



AGENCIA NACIONAL DE EVALUACIÓN  
DE LA CALIDAD Y ACREDITACIÓN

**GUIDE**

**TO DRAWING UP THE**

**MEMORANDUM FOR APPLICATIONS**

**FOR THE VERIFICATION OF**

**RECOGNISED DEGREES**

**(Bachelor and Master's degrees)**

This document is the property of ANECA. The contents may be used provided reference is made to this fact.



# INDEX

<b>INTRODUCTION .....</b>	<b>4</b>
<b>A. EVALUATION PROCESS FOR THE VERIFICATION OF RECOGNISED UNIVERSITY DEGREES .....</b>	<b>5</b>
<b>B. INSTRUCTIONS FOR COMPLETING THE MEMORANDUM.....</b>	<b>9</b>
<b>1. DEGREE DESCRIPTION .....</b>	<b>10</b>
<b>2. JUSTIFICATION .....</b>	<b>15</b>
<b>3. COMPETENCES .....</b>	<b>17</b>
<b>4. STUDENT ENTRY AND ADMISSION.....</b>	<b>19</b>
<b>5. PROGRAMME CONTENT .....</b>	<b>22</b>
<b>6. ACADEMIC STAFF .....</b>	<b>29</b>
<b>7. PHYSICAL RESOURCES AND SERVICES .....</b>	<b>32</b>
<b>8. ANTICIPATED OUTCOMES AND QUANTITATIVE RESULTS.....</b>	<b>34</b>
<b>9 THE PROGRAMME'S QUALITY ASSURANCE SYSTEM.....</b>	<b>37</b>
<b>10. TIMETABLE FOR INTRODUCTION OF THE DEGREE.....</b>	<b>39</b>

## INTRODUCTION

Royal Decree 1393/2007, 29 October, concerning the regulation of recognised university degree programmes in Spain, lays down that programmes of study leading to the award of recognised degrees shall be verified by the Universities Council and that the National Agency for Quality Assurance and Accreditation (ANECA) shall be responsible for establishing the verification protocols to evaluate these programmes of study.

Pursuant to the provisions of the abovementioned Royal Decree, ANECA has produced an *Evaluation protocol for the verification of recognised university degrees*, which is available for consultation on the agency's website ([www.aneca.es](http://www.aneca.es)). ANECA has also produced a *Guide to drawing up the Memorandum for applications for the verification of recognised degrees*, as well as a software package, as an aid for universities in the design of programmes of study.

The *Guide to drawing up the Memorandum for applications for the verification of recognised degrees*, which is set out in this document, was produced in accordance with the provisions of Appendix I of Royal Decree 1393/2007 and the *Evaluation protocol*, produced by ANECA and posted on its website.

The instructions given in this document refer to both Bachelor and Master degrees. Paragraphs applying exclusively to one of these two levels are highlighted.

The complementary information provided in the Guide is for guidance purposes only and is not mandatory, its purpose being to encourage the incorporation of elements that enhance the design of the recognised degree programme and its most appropriate delivery. This complementary information appears in shaded text.

# **A. EVALUATION PROCESS FOR THE VERIFICATION OF RECOGNISED UNIVERSITY DEGREES**

The verification process begins with the university preparing a **memorandum** used to apply for the verification of a recognised degree programme. A software package available from the ANECA website<sup>1</sup> is to be used for filling out this memorandum.

Once the memorandum has been completed, the university then applies to the Universities Council for the verification process of the degree design to start.

The Universities Council checks that the design complies with the protocols laid down by ANECA, notification then being sent to the Agency for the evaluation of the degree design to begin.

Committees consisting of experts from the corresponding academic field are set up by ANECA to evaluate the programmes of study, in accordance with these protocols, and the Agency draws up a report proposal, the reasoned terms of which will be either favourable or unfavourable, including, where applicable, enhancement proposals.

ANECA then sends the report proposals to the University in order for any pleas (supporting arguments) to be submitted, which it must do within a period of twenty calendar days. The university must enclose and submit any pleas in the report proposal using the same software package used to fill out the application.

Once the deadline has passed and all pleas have been assessed, ANECA draws up the definitive evaluation report, which will either be favourable or unfavourable, and this is then sent to the Universities Council.

Finally, the Universities Council sends notification of the outcome of the verification process to the university.

