels in assessing degrees submitted by the universities for verification.

The evaluation protocols are based on the provisions of Royal Decree 1393/2007, together with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*,¹ developed by the European Association for Quality Assurance in Higher Education (ENQA). The preparation of the protocols was further aided by the agency's experience from the previous verification of designs for recognised postgraduate degree programmes.

This document deals with the following aspects:

- The evaluation process of programmes of study for recognised university degrees.
- The evaluation criteria and guidelines.
- The template for the evaluation report.
- The Memorandum.²
- Benchmarks used in the evaluation to verify the degrees (Appendix I).

This new version of the *Evaluation protocol for recognised university degrees*, which replaces version I (dated 18-02-08), incorporates improvements and suggestions made by the universities. The section on benchmarks is new. The changes made in the other sections refer to different aspects of the protocol, and all of them comply with Appendix I of the Royal Decree and the *Guide to filling out the Memorandum for the verification of recognised degrees*. The Guide is available from the ANECA website.

¹ See www.aneca.es for the Spanish version of this document.

² Instructions for completing the Memorandum can be obtained from the ANECA website (www.aneca.es).

EVALUATION PROTOCOL FOR THE VERIFICATION OF RECOGNISED UNIVERSITY DEGREES

The verification process begins with the university applying for verification of a proposed recognised degree. All applications are to be made using the software package issued by ANECA and then sent to the Universities Council.

Once the Universities Council has verified the conformity of the programme of study to the protocols laid down by ANECA, the programme of study is sent to the Agency for the evaluation report.

The programme of study is assessed by a review panel consisting of experts who use the protocols to draw up a draft report on the programme of study, which will either be positive or negative, with reasons provided, together with recommendations, where applicable, for improvement.

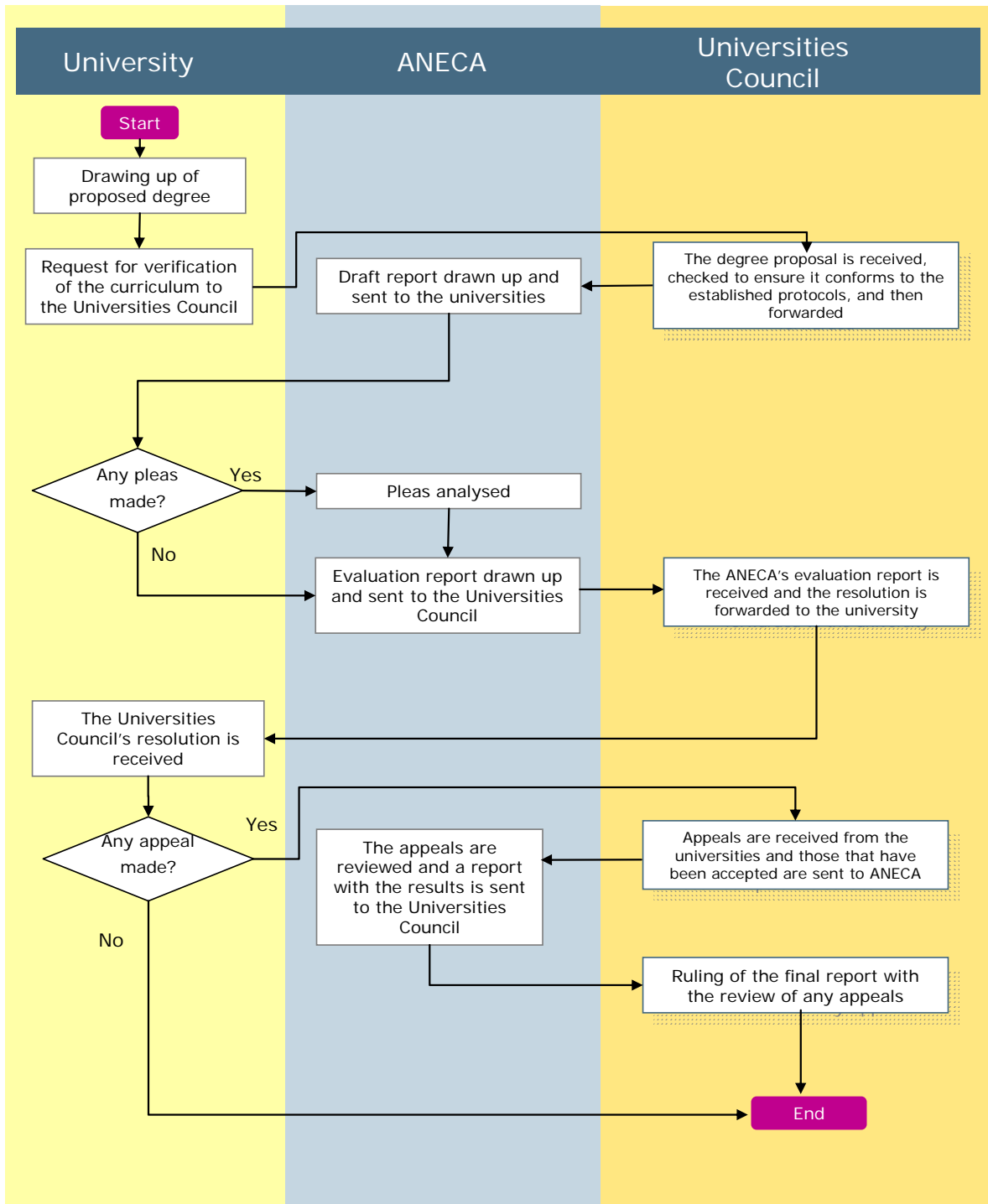
ANECA then sends the draft report to the University in order for any pleas (supporting arguments) to be made. The University has twenty days to do so.

Once this deadline has passed and any pleas have been assessed, ANECA then draws up the final evaluation report, which will be either positive or negative, and it is then sent to the Universities Council.

The University may appeal the verification resolution before the Board of the Universities Council. Appeals that are allowed and accepted by the corresponding committee designated by the Universities Council are referred to ANECA, with specific indication of those aspects in the evaluation that are to be reviewed. The maximum period for this process shall be three months.

The ANECA Appeals Committee then analyses the aspects referred to by the Universities Council and issues the corresponding report, on the basis of which the Universities Council makes the final judgment. Figure 1.1 shows the process described above.

Figure 1.1. Verification evaluation process



2. EVALUATION CRITERIA AND GUIDELINES

Designs for new degrees are evaluated according to a series of quality-based criteria and guidelines.

The criteria and guidelines set out in this document assess the quality of programmes of study according to:

- The importance of/justification for the degree.
- The suitability of the general aims and competences.
- Whether adequate mechanisms regulating student entry and admissions are clearly established.
- The coherency of the programme of study.
- The adequacy of academic and support staff, together with the physical resources and services.
- Envisaged efficiency in relation to the anticipated results.
- The internal quality assurance system for revising and enhancing the programme of study.
- The adequacy of the schedule for anticipated introduction.

