

# Design an Action Plan to Structure a Competency-Based Curriculum: a Study in Spanish University System

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**Abstract:** With the aim of optimizing and improving the design of curriculum in the field of official postgraduate university education, a modular curriculum protocol was designed and implemented to establish an agile and efficient procedure leading to the resolution of required claims during the processes (verification or modification) generated by the evaluation agencies, to which the different titles must be submitted. For its validation, the expert judgment technique and the implementation of an "ad hoc" rubric were used to verify its design and curriculum utility. Among the most important conclusions is that it is a relevant, agile and effective didactic tool for the different agents of educational action: those responsible for drafting new proposals, the body or internal commission of the university that supervises the process and the members that are part of the external evaluation committee. Lastly, this action protocol guarantees a homogenization of criteria, both with the professionals of education who prepare the proposals of official titles, and the experts who evaluate them.

**Key-words:** Curriculum, Skills, European Higher Education Area, Postgraduate, University Teaching.

## 1. Introduction

This article first presents a series of reflections on the competency-based approach that appeared in the second half of the 20<sup>th</sup> century in the field of human resources training and management in the countries of Western Europe and the United States (Rojas, 2016).

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The competence-based approach in the Knowledge and Information Society expresses a different vision in the educational field. Adaptation to the European Higher Education Area (EHEA) has led European universities to a great transformation (Gómez Galán, 2009; Krücken, 2014).

The ideal curriculum model in the 21<sup>st</sup> century should be based on the pillars of UNESCO's education (1996): learning to know, learning to do, learning to live together, and learning to be. Therefore, the main approaches to the educational process should focus on learning and the student from a competency-based educational approach, with the conviction that it will contribute to the improvement of the quality of postgraduate university education.

Although education systems are constantly revised and updated in such a way that there is a very close interconnection between social challenges and new educational models, in the course of the research carried out it has been found that most of the curriculum formalized to (Ordóñez, Caballero and López-Meneses, 2017). In order to achieve this goal, the university master's level, since the entry into force of Royal Decree 1393/2007 that regulates them, were implemented from a pedagogical perspective focused on teaching and based on objectives.

At present, competence-based learning is a requirement for new qualifications adapted to the EHEA (Calvo and Calvo, 2016), and it is intended to provide universities with a reliable assessment of students' manifesting and developing the acquisition of (Aguado, González, Antúnez and de Dios, 2017) and offer the best academic programs with an emphasis on the implementation of the evaluation of the students to help them achieve their goals (Acevedo, Moreno and Labajos, 2015).

### 1.1. Objective

The main objective of this article is the elaboration of a document, which synthesizes a work plan, that obtains the optimization and improvement in the design of the proposals of curriculum in the field of competences of the official university teaching of the Pablo de Olavide University (UPO), as well as such as the establishment of an agile and efficient procedure for resolving complaints that may arise during the processes to which the different titles are subject to verification, accreditation, modification or follow-up.

### 2.1. Regulatory framework

This section presents the normative frame of reference, from the international scope to the internal regulations of the university selected for the study, which bases the need to design curriculum based on competencies. For the design of an action protocol, the curriculum development of the university teaching leading to the obtaining of the official postgraduate degrees (Master's degree and PhD), which establishes a series of essential elements for the accomplishment of the proposed in the EHEA, all of these have been collected on time and specifically in the regulations for the development of

university reform in Spain in terms of adapting curriculum based on competencies.

In line with this Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, this document is based on the enhancement of competency-based integrated learning in the curriculum elements to promote a renewal in teaching practice and in the teaching and learning process. New approaches to learning and evaluation are proposed, which will require a major change in the tasks to be solved by the students and in innovative methodological approaches.

As regards the national scope, it should be noted that Royal Decree 1393/2007 of 29 October establishes the ordering of official university education, as amended by Royal Decrees 861/2010, 2 July and 99/2011, of 28 January (RD 1393/2007), which establishes a new regulatory framework that seeks to adapt all university degrees to the guidelines of the EHEA and to what was agreed in the Bologna Plan (2010).