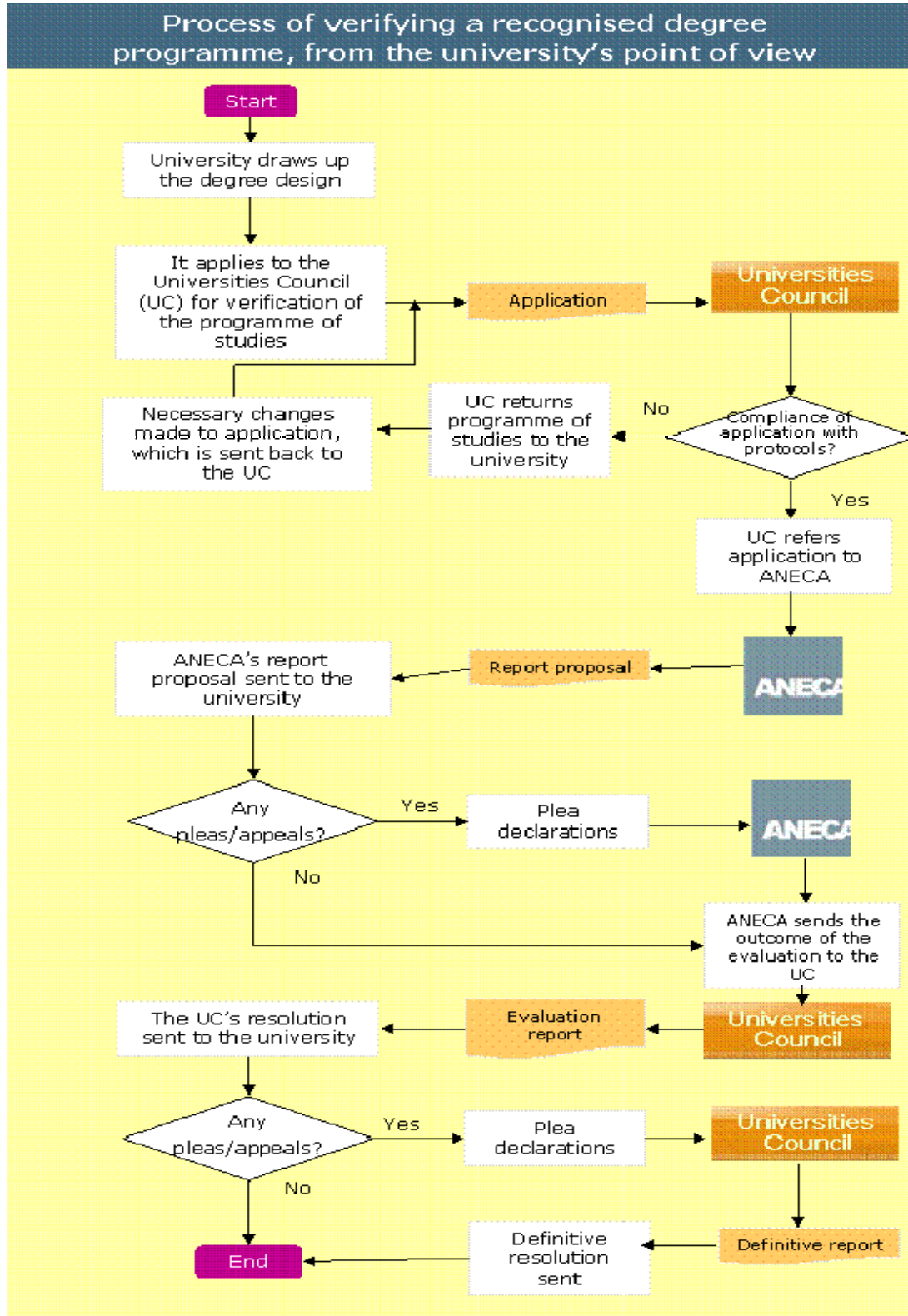
---

<sup>1</sup> <http://www.aneca.es>

The University may appeal the resolution before the President's Office of the Universities Council. Appeals granted leave and accepted by the committee designated for this purpose by the Universities Council shall be referred to ANECA, with specific indication of the aspects of the evaluation to be reviewed, all within a maximum period of three months.

The ANECA Resources Committee analyses the aspects pointed out by the Universities Council and remits the corresponding report, on the basis of which the Universities Council issues its definitive resolution. Figure 1.1 shows the stages to be followed by the university throughout the application process for the verification of a recognised degree programme.

**Figure 1.1. The process of verifying a recognised degree programme from the university's point of view**



## **B. INSTRUCTIONS FOR COMPLETING THE MEMORANDUM**

## 1. DESCRIPTION OF THE DEGREE PROGRAMME

Table 1 gives the fundamental characteristics of the degree programme that must be provided. The information provided in this section will be referred to when the other sections of the degree design are assessed.

A check will always be made that the name of the degree is consistent with the programme of studies and does not give rise to any error regarding the level, academic validity, or confusion about its content and, where applicable, qualification for professional purposes. A check will likewise be made that its characteristics allow students to study part time and that issues arising from special educational needs can be dealt with.

<b>GENERAL CHARACTERISTICS OF THE DEGREE PROGRAMME</b>	
<b>1.1. Name</b>	<ul style="list-style-type: none"> <li>Name of the degree programme.</li> </ul>
<b>1.2. Applicant university and college, department or member institute responsible for the programme</b>	
<b>1.3. Type of degree</b> (classroom-based, semi-distance learning, distance learning)	
<b>1.4. Number of new entry places offered</b> (estimate for the first four years that the degree programme is given).	
<b>1.5. Number of credits and eligibility requirements</b>	<ul style="list-style-type: none"> <li>Number of credits in the degree programme.</li> <li>Minimum ECTS credit assignment and number of course hours and, where applicable, the rules governing ongoing student status.</li> </ul>
<b>1.6. Other necessary information for the European Degree Supplement to be issued in accordance with prevailing regulations.</b>	<ul style="list-style-type: none"> <li>Branch of knowledge (in the case of Bachelor degrees)</li> <li>Guidance (in the case of Master's degrees): Professional, academic and research (see sections 2.1 and 3.1)</li> <li>The kind of institution awarding the degree.</li> <li>The kind of university college or member institute in which the student completes his/her studies.</li> <li>Professions that the degree holder is qualified to practice.</li> <li>Language/s used throughout the student's studies.</li> </ul>

**Table 1.** General features of the degree programme

## 1.1 Name

- **Name of the degree programme**

The proposal must state the name of the degree programme, bearing in mind that it must identify with the programme content and be consistent with the corresponding discipline. Likewise, any error must be avoided regarding the level, academic validity, or confusion about its content and, where applicable, qualification for professional purposes.

### BACH.

In the case of Bachelor degrees, the name shall be: *Bachelor's Degree in T from the University of U*, where T is the name of the degree programme and U the name of the University issuing the degree.

### MASTER

In the case of Master's degrees, the name shall be: *Master's Degree in T from the University U*, where T is the name of the degree programme and U the name of the University issuing the degree.

## 1.2 Applicant university and college, department or member institute responsible for the programme

The name of the applicant university and the college, department or member institute responsible for programmes leading to the degree.

In the case where various universities jointly organise a recognised degree programme (joint degree programme), a joint application for verification is to be submitted, with the proposal being accompanied by the enclosed corresponding agreement, which must clearly state the university/ies responsible for the safekeeping of the student records/transcripts and the issuance of the degree. It must also state the procedure for the modification and termination of the programme of studies, together with any other responsibilities of each university. In the event of agreements with foreign universities, it shall always be the Spanish university that safeguards the records of any degree that it issues.

In the evaluation, consideration will also be taken of the fact that these agreements and consortia also specify aspects such as: the definition of admission requirements, pre-selection at the source or centralised university, policy on student distribution (where applicable), registration, administration of academic records, etc.

*In the case of a joint Master's degree programme being set up with a foreign university, the recommendations of the European University Association (<http://www.eua.be/>) and the European Consortium for Accreditation (<http://www.eaconsortium.net>) on the organisation of Joint Master's Programmes should be followed.*

### 1.3 Type of degree programme

It is to be stated whether the courses leading to the degree are entirely classroom-based or use semi-distance learning or solely distance learning.

### 1.4 Number of new entry places available

The estimated number of new entry places offered during the first four years must be stated.

### 1.5 ECTS credit assignment, number of course hours and registration requirements

- **Number of credits in the degree programme**

As laid down in Royal Decree 1393/2007, the credit for academic work represented by the fulfilment of the anticipated aims of programmes of study leading to the award of recognised university degrees shall be measured in European credits (ECTS - European Credit Transfer System), as defined in Royal Decree 1125/2003, 5 September.

Sixty (60) ECTS credits represent the workload of one academic year of study.

The number of required working hours for students to acquire the corresponding knowledge, abilities and skills must be calculated for the credit assignment of each module or group of courses that make up the programme of studies. The credit assignment must include the time corresponding to theoretical and practical class hours, study time, time set aside for seminars, essay writing, practicals and projects, and the time required to prepare for and take examinations and evaluation tests.

The required minimum and maximum number of hours per credit is twenty-five (25) and thirty (30) respectively. This credit assignment, and the estimated corresponding number of hours, refers to a student taking full-time university studies during a minimum and maximum of thirty-six (36) and forty (40) weeks, respectively, in one academic year.

#### BACH

In the case of Bachelor degree programmes, the full duration is 240 ECTS, which includes theoretical and practical studies in which the student must acquire the basic aspects of the branch of knowledge, compulsory and optional courses, seminars, placement/work experience, guided study, exam sitting, the Bachelor's final year project, and other learning activities.

Where determined by rules of Community law, the Government, subject to a report from the Universities Council, may assign a higher number of credits (article 12, section 9 of Royal Decree 1393/2007).