The proposed quality-based criteria and guidelines have been defined in accordance with the provisions and appendices of Royal Decree 1393/2007, the standards and guidelines for the evaluation of university education established at the Meeting of Ministers in Bergen (May 2005)³ and the INQAAHE Code of Good Practices for Quality Assurance Agencies.⁴ In relation to the standards and guidelines, a clear distinction is made between those that correspond exclusively to the Bachelor level, those that correspond exclusively to the Master's level, and those that refer to both levels.

³ See the ENQA website for these guidelines (European Association for Quality Assurance in Higher Education); <http://www.enqa.net>

⁴ International Network for Quality Assurance Agencies in Higher Education; <http://www.inqaahe.org/generic.cfm?mID=5&sID=10>

These criteria and guidelines are specified *a priori* so that universities and reviewers, respectively, have clear benchmarks for designing and evaluating degree designs.

1. DESCRIPTION OF THE DEGREE

CRITERION

Each degree design must include a description that is adequate and consistent with the level and/or academic validity so there is no confusion concerning its content or, where applicable, qualification for professional purposes.

GUIDELINES

The degree design must include a description of the general characteristics (name, the university making the application, type of degree programme, etc.). When providing this information, account must be taken of the descriptors for the Bachelor and Master's levels given in Royal Decree 1393/2007. Information provided in this section will be referred to in the assessment of the other sections of the degree design.

The design must:

BACHELOR AND MASTER'S

- Give the name of the degree. This must be consistent with the proposed programme of study and not give rise to any errors regarding the level and/or academic validity so there is no confusion concerning its content or, where applicable, qualification for professional purposes.
- State the university making the application and the faculty, department or institution responsible for the programme.
- Include the information on the type of degree programme (classroom-based only, joint class and distance learning or distance learning only).
- Include the number of new student places offered.
- Include the number of credits and the registration requirements. At all events, a check is to be made that the requirements in this section cover matters arising from special educational needs. Where appropriate, a check is to be made that students have the possibility of part-time study.
- Include any remaining necessary information for the European Diploma Supplement to be issued in accordance with the prevailing regulations.

BACHELOR

- In the information necessary in order for the European Diploma Supplement to be issued, the branch of knowledge that the degree programme comes under must be stated. In the case of degree programmes that are associated with more than one discipline, the main branch of knowledge must be given.

2. JUSTIFICATION

CRITERION

Each degree design must be relevant in terms of the corresponding learning and/or research experience, be appropriate to the academic field that it refers to and/or comply with other similar existing studies.

GUIDELINES

A degree design must be justifiable before society, the public administration and the university institution itself. References and justifications enclosed with the degree design must provide arguments that endorse it on academic, scientific and/or professional grounds.⁵

The design must:

- Provide evidence that makes clear the interest and academic, scientific and professional relevance of the programme.
- In cases where the degree qualifies for the practice of a regulated professional activity in Spain, the programme must conform to the conditions and content defined by the Government and the Ministry of Education and Science.
- Describe the procedures for internal and external consultation used at both the national and international level to produce the programme of study. These may have been with professionals, students and other groups.

BACHELOR

- Benchmarks from outside the university submitting the design must be provided. These must endorse the design's conformity with national and/or international criteria for degrees of similar academic characteristics. They may be:
 - White papers from the ANECA's European Convergence Programme (www.aneca.es; see the section on *libros blancos*⁶).
 - Programmes of study from Spanish universities, European universities, universities from other countries or international universities, in accordance with the provisions of the guide for completing the Memorandum issued by ANECA.⁷
 - Reports by professional bodies and associations in Spain, Europe, other countries and international entities.
 - Degrees that were current in the catalogue at the time of the coming into force of Organic Law 4/2007, of 12 April, whereby Organic Law 6/2001, of 21 December, on Universities (Spanish Universities Act), was amended.
 - Others, on the basis of their academic quality and/or interest.⁸

⁵ Aspects associated with relevance within the national-regional context according to social and student demand may be taken into consideration in the evaluation for authorisation by the regional government or the educational authority that the university offering the degree comes under.

⁶ Consultation documents

⁷ Available from the ANECA website: <http://www.aneca.es>

⁸ Two references of special interest are the QAA's "Subject Benchmark Statements" and the proposals of the associations belonging to the American Council for Higher Education Accreditation (CHEA). For

MASTER'S

- In the case of the Master's, external equivalents with studies in other countries may be provided.
- In the case of the Master's, justification must be provided for the research, academic or professional orientation of the programme.
- In the case of a Master's with a professional or research orientation, the design must refer to the situation of R+D and innovation in the professional sector.

information on these sources, see the guide for completing the Memorandum, which is available from the ANECA website.

3. COMPETENCES

CRITERION

The aims of the degree must be relevant and the competences to be acquired by students must be consistent with those required in order for the degree to be awarded.

GUIDELINES

The general aims of the degree must correspond with its intended orientation (academic, professional, specialisation or other).

The competences to be acquired by students must be assessable and consistent with those corresponding to a Bachelor degree.⁹

The design must:

BACHELOR AND MASTER'S

- Specify the general aims of the degree.
- Give details of the competences that students must have acquired on completion of their studies. The proposed competences must be consistent with those set out in Royal Decree 1393/2007 for the corresponding level (Bachelor and Master's).
- In cases where the programme qualifies for the practice of a regulated professional activity in Spain, the programme of study must conform to the provisions laid down for this degree by the Government in the corresponding regulations.
- Definition of the general aims must take into account the fundamental rights and the right of equal opportunity for men and women,¹⁰ the principles of equal opportunity and universal access for people with disabilities¹¹ and the values appropriate to a culture of peace and democracy.¹²

⁹ The proposed competences must at least cover the basic competences set out in Royal Order 1393/2007.

¹⁰ In accordance with the provisions of Law 3/2007, 22 March, concerning effective equality for women and men.

¹¹ These principles are laid down in Law 51/2003, 2 December, on equal opportunity, non-discrimination and universal access for people with disabilities.

¹² In compliance with the provisions of Law 27/2005, 30 November, on the fostering of peace education and the peace culture.

4. STUDENT ENTRY AND ADMISSION

CRITERION

The degree programme must have accessible systems to regulate and provide clear information on the different means of entry, admission and new student orientation.

GUIDELINES

New students must be provided with information on the degree's characteristics prior to registration to help them integrate in the university and their studies.

There must also be systems that provide information on the conditions and examinations for special entry schemes, where these are authorised by the corresponding education authority.

The programme must have adequate credit transfer and recognition systems. These must be described for the core subjects in the same or a different branch of knowledge, as well as for other credits taken.