RD 1393/2007, in its Preamble, prescribes the need to plan designs in official university master's degrees based on competencies and to follow a set of rules and conditions applicable to them in each case. These curriculum have to be verified by the Council of Universities (CU) and authorized by the National Agency for the Evaluation of Quality and Accreditation (ANECA in Spanish, 2012), which establishes a Support Guide for the elaboration of The Report for the request for verification of official degrees (Degree and Master Degree), which mentions each of the points marked in the action protocol to design curriculum based on competencies and provide the guidelines to follow for its correct fulfilment. Finally, to emphasize that the present scheme of work to design a curriculum is an informative supplement for the academic leaders, who take as reference this guide.

The official titles of education must be registered in the Register of Universities, Centres and Titles (RUCT), in accordance with RD 1509/2008, of September 12. At the UPO, the Centre for Postgraduate Studies (CEDEP) is the body responsible for providing advice to the Vice-rectorate competent in this area, academic commissions of official postgraduates and teams proposing new titles on issues to consider. In addition to ensuring compliance with these conditions and processing the requests for verification of the proposed new official titles. This is why CEDEP is in charge of organizing and managing the different postgraduate programs, in addition to performing the following procedures:

1. Report about the action protocol established and published.
2. Orienting on the internal procedures (realization of the memory of verification and report evidencing modifications, together with the responsible academics) and external procedures, implementation of the

information in the RUCT application web of the Ministry of Education, Culture and Sport, through from which the title is assessed.

3. Exhibition new proposals the titles will be implemented and raising the Postgraduate Commission to approval.
4. Conduct a follow - up study of titles in force and new proposals, communicate deadlines for submission of documentation, recommendations evaluators or advise in the newsroom agreements of collaboration, with other bodies, establishments and institutions of a character as public as private for the realization of external practices, or any other type of collaboration, including financial, or other universities if interuniversity programs.
5. Advise and accompany those responsible for titles in the doubts during the process of curriculum design.

Finally, as regards the autonomous level, in the procedure for the verification of official degrees the CU sends the curriculum to the Andalusian Evaluation and Accreditation Department (DEVA, in Spanish), to issue the corresponding report which is prescriptive and determinant. The process designed by the DEVA for the evaluation of proposals for new official teaching aims to generate the information required by the verification process, as well as for the authorization, if appropriate, of the implementation of the lessons.

## **2. Work scheme to design a curriculum based on competencies**

This epigraph summarizes the necessary stages in which an academic responsible should reflect when he wants to innovate before a master proposal or wants to restructure a curriculum based on competencies. In an introductory way, the idea is centred, then a guiding scheme is shown and, finally, the work plan is broken down to design a curriculum.

As a background to the proposal for a new degree, two aspects coexist in the evaluation of a curriculum; it is about the feasibility and coherence of its training design. It is for this reason that we must first reflect and calibrate if the official education that one wants to implement is demanded by the labour market, if by the degree students of the institution itself there is intentionality to take it, the diversity of profiles that could be interested to obtain such university education. In addition, to analysing the availability of teaching staff and budgetary and/or regulatory constraints for hiring, if necessary.

In this sense, it is recommended that the proposed degree not focus exclusively on a type of academic profile, since building a population interested in the masters of different branches of knowledge will entail creating a multidisciplinary team that enriches the entire teaching - learning process and favours the acquisition of the proposed competences. Besides, it is important to contemplate the offer of similar degrees that can act as

competition to the demand in the same sector and analyse if it is an interesting proposal for the newly graduated students or for professionals who wish to specialize or improve and update their knowledge.

The university education must consider that the curriculum is based on the backbone of a curriculum proposal, of an integrating and articulating nature, generating spaces that establish links with the curriculum of each career, which will allow us to dynamize the construction of the competences from a meaningful learning approach, with the social, natural and cultural commitment, that provides sustenance to the protagonist role of the student (López Meneses and Gómez Galán, 2009; Icarte and Labate, 2016).