#### MASTER

In the case of Master's degrees, programmes of study have between 60 and 120 credits.

- **Minimum number of registration ECTS per student and academic year, and where applicable, the rules governing ongoing student status**

The minimum number of registration ECTS per student per term/year must also be specified and, where applicable, the rules governing ongoing student status. The requirements formulated in this section may allow students to undertake part-time study. Issues arising from the existence of special educational needs must also be dealt with.

At all events, it is recommended that the programme design does not include elements that diminish the flexibility of the programme of studies for the students; for example, the imposition of an excessively high number of compulsory course credits.

#### **1.6. Other information necessary for the European Diploma Supplement to be issued according to prevailing regulations<sup>1</sup>**

- **Branch of knowledge**

In the case of Bachelor degree programmes, the degree programme must be assigned to one of the following branches of knowledge (article 12, Royal Decree 1393/2007):

- Arts and Humanities
- Sciences
- Health Sciences
- Social and Legal Sciences
- Engineering and Architecture.

In the case of degree programmes associated with more than one discipline, the main branch that the degree programme is assigned to must be stated.

- **Kind of institution awarding the degree**

It must be stated whether the institution is either public or private, or belongs to the Catholic Church.

- **Kind of university college or member institute in which the degree holder completes his/her studies**

It must be stated whether it forms part of, or is associated with, the university.

- **Professions that the degree holder is qualified to practice**

This section must only be filled out in the case of a degree programme linked to a **regulated profession**. The name of the profession must in any case be stated.

- **Language/s used throughout the student's studies**

---

<sup>1</sup> As laid down by Royal Decree 1044/2003, 1 August, whereby the procedure was established for the issuance of the European Diploma Supplement by universities in Spain.

The language/s used throughout the study programme must be stated.

## 2. JUSTIFICATION

### 2.1 Justification for the proposed degree programme, with arguments in favour of its academic, scientific and professional interest

A description must be given of evidence to clarify the interest and academic, scientific and/or professional relevance of the degree programme. Different types of evidence can be presented for this:

- Previous experience by the university in giving degree programmes of similar characteristics.
- Data and studies on the potential demand for the degree programme and its interest to society.
- The proposal's connection with the socio-economic characteristics of the degree programme's sphere of influence.
- Justification for the existence of national and international benchmarks that endorse the proposal.
- In the case of Master's degrees, mention can be made of whether the design originates from the conversion of a Quality Label doctoral programme or an accredited Master's programme.
- In the case of Master's degrees, justification for the academic, research and/or professional orientation of the programme must be provided.
- In the case of Master's degrees that are professionally or research orientated, the proposal may be associated with the situation of R+D and innovation in the scientific and professional sector.

MASTER

MASTER

MASTER

In the case of degrees that qualify for the practice of regulated professional activities in Spain, justification must be given for the design's conformity to the regulations governing professional practice linked to the degree, with specific reference being made to these regulations.

### 2.2 External benchmarks that endorse the conformity of the design to national and/or international criteria for degree programmes of similar academic characteristics

These may be:

- Programmes of study from universities in Spain, Europe, other countries or international of verified quality and/or interest.
- Programmes in the degree catalogue existing at the time of the coming into effect of Organic Law 4/2007, 12 April, whereby Organic Law 6/2001, 21 December, on Universities (Spanish Universities Act) was amended.
- The consultation documents (*Libros Blancos*) of the ANECA's European Convergence Programme (<http://www.aneca.es>).

These consultation documents show the result of the work carried out by a network of Spanish universities, with the support of ANECA, the specific aim of

which was to carry out practical and useful case studies in the design of a Bachelor degree programme into line with/adapted to the European Higher Education Area (EHEA). This was a non-binding proposal that served as an instrument for reflexion and also as a valuable benchmark for the design of new degree programmes.

- Reports by professional colleges and associations in Spain, Europe, other countries or of an international level.
- Documents on the procedures for the recognition of current conferral published by the corresponding Ministries and professional colleges.
- Others, with justification for their quality and academic interest.

These other reports may include the Quality Assurance Agency for Higher Education's subject benchmark statements<sup>1</sup> and the proposals by the associations belonging to the Council for Higher Education Accreditation (CHEA)<sup>2</sup>. Others may also be included, such as the European Thematic Networks and specific projects.<sup>3</sup>

### **2.3. Description of the internal and external consultation procedures used to produce the programme of studies**

Details must be given of the consultation procedures used and the information resulting from these consultations (agreements, reports, arrangements, letters of support, non-systemised information, etc.).

It is advisable to specify the internal groups (governing body of the faculty/college/institute, select committees, departments, teaching staff, students, etc.) and the bodies and groups outside of the university (professional colleges, associations, business organisations, graduates, etc.) consulted during the preparation of the programme of studies, together with the way in which the consultation and approval of the programme of studies within the university itself took place.

---

<sup>1</sup> <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

<sup>2</sup> <http://www.chea.org/default.asp>

<sup>3</sup> The "Tuning educational structures in Europe" project: <http://www.unideusto.org/tuning/>  
Website of the European thematic networks  
[http://ec.europa.eu/education/programmes/socrates/tnp/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/tnp/index_en.html)

## 3. COMPETENCES

### 3.1 Competences to be acquired by the student

*Prior to defining the competences (both general - transversal - and specific) to be acquired by the student, the design for the recognised degree programme should be structured on the basis of the outcomes that reflected its general orientation. These outcomes should permit students to understand the programme's orientation (general, specialised, scientific or professional), the meaning of the proposed competences to be acquired throughout their studies and which must be acquired in order for the degree to be awarded.*

This section must include a description of both the transversal and specific competences to be acquired by students during their studies and which are required in order for the degree to be awarded.

All curricular activities need to be directed towards the students acquiring these competences and must therefore be incorporated into the programme of studies.

#### BACH.

In the case of Bachelor degrees, the proposed competences must correspond with the purpose of the student acquiring a general education in one or various disciplines that serves as preparation for the practice of professional activities.

#### MASTER

In the case of Master's degrees, the purpose of the degree programme must be for the student to acquire advance training of a specialised and multidisciplinary nature that serves as either academic or professional specialisation or as an initiation into research work.

Definition of the general competences must take into account the fundamental rights and the right of equal opportunity for men and women,<sup>1</sup> the principles of equal opportunity and universal access for people with disabilities<sup>2</sup> and the values appropriate to a culture of peace and democracy.<sup>3</sup>

When drawing up and revising the competences, it is highly advisable for the committees in charge of designing the degree programme to systematically consult the non-university groups and entities connected with the degree programme (professional colleges and associations, reputable companies in the sector, etc.), in order for the programme specification to conform to the requirements of society and the labour market.

Particularly in the case of Bachelor degree programmes, assessment will be made of the degree to which the proposed competences and learning outcomes are consistent with those set out in documents prepared by networks, projects and entities in Spain, Europe and at the international level. Several useful benchmarks for preparing Bachelor degree programmes are:

<sup>1</sup> Law 3/2007, 22 March, concerning effective equality between women and men (gender equality).