The design must:

BACHELOR AND MASTER'S

- State the pathways and requirements for admission to the degree including the recommended entry profile for students.
- State the pre-registration information systems and reception and orientation procedures for new students to help their integration in the university and their studies.
- Prior to the start of the academic year, it is important for the students to receive sufficient academic information so they can plan out their studies (course guides, tutorial schedules, exam timetable, etc.). In the case of distance learning programmes, procedures will be required to provide information on the various media used in the teaching/learning process of the degree (Internet, TV, radio, etc) and the available teaching materials, services and student help centres.
- Where applicable, and always under the authorisation of the corresponding education authority, indicate any conditions and/or exams for special entry.
- Provide clear and adequate mechanisms for the transfer and recognition of credits, taking into account the following basic rules:
 - Provided that the target programme is in the same branch of knowledge as the source programme, recognition shall be given to credits for core subjects in the same branch of knowledge.
 - Credits corresponding to core subjects taken in the target branch of knowledge will also be recognised.
 - Remaining credits shall be recognised by the target university based on the conformity between the competences and the skills associated with

other subjects taken by the student, or according to their transversal nature.

BACHELOR

In accordance with article 46.2.i) of Organic Law 6/2001, 21 December, on Universities in Spain, academic recognition is given to students for a maximum of six credits out of the total for the programme of studies taken for participation in university activities of a cultural, sports, student representation, solidarity or cooperation nature. The university's credit transfer and recognition system must make specific reference to this point.

MASTER'S

- o In the case of Master's degrees, in addition to the envisaged entrance exams, state the body that is responsible for admissions, together with the applicable procedures and requirements.

5. PROGRAMME CONTENT

CRITERION

The programme of studies must constitute a proposal for study that has been designed in a coordinated way and takes into consideration the student's dedication within a given period of time.

GUIDELINES

The programme of studies must have a module, course and credit structure that is consistent with the defined general aims and competences and supported by mechanisms to coordinate teaching.

The contents, learning activities, the evaluation system and the prerequisites specified in each module and course must be suitable in order for students to acquire the envisaged competences in the module or course.

The planning and timetabling of degree programmes must allow for coordination between modules and courses and for students to adapt their actual dedication to study in relation to that which is envisaged.

The design must:

BACHELOR AND MASTER'S

- Have a study structure and organisation that is consistent with the general aims, is supported by teaching coordination and ensures that the student acquires the competences.
- Provide a résumé with the competences to be acquired and their evaluation in the modules and courses that make up the degree design, including the core subjects, compulsory and free choice courses, work experience/placement and the final year project or dissertation work.
- The core subjects chosen must be consistent with the same branch of knowledge as that of the degree.¹³
- Where applicable, courses must be included that are connected with the fundamental rights and the right of equal opportunity for men and women,¹⁴ the principles of equal opportunity and universal access for people with disabilities¹⁵ and the values appropriate to a culture of peace and democracy.¹⁶

¹³ In accordance with Royal Decree 1393/2007

¹⁴ In accordance with the provisions of Law 3/2007, 22 March, on effective equality between women and men.

¹⁵ These principles are set out in Law 51/2003, 2 December, concerning equal opportunity, non-discrimination and universal access for people with disabilities.

¹⁶ In compliance with Law 27/2005, 30 November, on the fostering of peace education and the culture for peace.

- Give a detailed description of each module and course, with specific timetables.
- Specify the procedures for organizing the mobility of the university's students and for receiving those from other universities, including the system for ECTS credit recognition and accumulation.
- Describe the specific support and orientation mechanisms for students who are already registered. In the case of students with special educational needs resulting from disabilities, appropriate support and orientation services must be included.
- Establish the rules governing ongoing student status.

BACHELOR

- In the case of a Bachelor's degree of a professional nature, the approach given to adequate professional practice will be of special importance, as well as collaboration agreements with private enterprise and other institutions for this practice.

MASTER'S

- In the case of a Master's degree with a professional orientation, the approach given to adequate professional practice will be of special importance, as well as collaboration agreements with private enterprise and other institutions for this practice.

6. ACADEMIC STAFF

CRITERION

Teaching staff and other support human resources in each degree must be adequate in order for the general aims and competences envisaged in the degree design to be achieved.

GUIDELINES

There must be sufficient academic staff involved in the degree and their degree of assignment, qualifications and experience must be appropriate to deliver the proposed programme of studies.

The design must:

BACHELOR AND MASTER'S

- Specify the available academic staff, with their academic category, their job status at the university, their teaching and research and/or professional experience and their suitability in relation to the fields of knowledge connected with the degree. ANECA may, in any case, request additional information on this aspect during the evaluation of the design.
- Specify the available support staff, their job status at the university, their professional experience and their suitability in relation to the fields of knowledge connected with the degree. ANECA may, in any case, request additional information on this aspect during the evaluation of the design.
- In the case of distance learning, it is important to justify necessary support staff to resolve matters such as: adequate provision of support and orientation services for students and teaching staff; provision of the necessary technological support, in case a specific e-learning platform is being used; assistance and support for the teachers when preparing teaching materials using specific on-line courseware for distance learning.
- Define the anticipated requirements for teaching staff and other necessary human resources, bearing in mind the structure of the programme of study, the number of credits, the fields of knowledge involved, the number of students and other relevant variables.
- In the case of joint degrees, information must be included on the way in which participation by teaching staff from the different participating universities will be organized.
- State the mechanisms to be used to ensure that the recruitment of teaching staff complies with the criteria of equality between men and women and the non-discrimination of people with disabilities.¹⁷

¹⁷ In accordance, respectively, with the provisions of Law 3/2007, 22 March, concerning effective equality for women and men and Law 51/2003, 2 December, on equal opportunity, non-discrimination and universal access for people with disabilities.

- In the case of a Bachelor's or Master's degree of a professional nature, one essential requirement will be for the design to include teaching staff with sufficient experience and contact with the professional sector.

7. PHYSICAL RESOURCES AND SERVICES

CRITERION

Physical resources and services that are necessary for the development of the envisaged activities must be adequate for the envisaged aims and competences in the programme of studies to be achieved.

GUIDELINES

The programme of study must have adequate infrastructure and physical resources in order for it to be developed.

As a general rule, physical resources must be adequate to ensure the running of the corresponding services for the courses that are given, enabling the envisaged group size to be maintained, their adequacy in terms of teaching-learning methodologies, etc.

Areas set aside for library services, reading rooms and group work, as well as bibliographic resources, must be sufficient and accessible to cover the planned content of course programmes.

In the case of distance learning programmes, the need for specific online resources shall be taken into account, together with systems and mechanisms for contact between teachers and students. In this type of degree programme, greater importance will be given in the evaluation to resources for online access to the students' on-line spaces and other platforms.

Where applicable, the resources and services of associated faculties, colleges and institutes will also be considered.

The design must:

BACHELOR AND MASTER'S

- Provide for sufficient facilities and infrastructure in both the participating universities and collaborating institutions, and justify their adequacy in terms of learning outcomes. Specific mention and description must be made of key physical resources and services (laboratories, classrooms and special facilities, specific library services, etc.) in order for the aims of the degree to be fulfilled. The criteria of universal access and "design for all" (persons), in accordance with Law 51/2003, 2 December, on equal opportunities, non-discrimination and universal access for people with disabilities must, at all events, be observed.
- In the case of distance learning programmes, special attention must be given to the need for the specific distance learning resources that are necessary, such as two-way communication systems and mechanisms between teachers and students. In this type of degree programme, greater importance will be given in the evaluation to resources for online access to the students' on-line spaces and other platforms.