From a methodological perspective, the process of designing, implementing and evaluating a curriculum entails a series of tasks: to justify the need for the degree, to design and approve the training program, to control the implementation process and to evaluate the quality of the results (De Miguel, 1995).

Before listing the steps in Figure 1 that include the action plan proposed by the team of CEDEP, it should be noted that making reference to the article "Methodology for designing a curriculum based on competencies pre- and provided "(Fondón et. al., 2008) in structuring the design of a curriculum in ten steps, although there are discrepancies to what these authors present and composed of twelve major steps to help plan alternative poses a curriculum based on competencies.

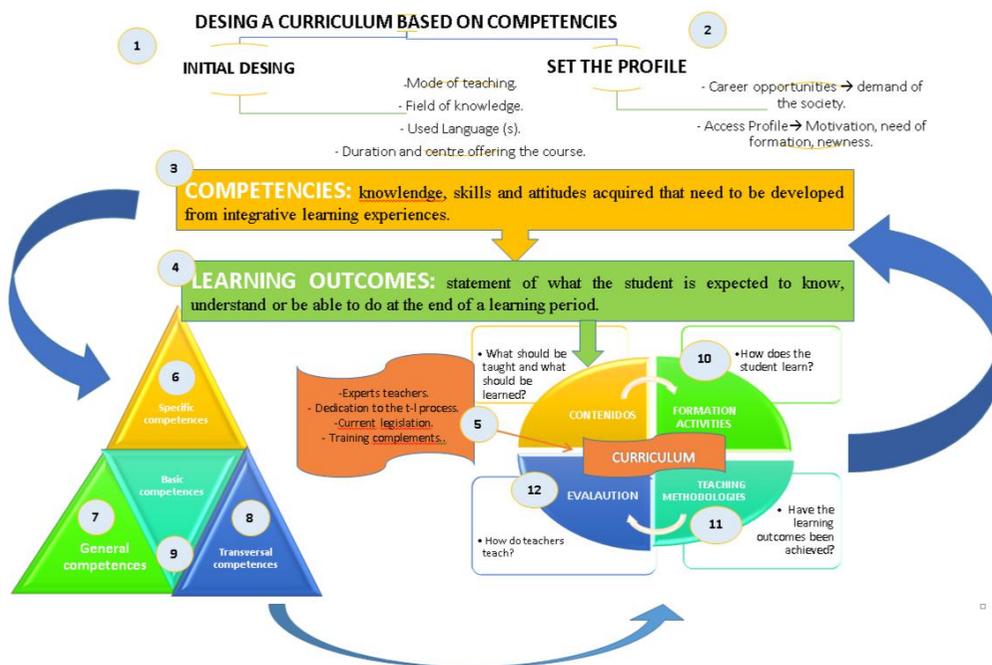


Figure 1. Scheme an action protocol for a curriculum based on competence.

In the following lines, the design of a scheme for an action protocol is explained, by means of a twelve-step breakdown, for the improvement and functional structuring of a competency curriculum. This scheme is accompanied by curriculum support material, a protocol to design a curriculum based on competence, developed to facilitate this process of convergence can be found at: <http://bit.ly/plan-estudios-competencias>

The structure followed in the guide of the DEVA, mentioned above, corresponds to the arrangement of points established by the RUCT application, elaborated on the basis of RD 1509/2008, dated September 12 and as stipulated in Annex I of RD 1393/2007.

However, the structure of the action protocol, supplementary material to the guide and this design scheme, does not follow the sequential order established in them. Since, following the research carried out on the design of the curriculum based on competences and the contributions of expert judgment detailed in the methodology, it is estimated that the logical order of the sections should be the one presented in the diagram of Figure 1 and detailed below.