<sup>2</sup> Law 51/2003, 2 December, on equal opportunity, non-discrimination and universal access for people with disabilities.

<sup>3</sup> Law 27/2005, 30 November, on the fostering of peace education and the peace culture.

- European thematic networks ([http://ec.europa.eu/education/programmes/socrates/tnp/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/tnp/index_en.html))
- The QAA's subject benchmark statements (<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>)
- The EUA's Bologna Handbook (<http://www.bologna-handbook.com/>).

## BACH.

For a Bachelor degree, in accordance with the terms of the Spanish Framework for Qualifications in Higher Education (MECES),<sup>1</sup> students must:

- Have demonstrated that **they have and understand knowledge in an area of study that takes as its starting point general secondary education**, and is normally of a level that, while based on advanced textbooks, also includes certain aspects involving the most recent developments in their field of study;
- Know **how to apply their knowledge to work** or vocation in a professional way and have the competences that are normally demonstrated through the preparation and defending of arguments and **problem solving in their area of study**;
- Have the capacity to **gather and interpret relevant data** (normally **within their area of study**) to make judgments that include reflexion on relevant issues of a social, scientific or ethical nature;
- Can transmit **information, ideas, problems and solutions** to both a specialised and non-specialised public;
- Have developed the necessary learning skills to undertake **further studies with a high degree of autonomy**.

## MASTER

For a Master's degree, in accordance with the descriptors given in the Spanish Framework for Qualifications in Higher Education (MECES), students must:

- Know how to **apply acquired knowledge and their problem solving ability in new or unfamiliar contexts** within **broader (or multidisciplinary) contexts** associated with their field of study;
- Be capable of **integrating knowledge and dealing with the complexity** of making **judgments on the basis of incomplete and/or limited information** that calls for reflexion on the social and ethical responsibilities linked to the application of their knowledge and opinions;
- Know how to clearly and unequivocally **communicate their conclusions (and the knowledge and ultimate reasons on which these are based)** to both a specialised and non-specialised public;
- Possess the learning skills that enable them to **continue studying in a way** that, to a great extent, will need to be **self-paced and autonomous**.

In the case of degrees that qualify for the practice of a regulated profession in Spain, the programme of studies must conform to the conditions and requirements laid down by the Government for the degree programme in the corresponding regulations.

---

<sup>1</sup> *Marco Español de Cualificaciones para la Educación Superior*

## 4. STUDENT ENTRY AND ADMISSION

### 4.1 Pre-registration information systems and accessible reception and orientation procedures for new entry students to help them to become integrated in the university and with their studies

The information provided must state, firstly, the pathways and requirements for admission to the degree programme, including the recommended entry profile for students.

The entry profile is a short description of the personal and academic characteristics (abilities, knowledge, interests) that are in general considered to be appropriate for people wishing to study the corresponding degree programme. The intention of making the entry profile clear is to guide potential students with regard to what are considered to be suitable characteristics to start certain studies, in addition to instigating actions to compensate any possible deficiencies (for example, during the first academic year of the programme).

A description must also be given of the channels for dissemination to be used to inform potential students about the degree programme and the registration process.

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** in particular, 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.

The specific orientation procedures and activities to receive new students and help them become integrated in the university and with their studies must also be stated.

### 4.2 Entry and admission

#### BACH.

For **entry**, special conditions and tests may, where applicable and with the authorisation of the corresponding education authority, be established. In the case of special entry criteria or tests, the prevailing regulations and the content must be specified.

#### MASTER

In the case of a Master's degree, the conditions of entry must be set according to the provisions of article 16 of Royal Decree 1393/2007:

- For admission to a recognised Master's degree, a student must have a recognised degree from a Spanish university or a degree issued by a higher education institution in the European Higher Education Area that, in the issuing country, entitles the holder admission to Master's degree programmes.
- Graduates from educational systems outside of the European Higher Education Area may also obtain admission without the need for official recognition of

their degrees, subject to verification by the university that they accredit a level of study that is equivalent to the corresponding Spanish recognised university degree and entitles the holder admission to postgraduate degree programmes. Entry by this means does not imply, in any circumstance, official recognition of a degree held by an applicant, nor its recognition for any other purpose than for taking a Master's degree programme.

## MASTER

For **admission** to a Master's degree programme, the admissions body and its composition must be stated, together with the merit assessment criteria and specific admission tests used in the selection system established for the programme. The admission criteria must be set in accordance with the stipulations of article 17 of Royal Decree 1393/2007:

- Students may be admitted to a Master's degree programme in accordance with the specific requirements and merit assessment criteria set by the University for the Master's degree programme or those established in general by the university.
- The admission procedures and requirements must be stated in the programme of studies and include prior study requirements expressed in terms of competences. The university must specify the accreditation and recognition procedure to be applied in these cases, which must be consistent with the general procedures for credit transfer and recognition laid down by the university.
- These systems and procedures must, in the case of students with special educational needs deriving from disabilities, include appropriate support and advisory services to evaluate the need for any possible adaptations to curricula and itineraries or alternative studies.

### 4.3 Support and orientation systems for students who are already registered

Mention must be made of specific actions envisaged for the degree programme to provide support and orientation for students who are already registered.

### 4.4 Credits transfer and recognition: the system proposed by the university

The anticipated systems for credit transfer and recognition must be specified.

*Recognition* is understood to mean the acceptance by a university of credits that, having been obtained in a recognised degree programme(s), in the same or another university, are counted in other different degree programmes for the purpose of the award of a recognised degree programme.

*Transfer* is understood to mean that, in the official accreditative academic documents of courses taken by each student, all credits shall be included that have been

obtained in recognised programmes previously taken, in the same or another university, which have not led to the award of a recognised degree.

All credits obtained by the student in recognised study programmes taken at any university, including both transferred credits and those taken for the award of the corresponding degree programme, will be included in his/her academic record and appear in the European Diploma Supplement.

Credits obtained previously by the student may be recognised in new programmes taken, in accordance with the university's regulations. The following basic rules must also be cohered to:

- Where the degree programme that a student wishes to gain admission to is in the same branch of knowledge, recognition will be given to credits corresponding to core subjects in the same branch.
- Recognition will also be given to credits obtained from taking other core subjects in the same branch of knowledge as the degree programme that a student wishes to gain admission to.
- Other credits may be recognised by the University according to the degree of conformity between the competences and knowledge associated with the other courses taken by the student and those that are either anticipated in the programme of studies or of a transversal nature.

A definition of the core subjects is required so that such recognition can be possible.

#### BACH.

In accordance with article 46.2.i) of Organic Law 6/2001, 21 December, on Universities (Spanish Universities Act), academic recognition is given to 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

The procedure used by the university for the recognition of students' previous studies in the process of admission to programmes leading to a recognised Master's degree programme.

## 5. PROGRAMME CONTENT

### 5.1. Degree structure

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

Different structures can be adopted to describe a programme of studies (from the customary structure of courses with a small number of credits – which breaks up the programme of studies – to more comprehensive structures that allow the organisation to be more flexible and capable of responding more effectively to the achievement of the envisaged learning outcomes through the use of modules).