- Where applicable, provide information on agreements regulating the participation of other entities in teaching activities. At all events, justification must be given that the physical resources and services available in collaborating entities ensure the development of planned teaching activities.
- State the mechanisms for carrying out and safeguarding the checking and maintenance of materials and services in the university and collaborating institutions, together with the mechanisms for their being updated.
- In the case where some necessary physical resources and services are not available when the degree design is submitted, describe the plans to renovate and improve infrastructure and acquire new facilities that are essential for development of the learning activities in the programme. ANECA may, in any case, request additional information on the physical resources and services during the evaluation of the design.

8. ANTICIPATED OUTCOMES AND QUANTITATIVE RESULTS

CRITERION

The degree design must include the anticipated outcomes in connection with the degree's efficiency and the general mechanisms for assessing the learning outcomes of the students.

GUIDELINES

In the accreditation renewal stage, these estimations shall be reviewed, with attention being paid to the justifications provided by the university and actions deriving from follow-up.

The degree must have a series of procedures in place for assessing the progress and learning outcomes of the students.

The design must:

BACHELOR AND MASTER'S

- Appraise a series of indicators associated with the anticipated outcomes of the degree, based on the recommended entry profile, the type of students who gain admittance to the programme of study, the learning outcomes, the dedication of students to their studies and other appropriate elements in context. In the accreditation renewal stage, these estimations are reviewed, according to justifications provided by the university and the actions deriving from follow-up. The design must at least set out the values for the graduation rate, the drop out rate and the efficiency rate. For this purpose, these are:

GRADUATION RATE: the percentage of students who complete the course in the time envisaged in the programme of study (d) or take one year longer (d+1) in relation to their entrant cohort. This gives a measure of overall academic performance.

DROP OUT RATE: the percentage relation between the total number of students in a new entry cohort who should have obtained the degree the year before who neither registered this year nor the year before. In the case of one year Master's programmes, the following definition shall be applied: percentage relationship between the total number of students in a new entry cohort that should have obtained their degree the previous academic year and that did not enrol in either that academic year or the subsequent one.

EFFICIENCY RATE: the percentage relation between the total number of credits in the programme of study and the total number of credits in which the group of graduated students in a particular academic year had to enrol in throughout their studies.

- Explain the university's general procedure for assessing progress and student learning outcomes. This can include consideration of the results of external exams, final year work, etc.

9. QUALITY ASSURANCE SYSTEM

CRITERION

The degree design must include a quality assurance system that assures the control, review and continuous enhancement of the programme.

GUIDELINES

The faculty/college/institute where the programme is offered, or where applicable the university itself, must have procedures associated with quality assurance and be provided with formal mechanisms for the approval, control, periodic review and enhancement of the degree.

Mechanisms to inform the students and society about the new degree programme and its aims will also need to be established.

The design must:

BACHELOR AND MASTER'S

- Specify the body or unit **in charge of the quality assurance system for the programme of study (structure and composition)**, together with the internal rules of procedure. Details must be provided in this section on how participation in this body by teaching staff, students, academic managers, support staff and external stakeholders is organized.
 - Establish how the development of the programme of study is to be **reviewed** (aims, competences, planning, etc.) through the application of adequate **mechanisms and procedures** applied periodically for gathering and analysing information on:
 - The quality of the programme and the teaching staff.
 - The quality of placement/work experience and mobility programmes.
 - Graduate employment and degree satisfaction.
 - The satisfaction of the different groups involved (students, academic staff and administration and services staff, etc.) and the attention paid to suggestions and complaints.
 - Have adequate and systematic mechanisms and procedures for decision-making that ensure the **enhancement of the programme of study**. These should include:
 - The quality of the programme and the teaching staff.
 - The quality of placement/work experience and mobility programmes.
- These mechanisms and procedures must at least provide for who is in charge, the way that decisions are made and follow-up of decisions that are made.
- Define the criteria that establish the limits whereby the degree is finally **suspended**. A procedure needs to be established beforehand that describes the system set up to define these criteria in the institution/university, together with its review, approval and periodic updating.

- Establish mechanisms to **publish the information on the programme of study, its development and outcomes**, and for this to be sent to all those involved and/or interested (students, teaching staff, support staff, prospective students, external stakeholders, etc.).

10. TIMETABLE FOR INTRODUCTION OF THE DEGREE

CRITERION

The process of introducing new degree programmes must be planned in terms of a schedule, and there will need to be a mechanism, where applicable, to help students from existing courses to adapt to the new programme of study.

GUIDELINES

A timetable must be provided with the calendar for introducing the new degree programmes, beginning with the year in which they are entered in the Register of Universities, University Colleges, Faculties and Degrees.

Where applicable, the procedure selected to help students from existing courses to adapt to the new programmes of study shall be specified.

Details must also be given of degree programmes that will terminate as a result of the implementation of the corresponding degree design.

Each degree must:

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- Include a timetable that sets out the calendar for the introduction of the Degree.
- Where applicable, specify the procedure whereby students in existing courses adapt to the new programme of study.
- Establish a mechanism that enables students to continue taking subjects that have terminated over a number of academic years subsequent to termination of the programme.
- Define the degrees that will terminate on implementation of the degree design.

3. EVALUATION TEMPLATE

The evaluation template is for use by the review panels set up by ANECA for the process of evaluating each degree.

The template deals with each of the aspects to be assessed. To help the work of the reviewers and in order to provide a more comprehensive and visual presentation of this, a table is included with a series of questions concerning the degree design to be assessed by the reviewers.

The assessable aspects are then followed by a scale of assessment, which consists of four categories relating to compliance with the requirement that range from "data not provided" to "satisfactory". Space is provided in the online format for reviewers to justify, as completely as possible, the rating given to each aspect.

1. DESCRIPTION OF THE DEGREE.

Name:

Applicant university and institution concerned:

Type of degree programme:

Number of new entry places:

Minimum number of registration European credits per student and academic year and, where applicable, the requirements for ongoing student status:

Other necessary information regarding the issuance of the European Diploma Supplement:

2. JUSTIFICATION.

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
2.1. ACADEMIC, SCIENTIFIC AND/OR PROFESSIONAL INTEREST OF THE DEGREE				
Does the evidence that is provided show the academic, scientific and/or professional interest of the degree design?				
Does the design refer and conform to the regulatory standards for professional activity associated with the degree? <i>(For degrees that, on award of the degree, qualify the holder to practice a regulated professional activity in Spain)</i>				
2.2. EXTERNAL BENCHMARKS				
Do the external benchmarks endorse the adequacy of the design in relation to national and international standards for degrees of similar academic characteristics?				
In the case of a Master's degree with a professional or research orientation, is the design linked to the situation of R+D and innovation in the professional sector?				
2.3. CONSULTATION PROCEDURES				
Are the internal and external consultation procedures used to produce the programme of study adequate?				