### 2.1. Initial Design

The first approach to the idea of proposing a degree, is to decide with which nomenclature will be denominated, which will be the requesting university and the centre responsible for the title. Project if the proposal of the curriculum to be designed will be official and / or, if applicable, will qualify for a profession (for example, in the case of postgraduate level: University Master's Degree in Advocacy, Master's Degree in Secondary School Teaching, Vocational and Language Teaching, among others), as well as to differentiate the branch of knowledge to which it belongs and the field of study to which it will be linked. Decide which kind of teaching will have presence or distance (online).

Designing a competency-based curriculum allows universities to clarify the skills needed to successfully cover different jobs, prepare graduates with competencies that ensure them a successful performance, maximize productivity and efficiency of investments in training and Development (Lucia and Lepsinger, 1999; Aguado, González and Antúnez, 2017).

Ultimately, another important aspect to take into account is the number of credits of the masters, between 60 and 120 according to mark RD 1393/2007, and mainly of this, although there may be other conditions, the duration of the masters to be derived of temporary limitations, and may be of a single academic year, or of two academic courses, including the possibility of offering specialization in some specific area of the immersed area. It is necessary to take into account both the rules of enrolment and permanence established by the current regulations, as well as the language of instruction of the classes.

## 2.2. Set the profile

The profile of the students who will have to choose to study is interesting and is a factor to be taken into account and should be analyzed with some degree of depth, since, in addition to assuming the niche of future applicants, will be the basis of the it has to be started in order to strengthen knowledge, although it is of the utmost importance to focus the interest on the egress profile, since it is the defendant of society and is a profile that one wishes to model after studying the proposed studies. Authors such as Ferra, Morales and Asvin (2014) argue that the profile of students is one of the main elements that make up the curriculum.

### 2.2.1. Analysis of the exit profile

The profile of the students who will have to choose to study is interesting and is a factor to be taken into account and should be analyzed with some degree of depth, since, in addition to assuming the niche of future applicants, will be the basis of the it has to be started in order to strengthen knowledge, although it is of the utmost importance to focus the interest on the egress profile, since it is the defendant of society and is a profile that one wishes to model after studying the proposed studies. Authors such as Ferra, Morales and Asvin (2014) argue that the profile of students is one of the main elements that make up the curriculum.

### 2.2.2. Anlaysia of the income profile

In the educational reality, the need to adapt to constant changes in the labour market as well as in the social sphere in general (Cano, 2015) makes the demand of the new entry candidates very varied. Therefore, the need to consider a series of personal, motivational and acquired competences must be considered, so that incorporation into the new degree is the most enjoyable and productive, based on the fact that the qualifications of origin are related to the profile described. Internal consultations must be established with the degrees offered in degree that give access to the proposed degree to know the detail of the training (the skills acquired) and to be able to focus the level of postgraduate to the success of training and professional.

## 2.3. Building curriculum based on competencies

A curriculum based on competencies must be built based on the income profile and the articulation of the competences that carry out the learning process (Velasquez and Ramos, 2016). At this stage it is necessary to define the overall competences that should have the students after completing the degree. It is necessary to think what the labour market demands, to focus the curriculum in the preparation of students on the acquisition of these competences.

On this line, as these authors put it: "Its structure must be based on a coherent conceptual model and in its design it is necessary to take into account all the parameters that define a training program: competences, contents, modalities of teaching activities - learning, evaluation system "(Díaz et al., 2004, p.30).

The construction of curriculum is a participatory process of various stakeholders interested in the proposed degree, in which they must provide different points of view to enrich the structure of the curriculum and get students to finish their studies being fully competent for the profession demand. It is one of the most important commitments that must be assumed by all the bodies involved in university education: on the one hand, the Ministry with competences in University Education and the Autonomous Communities, as regards the general bases and guidelines for training in the various degrees. The universities in what affects the study plans and departments and teachers, in what concerns the programming of concrete subjects (Zabalza, 2007).

### 2.3.1. Definition of professional skills

Once the professional profiles are established, including the researchers, since they are considered as research professionals. Framed in the degree has to define the professional skills that characterize them. They will be called level 1, since in later steps they will be delimited in different categories for a better acquisition.