In the description of the programme of studies, a distinction needs to be made between the structure that ultimately appears in the administrative units for enrolment (courses) and the academic teaching-learning units (which could include various courses conceived as part of a coordinated module). As decisions are made regarding units of a certain breadth and academic significance for enrolment, any possible confusion between the academic and administrative dimensions can be eliminated.

Specification of the competences and the teaching-learning methodologies, as well as the evaluation procedures and techniques, can take in a broader range of reference than the customary approach of courses. In the description of the programme of studies, universities are asked to provide information on competences, evaluation systems and learning activities in terms of teaching-learning academic units and not necessarily in terms of specific courses.

It is essential to bear in mind that the programme of studies is conceived in the new model for the organisation of recognised university degree programmes in Spain as a **commitment** that the University makes with society (compliance of which will be checked periodically through *ex post* accreditation). In the degree proposal, the university formally agrees to implement a coherent programme of studies that will enable the competences resulting from the degree programme to be acquired, in compliance with the stipulations of Royal Decree 1393/2007, and in which all of the stakeholders will contribute. In addition to being a firm commitment, it must also be compatible with continuous enhancement; expressing the university's commitment in excess detail may hinder the making of small adjustments and enhancements later on once the degree programme is introduced.

There is a potentially wide variety of designs that universities can use. To formulate modules, temporal criteria can be used (grouping of courses programmed over one or various academic years, terms, etc.). Another alternative is to define modules that include different courses that can be grouped according to discipline. A module can also be defined according to the type of courses and groups of courses that it contains. With regard to this last criterion, in general modules can be defined as being theoretical, methodological, technological, linked to professional practice or of an integration type (for example, final year projects/dissertation).

- **Distribution of the programme of studies into ECTS credits, according to course type**

Table 2 must be used to provide information on the way in which the credits will be distributed in the degree programme, according to course type and credits.

COURSE TYPE	CREDITS
Core	
Compulsory	
Options	
Work experience/placement	
Final year project/dissertation	
<b>TOTAL CREDITS</b>	

**Table 2.** Courses and ECTS credit distribution

This table is only for filling in the numerical distribution in credits for the type of course that the programme of studies consists of; no subject names are required. The total number of credits resulting from the sum total of all the boxes in the table (and this will appear in the TOTAL CREDITS box) will be 240 ECTS credits in general.<sup>1</sup>

The number of credits in optional courses that the student must take is to be specified, not the total number of optional credits offered in the programme of studies.

#### BACH.

Work experience/placement, which is referred to in table 2, if included, should be compulsory in order for the student to be awarded the degree programme. Designs that include non-compulsory work experience/placement should consider these credits in the optional credits section.

#### MASTER

In the case of Master's degree programmes of a professional nature, work experience/placement shall be compulsory. Table 2 should include work experience/placement that is compulsory in academic, professional or research-orientated Master's programmes. Designs for academic and research-orientated degree programmes that include non-compulsory work experience/placement should consider these credits in the optional credits section.

Work experience/placement provides students with the possibility to develop professionalism. In order to bring students closer to professional involvement and practice, there needs to be an administrative structure for work experience/placement that facilitates the signing of agreements and arrangements with entities outside the

<sup>1</sup> This number could be higher if stipulated by the provisions of Community law.

university, professionally produced learning resources, and academics who carry out tutoring and plan activities that ensure the competences are acquired and that learning is profession-orientated.

As laid down in Royal Decree 1393/2007, all Bachelor degree programmes must include a final year project/dissertation of between six (6) and thirty (30) credits.

- **General explanation of programme content**

*As a preliminary step towards describing the programme of studies in detail, in order to make it easier to understand, it would be useful to include an explanation of the way in which the courses will be structured. Information could be included on matters such as:*

- *Brief general description of the modules/groups of courses that make up the programme of studies and how they will be arranged in sequence in time.*
- *Where applicable, possible learning pathways to be followed by the students.*
- *Brief justification of how the different modules/groups of courses that make up the programme of studies constitute a coherent and feasible design (bearing in mind the students' dedication) and ensure that the competences of the degree programme are acquired.*
- *Description of the mechanisms for teaching coordination in the programme, which assure coordination of the programme's courses and modules over one academic year and over various years.*
- *Other relevant information, such as prerequisites for being able to take different modules/groups of courses, the rules governing ongoing student status, etc.*

**BACH.**

In the case of Bachelor degree programmes and with regard to the design and distribution of credits in the programme of studies, the following guidelines, stipulated in article 12 of Royal Decree 1393/2007, must be observed:

- Programmes of study shall in general total 240 credits, which shall contain all of the theoretical and practical learning to be acquired by the student: basic aspects of the branch of knowledge, compulsory and optional courses, seminars, work experience/placement, guided study, final year project/dissertation and other learning activities. Where determined by rules of Community law, the Government, subject to a report from the Universities Council, may assign a higher number of credits.
- These courses shall conclude with the preparation and defence of a final year project/dissertation. The final year project/dissertation (between 6 to 30 credits) must be undertaken in the last stage of the programme of studies and be orientated towards evaluation of the competences associated with the degree programme.
- The university shall propose the corresponding Bachelor degree programme is assigned to one of the following branches of knowledge:
  - a) Arts and Humanities

- b) Sciences
- c) Health Sciences
- d) Social and Legal Sciences
- e) Engineering and Architecture

This will also apply to cases in which the degree programme is associated with more than one discipline, assignment being based on the main discipline.

- The programme of studies must contain a minimum of 60 credits of core subjects, of which at least 36 are linked to several of the groups of courses given in appendix II of Royal Decree 1393/2007 for the branch of knowledge to which the degree programme is to be assigned. These groups of courses must be specified according to courses with a minimum of 6 credits each, which must be offered in the first half of the programme of studies. The remaining credits up to 60, where applicable, must be formed of core subjects in the same or other fields of knowledge given in appendix II of Royal Decree, or by other courses provided that their basic nature for study by the student early on in the programme or their transversal nature is justified.
- If work experience/placement is included in the programme, it will have a maximum extension of 60 credits and must be offered preferably in the second half of the programme of studies.
- In accordance with article 46.2.i) of Organic Law 6/2001, 21 December, on Universities, academic recognition is given to 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.
- In the case of degree programmes that qualify for the practice of regulated professional activities in Spain, the Government shall establish the conditions and requirements that the corresponding programmes of study must adhere to, which must also conform, where applicable, to the applicable European regulations. All such programmes of study must be designed so that the necessary competences can be acquired for practice of the corresponding profession. For these purposes, the university must justify the compliance of the programme of studies with these conditions and requirements.