3. AIMS.

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
Are the general aims of the degree adequately defined? Are they consistent with the fundamental rights and the right of equal opportunity for men and women, the principles of equal opportunity and universal access for people with disabilities, and the values appropriate to a culture of peace and democratic values?				
Do the general competences that are defined correspond with those set by Royal Decree 1393/2007 for the award of a corresponding Bachelor or Master's degree?				
Do the proposed competences enhance the general nature of learning implicit to Bachelor degree programmes or the advanced training implicit to Master's degrees?				
Are the competences to be acquired by students on completion of their studies defined in a clear and appropriate way and are they consistent with the general aims of the degree?				
Do the general competences specified for				

<p>the degree conform to those stipulated in the official requirements? <i>(For degrees that, on award of the degree, qualify the holder to practice a regulated professional activity in Spain)</i></p>				
<p>Do the proposed competences match those specified in the literature of national and international networks and entities?</p>				

STUDENT ENTRY AND ADMISSION

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
4.1. PRE-REGISTRATION INFORMATION SYSTEMS AND NEW STUDENT SUPPORT AND ORIENTATION PROCEDURES				
Are the entry pathways to and requirements for the degree, including the recommended entry profile, defined correctly (brief description of appropriate personal and academic characteristics of students beginning this programme)?				
Does the design envisage adequate and accessible pre-registration information mechanisms and support and orientation procedures for new entry students?				
4.2. SPECIAL CONDITIONS OR ENTRANCE EXAM				
(Where applicable) Are any special conditions or entrance exam indicated? Are these in line with the rules of the corresponding education authority?				
In the case of a Master's degree, are the entry requirements based on the stipulations of article 16 of Royal Decree 1393/2007?				
In the case of a Master's degree, are the body, procedures and requirements for admission stated?				
In the case of a Master's degree, are the defined admission criteria and requirements consistent with the provisions of article 17 of Royal Decree 1393/2007?				
4.3. SUPPORT AND ORIENTATION FOR REGISTERED STUDENTS				
Does the design envisage support and orientation systems for students who are already registered?				

4.4. CREDIT TRANSFER AND RECOGNITION				
Are regulation-compliant credit transfer and recognition mechanisms set out clearly in the design?				
<i>Is specific reference made in the credit transfer and recognition system to the rules of recognition of cultural, sports, student representation, solidarity and cooperation activities envisaged in the Royal Decree and the recently amended Spanish Universities Act? [R]</i>				
<i>Is there a procedure for the recognition of prior learning by students applying for admission to degree programmes leading to the award of a Master's degree? [R]</i>				

5. PROGRAMME CONTENT.

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
5.1. PROGRAMME CONTENT - STRUCTURE				
Are the modules and courses in the degree defined in line with the provisions of the Appendix to Royal Decree 1393/27 on core subjects according to branch of knowledge?				
Are the mechanisms to coordinate teaching of the degree specified?				
Are the modules and courses that make up the programme of study consistent with the general aims and competences of the degree?				
Is an adequate timetable provided for the modules and courses?				
Are the nature of the degree programmes and the type of courses specified (core/compulsory/optional subjects, placement/work experience, final year project/dissertation) with the corresponding distribution of ECTS credits?				
In programmes of study where this is applicable, are courses included that are associated with the fundamental rights and the right of equal opportunity for men and women, the principles of equal opportunity and universal access for people with disabilities, and the values appropriate to a culture of peace and democratic values?				

5. PROGRAMME CONTENT. (Continuation).

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
5.2. STUDENT MOBILITY				
Is information provided on cooperation agreements to encourage student mobility and possible grants to fund mobility?				
Is justification given for the suitability of mobility actions in relation to the aims of the degree?				
Is/are there appropriate planning, follow-up mechanisms, evaluation, credit assignment and programme of study recognition in relation to mobility actions?				
Does the design envisage support and orientation systems for students who are already registered?				
5.3. DESCRIPTION OF THE MODULES AND COURSES				
Are the competences acquired by the student in the module/course in line with those required for the degree to be awarded?				
Are the module/course competences specified in terms of learning outcomes?				
Do the contents described in the module/course bear a relationship with the established competences?				
Do the teaching activities in each module/course (considering the teaching/learning methodology) bear a relationship with the competences to be acquired by the student?				

5. PROGRAMME CONTENT. (Continuation).

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
Are learning activities in each module/course consistent with required student dedication?				
Are the learning activities in each module/course adequate in relation to the scheduled organisation (term, quarterly, weekly, etc.)?				
Does the proposed evaluation system allow for assessment to be made of the learning outcomes of the students?				
Is the proposed qualifications system in accordance with prevailing legislation?				
Is information included on ongoing student status? (Information provided in section 1)				

6. ACADEMIC STAFF

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
6.1. NECESSARY TEACHING STAFF AND OTHER AVAILABLE HUMAN RESOURCES				
Are the following specified: available academic staff, their academic category, their job status at the university, their teaching and research experience?				
Are the following specified: the available support staff, their job status at the university, their professional experience?				
(where applicable) Have requirements been set for the necessary teaching staff and other human resources in order for the programme of study to be implemented in line with the rest of the design, the number of credits to be taught, the areas of knowledge involved, the number of students and other relevant variables?				
6.2. SUITABILITY OF AVAILABLE TEACHING STAFF AND SUPPORT STAFF IN RELATION TO THE PROGRAMME OF STUDY				
Are the profile and training of the available teaching staff and teaching support staff adequate in terms of the aims of the degree?				
In the recruitment of teaching staff, are there mechanisms to ensure the principles of equal opportunity between men and women and non-discrimination of people with disabilities?				

7. PHYSICAL RESOURCES AND SERVICES.

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
7.1. AVAILABLE PHYSICAL RESOURCES AND SERVICES				
Are the available physical resources and services in the university sufficient to ensure the development of the planned learning activities?				
Where applicable, is information given on agreements regulating the participation of other entities in the development of learning activities? Do these agreements include sufficient detail and, where applicable, do they comply with prevailing legislation?				
Where applicable, do the physical materials and services available in collaborating entities ensure that planned learning activities will be developed?				
Do the physical resources and services available in the university and collaborating institutions comply with the criteria of universal access and "design for all" (persons)?				
Have specifications been given for the mechanisms to carry out and ensure the review and maintenance of the physical resources and services available in the university and collaborating institutions, as well as the mechanisms for them to be updated?				
7.2. ACQUISITION OF PHYSICAL RESOURCES AND SERVICES				
In the case where not all of the necessary physical resources and services are available at the time when the design for the programme of study is submitted, are the plans for new infrastructure and/or services sufficient and is justification given for their upgrading to the requirements of the programmes of				

study?				
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8. ANTICIPATED OUTCOMES AND QUANTITATIVE RESULTS.