White papers issued by ANECA (2005) for undergraduate degrees, although not designed for higher education at the master's level, can serve as reference and reference manual for establishing the professional competencies of postgraduate graduates. These documents are non-binding, but have value as an instrument for reflection and were presented to the former University Coordination Council (current Council of Universities) and the former Ministry of Education and Science for their information and consideration.

The competences are intended to highlight the set of skills, knowledge, skills and attitudes that must develop and strengthen students to effectively build domains of performance in cognitive, social, cultural, professional and productive affective learning activities. That they evidence the acquisition of the same ones from integrative learning experiences in which the knowledge and the skills interact with the intention to give an effective answer in the task that executes, within a specific context (Ordóñez, Ramírez and Rey, 2017).

In a repetitive way, the competences proposed in this section should define the aspects in which students should be proficient in graduating from the degree, so our intention in all curriculum design should be how to achieve the acquisition of those competences.

#### 2.4. Learning outcomes

Define a list of learning outcomes, that is to say, state what students are expected to have learned after completing the master's degree.

It is a statement of what the student is expected to know, understand or be able to do at the end of a learning period, correlated with the competences exposed (Polo, 2016).

In this sense, the ANECA Support Guide (2013) for writing, putting into practice and evaluating learning outcomes can be very useful. It is a document that intends to guide the design of titles, teachers, students, evaluators and agencies in the entire process of designing, implementing and reviewing curriculum.

#### 2.5. Structure of the curriculum

In order to structure a curriculum, the learning results must be extracted from all the competences presented, and from these results it is deduced what will be the contents that consolidate the curriculum. For a better understanding, these should be grouped by subjects, and in turn, in a global way by modules, that show a clear conceptual relation.

As a clarification, keep in mind that learning is not only a matter of accessibility to knowledge, nor a content assimilation issue alone (Magro, 2012); consequently, content must be structured as intentional themes for the acquisition of competencies.

This process will be evidenced by the nomenclature of the subject, the dedication of the teaching staff regarding the teaching hours, in addition to the hours of dedication on the part of the students; the nature of the subjects: compulsory if they must be taken by all students enrolled or optional to define a profile more specialized in the different proposed itineraries: research or professional itinerary.

The general purpose of the curriculum is for students to fully develop their competences through the provision of content by teachers who are experts in the different areas of knowledge. For this, teaching will be very specific in each of the subjects.

From the learning results, a team of experts should organize them into homogeneous groups that give rise to the subjects. In this stage of the action plan, it will be the experts in the field, who know how to identify what contents are to be taught in each subject and how all of them maintain the necessary relationship to constitute a module that differentiates between optional and compulsory of the same because they contain the minimum contents required for all students regardless of the selected itinerary, if applicable, professional or researcher. The scope of specific knowledge in charge of teaching in each of the subjects, that is to say, area and department, should be foreseen. If for any of the proposed subjects a more specific knowledge base is required that only the students have a very specific

qualification, a series of additional credits with complementary training contents can be proposed, which only students who have not been able to take Certify through professional experience or academic training that possesses such prior knowledge.

Once all the curriculum subjects have been specified, one or more additional iterations should be carried out that review the overall coherence and detect possible overlaps or deficiencies between related subjects (García, Sánchez and Gavalda, 2006).

#### 2.6. Specific competences

After incorporating the contents into the curriculum it is very easy to delimit what the specific competences that will be required of students, in line with the nomenclature that is specific to each subject, since each subject or subject will be a set of subjects that will differentiate it from the others (Ordóñez, 2017).

#### 2.7. General competences

Starting from the grouping of contents by interests and teaching areas, as specified in stage five of this process, once the specific competences have been delimited, we proceed to mention the general competences of the teachings university official masters, for this must review the professional skills exposed in stage three.

It is possible and recommended that the same general competence be dealt with in more than one subject, a general competence can be established for each of the modules proposed and that it is assumed, as mentioned above by several subjects, since this typology of competencies must be acquired from different perspectives given their general character (Fondón et al, 2008).