## MASTER

In the case of Master's degree programmes, the following guidelines must be taken into account (Royal Decree 1393/2007)

- Programmes of study leading to the award of Master's degree programmes shall consist of between 60 and 120 credits, which shall contain all of the theoretical and practical learning to be acquired by the student: compulsory subjects, optional subjects, seminars, work experience/placement, guided study, final dissertation, evaluation activities, and others that are necessary according to the particular characteristics of each degree programme.
- These courses conclude with the preparation and public presentation and defence of a final dissertation of between 6 and 30 credits.
- In the case of degree programmes that qualify for the practice of regulated professional activities in Spain, the Government shall establish the conditions

that the corresponding programmes of study must adhere to, which must also conform, where applicable, to the applicable European regulations. All such programmes of study must be designed so that the necessary competences can be acquired for practice of the corresponding profession. For these purposes, the university must justify the compliance of the programme of studies with these conditions.

Programmes of study must, where applicable, include courses that are associated with fundamental rights and gender equality,<sup>1</sup> the principles of equal opportunity and universal access for people with disabilities<sup>2</sup> and the values of a culture of peace and democracy.<sup>3</sup>

## **5.2 Planning and management of the mobility of students from the university and student reception**

In the case of joint degree programmes, justify the compliance of mobility actions with the learning aims of the degree programme.

Include the information on collaboration arrangements and agreements for student exchange, calls and award programmes for mobility funded by the participating universities and institutes, as well as on the support units and information systems for sending and receiving students.

The system for the recognition and accumulation of ECTS credits must also be included.

## **5.3 Detailed description of the teaching-learning modules/groups of courses that the programme of studies consists of**

A description is then to be given of the modules/groups of courses that the programme of studies is made up of.

In order to describe the organisational units that the programme of studies is made up of, different structural levels can be used (modules/ groups of courses), as shown in Diagram 1. There is also the possibility of using a mixed formula (a structure could take in both modules and groups of courses or modules and individual courses). Some groups of courses, for example core subjects, could be specified as individual courses.

For the purposes of this section, a module is a group of topics or courses. This group could cover a specific period of time (year, term, month, etc.) or a longer or several periods (for example, in the case of a module comprising several courses programmed in alternate terms).

---

<sup>1</sup> In accordance with the provisions of Law 3/2007, 22 March, concerning effective equality for women and men.

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

<sup>3</sup> In compliance with Law 27/2005, 30 November, on the fostering of peace education and the culture for peace.

In the case where the **module** is used as the structural unit, the following must be specified for each module:

- The name of the module, the number of ECTS credits and whether it is compulsory or optional.
- Its duration and where it is scheduled in the programme of studies.<sup>1</sup>
- The competences and their realisation in the form of learning outcomes acquired by the student in the module, in a way that the competences are assessable. On the one hand, competences help to define what *the student is expected to know, do, undertake with others and even be in certain situations*. Learning outcomes, on the other hand, express the effects associated<sup>2</sup> with the anticipated learning activities undertaken by students in a module or group of courses: knowledge that can be demonstrated in an examination, reports, projects, critiques of a document they have produced, plans, problem solving and case studies, clinical diagnoses, laboratory notebooks, works of art, measurements, etc. These help to orientate learning assessment and permit the measurement and observation of activities carried out by the students. For example, for the competence of “the ability to inform a non-specialist public in writing”, learning outcomes such as the following could be formulated: use a logical and adequate structure and appropriate language for a non-specialist public; correct any written grammatical mistakes; issue a technical report on the corresponding speciality; conclude the explanation of the argument in a satisfactory way using models, theories and/or standards, etc.
- Where applicable, the prerequisites to gain admission to the module.
- The learning activities to be carried out and their distribution in ECTS credits, their methodology and relation with the competences to be acquired by the student. The information and communication technologies (ICT) that will serve as the basis for learning activities in all programmes of study, and in particular those taken as **distance learning and semi-distance learning** programmes, must be specified. In the case of programmes of study that are carried out exclusively on the basis of distance learning, mention must be made of the type of teaching materials that will be used and the learning support services that will be available to students (for example, those that ensure two-way communication between teachers and students).
- Measures aimed at coordinating learning activities and assessment systems within the same module or group of courses. These measures could be, for example: similar learning activities carried out in all of the groups of students

---

<sup>1</sup> In the case of a module that covers a complete period of time within the programme of studies, the corresponding unit of time and its place in the programme must be specified (ex: one term long, second term). If the module consists of various courses that follow on from each other successively over various academic years, the information must be specified (ex: module consisting of three, four-month courses programmed in the first, fourth and fifth terms).

<sup>2</sup> Although the learning outcomes may be attributed to the learning activities envisaged in the programme of studies, it is possible that they are not the only explanation for these outcomes. The students may carry out other learning activities that contribute in a significant way to their learning; this circumstance is particularly evident in the case of competence building, in which skills, attitudes and values play an important role.

formed in the same group of courses or an individual course, the same system for assessment for all courses in the module, etc.

- The system (or systems) of assessment used to evaluate the learning outcomes attained in the module and the qualifications system in accordance with prevailing legislation.
- The courses that the module is made up of, including:
  - The names of courses (where applicable) that make up groups of courses (compulsory for core subjects)
  - The number of ECTS credits that correspond to each one.
  - The type of course (compulsory or optional).
- Brief description of the contents.
- Additional comments and/or information referring to the modules/groups of courses (the name of optional courses and modules, where these exist; other comments, etc.).

Name of the module		ECTS credits, course type	
Duration and where it is scheduled in the programme of studies			
<i>COMPETENCES AND LEARNING OUTCOMES THAT THE STUDENT ACQUIRES IN THE MODULE</i>			
PREREQUISITES (where applicable)			
Module/course 1	Module/course 2	Module/course 3	Module/course n
(courses that it consists of/where applicable, ECTS credits, course type)	(courses that it consists of/where applicable, ECTS credits, course type)	(courses that it consists of/where applicable, ECTS credits, course type)	(courses that it consists of/where applicable, ECTS credits, course type)
Learning activities in ECTS credits, the teaching-learning methodology and its relation with the competences to be acquired by the student			
Competence acquisition assessment system and qualifications system			
Brief description of the contents of each module/course			
Additional comments			

**Diagram 1.** Description of the programme of studies using modules/groups of courses

## 6. ACADEMIC STAFF

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

This section must include information on staff availability and requirements of both academic staff (teachers, directors of studies, practicals tutors, coordinators, etc.) and support staff (administration and services staff, laboratory technicians, etc.) for the quality assurance of teaching, research and student learning.

- **Available academic staff**

The available academic staff must be specified in this section, giving their academic category, their status at the university, their teaching, research and/or professional experience, and their suitability to the fields of knowledge linked to the degree programme. Academic staff must be specified in terms of profiles; the names of actual staff and their curriculum vitae are not necessarily required.

In the case of degree programmes with a professional orientation, the proposal must have a team of teachers with sufficient professional experience to take adequate charge of work experience/placement (in enterprise).

In the case of joint programmes, the agreements organising the involvement of teaching staff from the different participating universities must be included.

Mention must be made, particularly in **distance education**, of the existence of teaching groups made up of teachers, teacher-tutors and, where applicable, staff that produce learning materials for the students.