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
8.1. INDICATOR ESTIMATION				
Has a justified estimation been made of the relevant indicators, including the rates of graduation, drop out and efficiency? Amongst other benchmarks, have the data obtained from the development of previous programmes of study been taken into account?				
8.2. PROCEDURE TO ASSESS PROGRESS AND LEARNING OUTCOMES				
Has a general procedure been defined by the university to assess the progress and learning outcomes of the students (external exams, final year project/dissertation, etc.)?				

9. QUALITY ASSURANCE SYSTEM.

	Data not provided	Inadequate	Pass + could be improved	Satisfactory
9.1. THOSE IN CHARGE OF THE QUALITY ASSURANCE SYSTEM FOR THE PROGRAMME OF STUDY.				
Has any body or unit been named as being in charge of the quality assurance system for the programme of study and has its internal rules of procedure been defined (structure and composition)?				
Is it specified how participation in this body by teaching staff, students, academic managers, support staff and other external stakeholders, is to be coordinated?				
9.2. EVALUATION AND QUALITY ENHANCEMENT PROCEDURES FOR THE PROGRAMME AND TEACHING STAFF.				
Have procedures been defined to gather and analyse information on the quality of the programme, and has the way in which this information will be used in the revision and enhancement of the programme of study been specified?				
Have procedures been defined to gather and analyse information on learning outcomes, and has the way in which this information will be used in the revision and enhancement of the programme of study been specified?				
Have procedures been defined to gather and analyse information on the teaching staff, and has the way in which this information will be used in the revision and enhancement of the programme of study been specified?				

9. QUALITY ASSURANCE SYSTEM. (Continuation).

9.3. PROCEDURES FOR THE QUALITY ASSURANCE OF PLACEMENT/WORK PRACTICE AND THE MOBILITY PROGRAMMES.	Data not provided	Inadequate	Pass + could be improved	Satisfactory
Have procedures been defined to gather and analyse information on placement/work experience, and has the way in which this information will be used in the revision and enhancement of the programme of study been specified?				
Have procedures been defined to gather and analyse information on mobility programmes, and has the way in which this information will be used in the revision and enhancement of the programme of study been specified?				
9.4. PROCEDURES FOR ANALYSING GRADUATE EMPLOYMENT AND DEGREE SATISFACTION.				
Have procedures been defined to gather and analyse information on graduate employment, and has the way in which this information will be used in the revision and enhancement of the programme of study been specified?				
Have procedures been defined to gather and analyse information on graduates' level of satisfaction with their degree studies, and has the way in which this information will be used in the revision and enhancement of the programme of study been specified?				

9. QUALITY ASSURANCE SYSTEM (Continuation)

9.5. PROCEDURES FOR ANALYSING THE SATISFACTION OF THE DIFFERENT STAKEHOLDERS AND WITH THE ATTENTION PAID TO SUGGESTIONS AND COMPLAINTS. CRITERIA FOR THE EXPIRY OF THE DEGREE.	Data not provided	Inadequate	Pass + could be improved	Satisfactory
Have procedures been defined to gather and analyse information on the satisfaction of the stakeholders with the degree, and has the way in which this information will be used in the revision and enhancement of the programme of study been specified?				
Have procedures been defined to gather and analyse information on the students' suggestions and complaints, and has the way in which this information will be used in the revision and enhancement of the programme of study been specified?				
Have mechanisms been established to publish and disseminate information to all the stakeholders and those interested in the programme of study, its development and results?				
Have the criteria and specific procedures for the possible expiry of the degree been defined?				

10. TIMETABLE FOR INTRODUCTION OF THE DEGREE

10.1. TIMETABLE FOR INTRODUCTION OF THE DEGREE.	Data not provided	Inadequate	Pass + could be improved	Satisfactory
Has a coherent timetable been defined for the process of introducing the new programmes of study?				
10.2. ADAPTATION OF STUDENTS FROM PRE-EXISTING PROGRAMMES OF STUDY.				
Where applicable, does the procedure envisaged to enable existing students to adapt to the new programme of study facilitate the adaptation process?				
10.3. PROGRAMMES THAT TERMINATE.				
Where applicable, is it clearly specified which programmes will terminate when the degree design is implemented?				

4. MEMORANDUM

The Memorandum must be filled out as stipulated in APPENDIX I of Royal Decree 1393/2007, using the software package provided by ANECA. For guidance, use is recommended of the *Guide to filling out the Memorandum for applications for the verification of recognised degrees.*

APPENDIX I. EVALUATION BENCHMARKS

Degree description.

1.1 Name.

- [1] The name of the degree design corresponds with what is specified in the justification for the degree, the general and specific competences required of students and the programme content as set out in the Memorandum. This must avoid any error regarding level and/or academic validity so there is no confusion concerning its content or, where applicable, qualification for professional purposes.
- [2] The name of the degree design corresponds, where applicable, with the stipulations of the Order (or agreement by the Council Of Ministers) establishing the requirements for the verification of recognised university degrees that qualify for the practice of the corresponding profession.
- [3] The name of the degree design corresponds, where applicable, with similar names to those set out in the standards for degrees that qualify for the practice of regulated professional activities.

1.2 The applicant university and college/member institute responsible for programmes leading to a Bachelor degree.

- [1] The specific Memorandum from the applicant university and college/member institute responsible for degrees leading to the degree.
In the case of joint degrees, the form must include an agreement where it specifies the university that will be responsible for the safekeeping of the student records and the issuance and registration of the degree, as well as the procedure for the modification and termination of the degree programme.

1.3 Type of degree programme.

- [1] The Memorandum specifies the type of courses that lead to the Degree, with mention of whether they are classroom-based, semi-distance learning, distance learning, e-learning, etc.

1.4 The number of new entry places available (an estimation during the first four years).

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- [1] The Memorandum specifies the number of new entry places available for the first four years.
This information will be taken into account in the assessment of the available human and physical resources for the degree programme.

1.5 Minimum number of registration European credits per student and academic year.

- [1] The Memorandum sets out the minimum ECTS credit assignment per student and academic year and, where applicable, the rules governing ongoing student status.

1.6 Other information necessary for the European Diploma Supplement to be issued.

- [1] The Memorandum must set out: the kind of institution awarding the degree; the nature of the university college or member institute in which the student completes his/her studies; professions that the degree holder is qualified to practice; and language/s used throughout the study programme.

2. Justification.

2.1, 2.2 and 2.3 Justification for the degree design.

- [1] The Memorandum includes a justification for the degree design, using benchmarks from outside the university (consultation documents, university programmes of study of confirmed quality of interest, reports by professional associations and bodies in Spain, Europe, other countries and of an international level, degrees in the official degree catalogue and others with justification for their quality and academic interest) that vouch for the design's conformity to national and international standards of similar academic characteristics. This justification must argue the academic, scientific and/or professional interest of the degree programme.

- [2] The Memorandum includes a description of the procedures for internal and external consultation (e.g. surveys, meetings, forums, etc.) used with professionals, students and other groups to prepare the programme of studies.

3. Competences.

3.1 General and specific competences that the students must acquire during their studies and that are required in order for the degree to be awarded.

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- [1] The proposed general and specific competences correspond with those required for the award of a Bachelor's degree, in accordance with Appendix I of Royal Decree 1393/2007 and, at a future date, those set out in the Spanish Framework for Qualifications in Higher Education (MECES).¹⁸
The purpose of a Bachelor degree must be for the student to acquire general learning outcomes in one or various disciplines, which are aimed at preparation for professional activities.
- [2] The proposed general and specific competences correspond with those set out for degree programmes of similar academic characteristics in universities in Spain, Europe and at the international level.
- [3] In the case of degrees that qualify for the practice of regulated professional activities, the proposed general and specific competences correspond with those set out in the Order (or agreement by the Council of Ministers) establishing the requirements for the verification of recognised university degrees that qualify for the practice of the corresponding profession.
- [4] The proposed general and specific competences are consistent with fundamental rights, gender equality, the principles of equal opportunity and the universal access of people with disabilities, and the values of a culture of peace and democracy.
- [5] The specific competences associated with compulsory studies in a degree include a maximum of up to 60% of competences equivalent to those in other degree programmes at the same university.

4. Student entry and admission.

4.1 Accessible pre-registration information systems and reception and guidance procedures for new entry students to assist their assimilation into the University and their studies.

- [1] The Memorandum sets out the entry and admission requirements for students, together with the systems to make this information accessible to the students prior to registration. These entry and admission requirements conform to prevailing legislation.
- [2] The Memorandum includes reception and guidance procedures for new entry students to assist their assimilation into the

¹⁸ *Marco Español de Cualificaciones para la Educación Superior*

University and their studies. These procedures shall at least include the main actions to be carried out, a preliminary timetable, as well as the bodies and/or units in charge of carrying them out.

4.2 Where applicable, special admission conditions and/or tests.

[1] The Memorandum includes special admission conditions and/or tests for students, together with authorisation from the corresponding education authority.

4.3 Accessible support and orientation systems for students who are already registered.

[1] The Memorandum incorporates support and orientation procedures for students who are already registered. These procedures at least include the main actions to be carried out, a preliminary plan and the bodies and/or units in charge of carrying them out.

4.4 Credit transfer and recognition.

[1] The Memorandum includes the university's proposed system for credit transfer and recognition. This system, produced in accordance with the provisions of article 13 of Royal Decree 1393/2007, includes the basic rules applied by the university, the process to be followed and the body or unit involved.

5. Programme content.

5.1 Degree structure.

a) Name of the module or group of courses.

[1] The name of the module or group of courses is consistent with the name of the degree.

[2] The proposed name for the core subjects corresponds literally with the provisions of Appendix II of Royal Decree 1393/2007 or, where applicable, incorporates a specification that does not conflict with the name for the core subjects proposed in said Appendix.

[3] The submitted design includes core subjects with an ECTS credit assignment that conforms to the provisions of article 12.5 of Royal Decree 1393/2007.

Specifications applicable to degrees that qualify for the practice of a regulated profession

- [1] The name of the proposed module and, where applicable, group of courses corresponds with the minimum modules laid down in the Order (or agreement by the Council of Ministers) establishing the requirements for the verification of recognised university degrees that qualify for the practice of the corresponding profession.
- [2] The name of the modules not included amongst the minimum modules stipulated by the regulations, referred to in the abovementioned benchmark, are consistent with the name of the degree programme.
- [3] The name of the proposed module and, where applicable, group of courses is similar to those set out in the guidelines for degrees that qualify for the practice of regulated professional activities.

b) ECTS credit content.

- [1] The proposed ECTS credit content corresponds with that set out in Royal Decree 1393/2007 (240 ECTS, except for those regulated by Community law, which may have a higher number of credits).
The programme of studies must contain a final year project (dissertation) with a minimum duration of six (6) ECTS and a maximum of thirty (30) ECTS, which must be carried out in the final stage of the programme of studies and orientated towards the evaluation of the competences associated with the programme of studies.
The degree programme must have a minimum of sixty (60) core subject ECTS, of which at least thirty-six (36) must be linked to the courses in Appendix II of Royal Decree 1393/2007. The core subjects must be specified in courses with a minimum of six (6) ECTS each and be offered in the first half of the programme of studies.
Placement/work experience should have a maximum of sixty (60) ECTS and must be offered in the second half of the programme of studies. In degrees with specific regulations that govern professional practice, the content of the abovementioned regulation shall be taken as reference.
- [2] Where applicable, the proposed ECTS credit content corresponds with the provisions of the Order (or agreement by the Council of Ministers) establishing the requirements for the verification of recognised university degrees that qualify for the practice of the corresponding profession.

c) Timetables: every six months, three months, weekly, etc.

[1] The proposed timetable is consistent with the number of ECTS credits specified in the different modules/groups of courses.

d) Compulsory and optional courses.

[1] The degree design states the compulsory and optional nature of the modules and/or groups of courses. The design is consistent with the provisions of the Order (or agreement by the Council of Ministers) establishing the requirements for the verification of recognised university degrees that qualify for the practice of the corresponding profession or, where applicable, with the specific instructions of degrees that qualify for the practice of regulated professional activities.

5.2 Procedures to organise the mobility of students on the programme and student reception. These must include the ECTS credit recognition and accumulation system.

[1] The proposed procedures for organising the mobility of the students on the programme and student reception include cooperation agreements with the institutions involved. It is not necessary to provide the actual agreement, although it must be specified in the Memorandum.

[2] The proposed procedures for organising the mobility of the students on the programme and student reception include the ECTS credit recognition and accumulation system.

5.3 Description of the teaching-learning modules and/or groups of courses that make up the programme of studies, including placement/work experience and the final year project/dissertation.

[1] The proposed modules and/or groups of courses must include the competences to be acquired by the student that are specified in section 3 on Competences in the Memorandum.

[2] The proposed module and/or group of courses includes a brief description of contents (with or without reference to specific courses, except in the case of core subjects, which must have a minimum of six (6) ECTS).

[3] The description of the contents of the module and/or group of courses bears a relationship to the competences specified for this module and/or group of courses.

[4] The structure of the proposed programme of studies, where applicable, includes specification, where applicable, of placement/work experience, which states the competences to be acquired by the student, ECTS credit assignment, a brief

description of contents, the most frequent learning activities and the evaluation system.

- [5] The structure of the design for the programme of studies includes specification, where applicable, of the final year project/dissertation, which states the competences to be acquired by the student, the ECTS credit assignment, a brief statement on the relevant course-related content, the most frequent learning activities and the evaluation system.
- [6] The proposed learning activities state the teaching-learning methodology (theoretical classes, case studies, problem solving, etc.) to be used.
- [7] The proposed learning activities bear a relationship to the competences specified for the corresponding module and/or group of courses.
- [8] The proposed evaluation system corresponds with the competences specified in each module and/or group of courses, the contents and the learning activities.
- [9] Each proposed module and/or group of courses includes a qualifications system, which must comply with prevailing legislation.