In specific terms, the information to be provided in this section is as follows:

- Percentage of the total teaching staff that are PhD holders.
- Academic categories of the available teaching staff.
  - **PUBLIC UNIVERSITIES:** define the categories and state the number of available staff in each one (professors (CU), tenured and other staff [associate, assistant, collaborating staff, lab staff, etc.]).
  - **PRIVATE UNIVERSITIES AND UNIVERSITIES BELONGING TO THE CATHOLIC CHURCH:** define the categories and state the number of available staff in each one. Specify if they have been positively assessed by the National Agency for Quality Assessment and Accreditation of Spain or the corresponding QA agency laid down by Autonomous Community (regional) law.
- Total number of full-time academic staff and their percentage dedication to the degree programme.

*e.g. 100 full-time teachers exclusively dedicated to the degree programme*  
*e.g. 38 full-time teachers and a 50% dedication to the degree programme.*

- Total number of part-time academic staff (hours/week) and percentage dedication to the degree programme.

*e.g. 30 part-time teachers (12 hours/week) and exclusive dedication to the degree programme.*

*e.g. 30 part-time teachers (6 hours/week) and a 50% dedication to the degree programme.*

- Teaching experience: provide this information grouped according to intervals:

*e.g. 50% of the teaching staff have more than ten (10) years of teaching experience with degree programmes in the field of the Health Sciences in HEIs; 20% have between five and ten years teaching experience in the field of the Health Sciences in clinical training institutes, etc.*

In the case of public universities, these can be grouped according to three and/or five years' experience.

- Research experience and accreditation in recognised lines of research, where these exist, and/or the research category (define the categories). This information can be grouped according to intervals.

*Ex 1. 50% have more than three 6-year periods of recognised research, etc.*

*Ex 2. 50% have more than ten years of research activity in the field of xxx science, 20% have between five and ten years of activity in xxx, etc.*

- Professional experience other than academic or research. *e.g. 40% have more than ten years of professional activity in... (enterprise/industry, hospitals, laboratories, agreements, contracts, etc.), 30% have between five and ten years of professional activity in..., etc.)*
- Justification that there are adequate teaching staff and/or professionals for the tutoring of work experience/placement in, for example, private enterprise, public administration and authorities, hospitals, etc.

In the case where available academic staff is less than 50% of the estimated required number, information must be provided on the factors that will guarantee the feasibility of the design. For example, the existence of a sound group of teachers with experience to take on responsibility for the project and that is committed to endorsing and implementing the new degree programme; previous experience by the university with degree programmes of similar characteristics, etc.

An anticipated schedule for taking on the necessary staff should also be enclosed, stating their overall profile in a similar way to that used for available staff.

- **Other available human resources**

The available support staff should be specified, together with their status at the university, their professional experience and suitability regarding the fields of knowledge connected with the degree programme. The support staff should be specified in terms of profiles; the actual names of academic staff and their curriculum vitae are not necessarily required.

In the case of **distance learning**, it is important to justify that the necessary support staff are available to resolve issues such as:

- Dealing adequately with support and orientation services for students and teachers.
- Providing the necessary technological support, in cases where a specific e-learning platform is being used.
- Assisting and providing support for teachers in preparing teaching materials that use specific technologies for distance learning.
- **Anticipated necessary teaching staff and other human resources**

In this section, a definition is called for of the teaching staff and other necessary human resources requirements that are not available, bearing in mind the structure of the programme of studies, the number of credits to be taught, the branches of knowledge involved, the number of students and other relevant variables.

- **Mechanisms to assure equal opportunity between men and women and the non-discrimination of people with disabilities**

State the mechanisms that are in place to ensure that the recruitment of teaching staff and support staff takes place according to the criteria of equality between men and women and the non-discrimination of people with disabilities, in accordance with prevailing legislation.

## 7. PHYSICAL RESOURCES AND SERVICES

### 7.1 Justification for the adequacy of available physical resources and services

The programme of studies must be provided with sufficient equipment and infrastructure, in both the participating universities and the institutions that collaborate, and justification given for its adequacy in relation to the learning outcomes. In specific terms, the key physical resources and services (laboratories, classrooms and special equipment, specific libraries, etc.) in order for the aims of the degree programme to be fulfilled must be identified and described. Key physical resources and services here refer to the infrastructure and equipment that are essential for the delivery of the courses (laboratories, classrooms for group work, libraries including those that are on-line, special equipment, telecommunications networks, etc.). In the case of **distance learning programmes**, the existence of specific resources (such as affiliated institutions, computer equipment, telecommunications infrastructure, etc.) will need to be mentioned.

Where applicable, **information must be provided on agreements** that regulate the participation of other entities in the development of learning activities. Justification must, in any case, be given that the available physical resources and services in collaborating entities ensure the development of planned learning activities.

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 be observed in all cases.

As a general rule, the physical resources must be adequate to ensure the running of the services corresponding to the courses being taught, according to the envisaged group size, the delivery of teaching activities and their compliance with the anticipated teaching-learning methodologies, etc. Spaces set aside for library use, reading rooms and group work, together with bibliographical resources, should be sufficient and accessible to cover whatever is envisaged in the course syllabi.

In the case of academic activities that depend on third parties, sufficient evidence must be provided to ensure the adequate carrying out of these activities. Enclosed agreements and arrangements must specify aspects such as the schedule and conditions for use of the facilities/buildings, the persons who will be in charge of teaching, what the functions are of the academic tutor and practicals' tutors, payment to be made by the university, etc.

*For example, in the case of clinical practice in hospital institutions, it would be necessary to enclose the partnership agreements entered into by the university with these institutions. In this case, the provisions of Royal Decrees 644/1988 and 1558/1986, concerning the conditions for arrangements between the universities and health institutions, must be adhered to.*

In the case of **distance learning courses**, special attention must be given to the need for the special 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.

The resources and services of affiliated institutions will be given consideration in cases where this applicable.

*In addition to providing information on available physical resources and services, it is advisable to state the mechanisms for carrying out and/or ensuring the checking and maintenance of these materials and services in the university and collaborating institutions, as well as the mechanisms whereby they are updated.*

## **7.2 Anticipated acquisition (procurement) of necessary physical resources and services.**

In the case where not all of the necessary physical resources and services are available at the time when the proposal for the programme of study is submitted, a description must be given of the plan for their acquisition.

## 8. ANTICIPATED OUTCOMES AND QUANTITATIVE RESULTS

### 8.1. Estimated quantitative values for the indicators and their justification.

An estimation must be provided for a series of indicators connected with the anticipated outcomes of the degree programme, in reference to a specific entry cohort. Justification for this estimation must use the recommended entry profile, the type of students who gain admittance to the programme of studies, the learning outcomes, student dedication to the degree<sup>1</sup> and other appropriate contextual elements considered to be appropriate.

In the case of qualifications from degree programmes introduced in the university prior to the design being submitted, the estimations can be based on historical data from these degree courses. In the case of degree programmes that are either new or do not appear in the old recognised degree programme catalogue, values from either other Spanish or foreign universities or other degree programmes in the same branch of knowledge can be used.