6. Academic staff.

6.1 and 6.2 Teaching staff and other available human resources necessary for the design of the programme of studies to be implemented.

- [1] The Memorandum includes the available human resources and gives at least their academic category, their job status at the university, and academic, research and/or professional experience.
An initial core group of teaching staff is necessary, with a profile that is appropriate to the degree and that assures its implementation and viability.
- [2] The available teaching staff includes teachers with academic and research experience in the minimum modules/groups of courses set out in the Order (or agreement by the Council of Ministers) establishing the requirements for the verification of recognised university degrees that qualify for the practice of the corresponding profession or, where applicable, in the specific instructions covering degrees that qualify for the practice of regulated professional activities.
- [3] The teaching staff and other human resources available to carry out the proposed programme of studies conform to what is

required for the introduction of degree programmes in the 2008/2009 academic year.

- [4] In the case where certain required human resources are not available when the degree design is submitted, the Memorandum must include a plan for recruiting the necessary teaching staff and other human resources in order to implement the courses. This plan, which must include a recruitment and hiring timetable and specify the academic category, job status at the university, and teaching, research and professional experience, must be endorsed by the University or corresponding regional authorities (Autonomous Community).

7. Physical resources and services.

7.1 and 7.2 Justification that the available physical resources and services are adequate to ensure the delivery of the planned learning activities.

- [1] The Memorandum includes a description of the available physical resources and services.
- [2] The physical resources and services set out in the Memorandum bears relation to the submitted study programme content, the number of students per year and the type of subject being taught. These resources and services include libraries, reading rooms, classrooms and other similar facilities necessary for the programme of studies to be followed.
- [3] The physical resources and services set out in the Memoranda for degree programmes in the Sciences, Health Sciences, Engineering and Architecture, and other areas of knowledge where the programme content calls so requires, include laboratories and scientific equipment that are adequate for the programme content.
In the case where there is specific legislation on this aspect, the content of such regulations shall be taken as reference.
- [4] Memoranda that include placement/work experience in institutions (health, industrial, educational) outside of the university in the programme content have existing agreements with these institutions.
Framework collaboration agreements (declarations of intent) are not accepted as valid; the agreement must specify the type of activity to be developed, the type of staff in charge of the tutoring of placement/work experience, and the resources made available for this activity.

[5] Memoranda for degrees in Medicine shall include existing agreements with health care institutions entered into in accordance with the requirements of the Ministerial Order of 31 July 1987 (Official Spanish State Gazette, BOE, 18 August).

[6] The Memorandum includes a schedule for the procurement of physical resources and services, when all of the necessary physical resources and services are not available.

8. Anticipated outcomes and quantitative results.

8.1 Estimation of the quantitative values for the indicators.

[1] The Memorandum includes a reasoned estimation of the quantitative values for at least the indicators listed in Appendix I of Royal Decree 1393/2007.

8.2 The university's general procedure for assessing student progress and learning outcomes.

[1] The general procedure used by the university includes tests carried out by external bodies, exams, final year projects/dissertations and other methods that enable student progress and learning outcomes to be assessed.

9. Quality assurance system.

9.1 Responsibility for the programme's quality assurance system.

[1] The quality assurance system sets out the body/unit that is responsible for the same, together with its composition.

9.2 Evaluation and quality enhancement procedures for the degree programme and teaching staff.

[1] The degree programme evaluation and quality enhancement procedures include the mechanisms, instruments and bodies and/or units involved in gathering and analysing information on the delivery of the degree programme, the revising of the programme of studies and, where applicable, decision-making regarding modification of the initial design submitted for verification.

[2] Teaching staff evaluation and enhancement procedures include the mechanisms, instruments and bodies and/or units responsible for gathering and analysing information on

teaching and, where applicable, decision-making on the quality enhancement of the teaching staff.

- [3] Alternatively, the evaluation and quality enhancement procedures for the degree programme and teaching staff may be replaced by prior recognition and/or certification by ANECA.

9.3 Quality assurance procedures for placement/work experience and mobility programmes.

- [1] The quality assurance procedure for placement/work experience includes the mechanisms, instruments and bodies and/or units involved in gathering and analysing information on the development of placement/work experience, planning review and, where applicable, decision-making regarding modification of the initial design submitted for verification.

- [2] The quality assurance procedures for mobility programmes include the mechanisms, instruments and bodies and/or units involved in gathering and analysing information on the development of these programmes, planning review and, where applicable, decision-making regarding modification of the initial design submitted for verification.

- [3] Alternatively, the evaluation and quality enhancement procedures for placement/work experience and mobility programmes may be replaced by prior recognition and/or certification by ANECA.

9.4 Procedures for analysing labour market outcomes/graduate employment and graduate satisfaction with the programme.

- [1] The procedures for analysing labour market outcomes/graduate employment include the mechanisms, instruments and bodies and/or units involved in gathering and analysing information on labour market outcomes/graduate employment.

- [2] The procedures for analysing graduate satisfaction with the programme include the mechanisms, instruments and bodies and/or units involved in gathering and analysing information on graduate satisfaction.

- [3] Alternatively, the procedures for analysing labour market outcomes/graduate employment and graduate satisfaction with the programme may be replaced by prior recognition and/or certification by ANECA.

9.5 Procedure for analysing the satisfaction of the different stakeholder groups (students, academic staff and administration and services staff, etc.) and with the attention given to suggestions and

complaints that are made. Specific criteria in the case of termination of the degree programme.

- [1] The procedures for analysing the satisfaction of at least the students, academic staff and administration and services staff include the mechanisms, instruments and bodies and/or units involved in gathering and analysing information on their satisfaction with the implementation of the programme of studies.
- [2] The procedures for dealing with suggestions and complaints include the mechanisms, instruments and bodies and/or units involved in gathering, processing and replying to suggestions and complaints made by students, academic staff and administration and services staff.
- [3] The Memorandum includes specific criteria laid down by the university in the case of termination of the degree programme.
- [4] Alternatively, the procedures for analysing the satisfaction of the different stakeholder groups, attention given to suggestions and complaints and the specific criteria in the case of termination of the degree programme may be replaced by prior recognition and/or certification by ANECA.

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10. Timetable for introduction of the degree.

10.1 Timetable for the introduction of the degree.

- [1] The Memorandum sets out an introduction timetable that specifies the way in which this is going to be carried out (year by year, simultaneous introduction, etc.).

10.2 Procedure, where applicable, whereby students from existing studies can adapt to the new programme of studies.

- [1] Where applicable, the Memorandum includes a procedure for students from existing programmes to adapt to the new programme of studies, which guarantees their rights in terms of teaching and evaluation under the terms laid down by legislation.

10.3 Degree programmes that disappear due to the introduction of the corresponding new degree.

- [1] Where applicable, the Memorandum includes the list of degree programmes that will disappear due to the implementation of the corresponding new degree.