Bear in mind that no benchmark value is referred to. These estimations will be reviewed in the accreditation renewal stage, on the basis of the justifications provided by the university and actions deriving from corrective measures in follow-up. The proposal must at least set out values for the graduation rate, the dropout rate and the efficiency rate, which are as follows:

**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.

***How to calculate:***

The denominator is the total number of students who register for the first time in a course in academic year (c). The numerator is the total number of students of those accounted for in the denominator who have completed their studies by the anticipated time (d) or one additional academic year later (d+1).

$$\frac{\text{Graduates in "d" or in "d+1" (from those registered in "c")}}{\text{Total number of students registered in academic year "c"}} \times 100$$

**DROP OUT RATE:** the percentage relationship between the total number of students in a new entry cohort who should have obtained the degree the previous year who neither registered in the current year nor the year before.

***How to calculate:***

---

<sup>1</sup> Particular consideration will be given to this in the case of distance learning courses, where the definition of the indicators will need to be substantially different to that of full-time courses.

Out of a given cohort of new entry students, establish the total number of students that, without having completed their studies, will not be registered in the degree programme in either the academic year that they should have finished their studies, according to the programme of studies (t), or the following academic year (t+1), i.e. two years in a row, the year of the theoretical completion of their studies and the following one.

$$\frac{\text{No. of students not registered in the last 2 years "t" and "t+1"}}{\text{No. of students registered in the t-n+1 academic year}} \times 100$$

n = the study programme's duration in years

## MASTER

**DROP OUT RATE (ONLY FOR ONE-YEAR MASTER'S PROGRAMMES):** percentage relationship between the total number of students in a new entry cohort that should have obtained their degrees the academic year before and who did not register in either that academic year nor the following one.

### *How to calculate:*

Out of a given cohort of new entry students, establish the total number of students that, without having completed their studies, will not be registered in the degree programme in either the academic year that they should have finished them in, according to the programme of studies (t+1), nor two years later (t+2), i.e. two years in a row, the year of the theoretical completion of their studies and the following one.

$$\frac{\text{No. of students not registered in either "t+1" or "t+2"}}{\text{No. of students registered in the t-n+1 academic year}} \times 100$$

n = the study programme's duration in years

**EFFICIENCY RATE:** the percentage relationship between the total number of theoretical credits in the programme of studies that the group of students who graduated in a given academic year should have enrolled in throughout their studies and the total number of credits that they actually enrolled in.

### *How to calculate:*

The total number of theoretical credits is obtained from the number of ECTS credits in the programme of studies multiplied by the number of graduates. This number is then divided by the total number of credits that the graduates really enrolled in.

$$\frac{\text{Theoretical credits in the programme of studies} * \text{Number of graduates}}{\text{Total number of credits that the graduates really enrolled in}} \times 100$$

(Total no. of credits that the graduates really enrolled in)

## 8.2 Progress and learning outcomes

The university's general procedure to assess student progress and the learning outcomes must be stated. This may include the results of external tests, final year project/dissertation, etc.

## 9. THE PROGRAMME'S QUALITY ASSURANCE SYSTEM

The information contained in this section may refer either to a particular system for the programme or a general system in the university or faculty/institute that is responsible for courses and applicable to the degree programme.

To obtain information on the design and implementation of quality assurance systems in the university field, there are guides and examples prepared by ANECA as support for the AUDIT programme<sup>1</sup> that are available for consultation.

### 9.1 Responsibility for the programme's quality assurance system.

This section must specify the body, unit or people in charge of administering, coordinating and monitoring the internal quality assurance system of the new programme of studies. Example: a specific committee for the degree programme, the university's QA unit, vice-deanship, etc.

*For a better understanding of this aspect, a definition could be given of the body's structure, composition, decision-making mechanisms, the organisation of participation by teaching staff, students, academic coordinators and other stakeholders, and the functions assigned to each.*

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

In this section, the evaluation and quality enhancement procedures for the degree programme and teaching staff must be specified. These procedures should establish who carries out the activities connected with the evaluation and quality enhancement of the programme and teaching staff, and how this is all done and when.

*It is advisable for the evaluation and quality enhancement procedures for the programme and teaching staff to conform to preestablished aims. To this end, the aims of the degree or university regarding quality in relation to teaching and the teaching staff could be defined prior to these procedures being specified.*

*When dealing with the evaluation and quality enhancement of teaching staff, the established procedure could include the envisaged recruitment mechanisms, as well as others that link teaching staff assessment with promotion, recognition and training.*

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

<sup>1</sup> Available on the ANECA website: <http://www.aneca.es>

This section takes in all of the activities that ensure that work experience/placement and mobility programmes are developed correctly (relations with companies and other entities, signing of agreements, student selection and monitoring, evaluation and credit assignment, etc.). The anticipated procedures for evaluation, monitoring and enhancement, together with those in charge of and the planning of these procedures (who, how, when), must all be specified.

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

Establish the procedure for measuring, analysing and using the labour market outcomes of future graduates and for measuring graduate satisfaction with their studies.

A description must be given of the methods available in the University to:

- gather this information, define the frequency and how it is compiled,
- analyse the data obtained,
- use the results of the analysis to enhance the new programme of studies.

#### **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 paid to suggestions and complaints that are made. Specific criteria in the case of termination of the degree programme**

The established procedure for gathering information to measure, analyse and make use of the satisfaction of the different stakeholder groups involved in the new degree programme. This procedure may include surveys, interviews, opinion polls, etc.

Complaints and suggestions are considered to be another source of information on student satisfaction. This section must specify the system for receiving, dealing with and analysing suggestions and complaints that are made in relation to the quality of the studies, teaching, facilities and services, etc.

The criteria for interrupting the programme, either temporarily or its definitive termination, must also be identified and the anticipated mechanisms to safeguard the rights and commitments entered into with the students; for example, criteria referring to the number of students, the teachers' qualifications and the physical resources. A viable alternative must also be defined for students taking the course, if this should occur.

*In addition to the factors above, it is advisable for the quality assurance system to establish transparency and accountability mechanisms. These would include the publication of information on the programme of studies, entry profile, learning outcomes, labour market outcomes/graduate employment, etc. accessible to students, teaching staff, administration and services staff, prospective students and society in general.*

## **10. TIMETABLE FOR INTRODUCTION OF THE DEGREE**

### **10.1 Timetable for the introduction of the degree programme**

The introduction by the universities of programmes of study leading to the award of recognised degrees could be carried out simultaneously, for one or various academic years or the complete programme of studies, or progressively, in accordance with the timetable envisaged in the corresponding programme of studies.

Current programmes of study will be terminated in the 2010-2011 academic year (i.e. no new entry places will be offered for programmes leading to current degree qualifications).

- Where the new degree replaces another pre-existing degree programme. The period of introduction of the new degree programme must be specified and, at the same time, the period established for the termination of the old programme of studies.
- Where the new degree does not replace any other programme

### **10.2 Procedure whereby students from existing studies can adapt to the new programme of studies (where applicable)**

A description must be given of the procedure to be followed for students taking existing studies in order for them to make an orderly transition to the new programme with no adverse effect.

### **10.3 Degree programmes that will disappear with the introduction of the corresponding new degree design**

The degree programmes that will disappear due to the introduction of the corresponding new degree must be specified.