#### 2.8. Transversal competences

In the context of the various European conventions on convergence in the EHEA the Tuning Education Structures in Europe project was developed (González and Wagenaar, 2003), in which, among other things, a set of transversal competences that university students must acquire in addition to their technical skills.

Through the cross-disciplinary competences, it is sought to strengthen the professional as a person, since it serves no purpose, to train student's brilliant in terms of knowledge but with personal deficiencies that hinder the integral formation of the individual. Equal importance should be attached to training in values, democratic attitudes, social and civic responsibilities; whenever possible, current topics should be used that cross all learning units in the curriculum (San Martín, Cabrera-Martinez, Abalos-Labruzzi, and Gómez-Galán, 2015).

Also transversal competences are established equally for all courses taught in the same institution or center, in our case, in the UPO, as published in the article *Teaching Innovation Proposal: The inclusion of transversal competences in official university Master's degrees and the strengthening of democratic values* (Ordóñez, 2017), in this paper mention is made of the competences implemented in the 2016/2017 academic year in several masters subject to modification or verification, which have a favourable report by the evaluators of the DEVA.

### 2.9. Basic competences

Under this heading, the basic competences are dictated according to the current legislation that establishes a series of minimum competences for postgraduate level, so it is necessary to include in the curriculum the basic competences (established by Royal Decree 1393 / 2007). These will be common to all degrees, irreplaceable and non-modifiable.

### 2.10. Formation activities

This stage of the process consists in identifying how to make the students learn in the most dynamic and innovative way the knowledge of the degree, through the implementation of different training activities.

In order to clarify, the training activities should be differentiated and specific for each subject, depending on the competences to be acquired by the students in each of them (Ordóñez, Ramírez and Rey, 2016).

The recommendations presented in another paper (Ordóñez, Caballero and López-Meneses, 2016) can be consulted for training activities, teaching methodologies and evaluation systems.

### 2.11. Teaching methodologies

The most suitable for developing a curriculum, teaching methods of integrating topology are leading to the acquisition of skills, especially basic, at the same time they will be made in line with the teaching method chosen for the title (on site class, from distance...).

Note that in the framework of teaching methods, besides offering a series of educational techniques that facilitate carrying out training activities indicated in the previous stage, it should be emphasized the use of tutorials, either individually or collectively as make a helper and academic, personal and social, to carry out comprehensive training (Velasquez and Ramos, 2016).

For example, the mentoring should be seen as a centered teaching-learning strategy, in which there is a horizontal relationship, a deal between equals that encourages stimulating development and personal identity and their intrinsic capabilities for both academic improvements as a professional.

## 2.12. Evaluation

With this stage the process set out in the scheme of work to design a curriculum based on competencies is terminated, since evaluation systems are the mechanisms closure process, that is to say, contain the necessary tools to verify that It was successful the process exposed. Authors like Ferra and Lopez (2016) find that evaluating is not the mere fact of qualifying, but evaluating involved, make proposals to improve, reflecting response to deficiencies and reward achievements in order to make value judgments and make decisions that will leverage the strengths and correct weaknesses of each student. In the same discursive line, Rodriguez (2010) indicates that it must be an intentional, systematic, relevant and participatory process in relation to understanding, regulation and improvement of teaching and learning.

In short, it is estimated that evaluation should be an integral process that includes theory and assessments of students to improve educational practice and curriculum innovation. In accordance with Roldán (2005), it is an objective and continuous process that develops in spiral of comparing reality (competences and structure of the current plan). The true meaning of the evaluation is to verify that the learning outcomes have been acquired by the students, this would define that students graduate truly competent in the matter.

## 3. Material and Methods

The methodology is one of the backbones of any investigation that crystallizes the pillars to achieve the objectives, so in this section are described the two studies carried out. The first study presents a road map to design a curriculum based on competence and verification of the same data, collected using two different tools: expert opinions for the validation of the design and a map of dependencies to verify the veracity of the proposal.

The second study provides validation by an expert opinion of a protocol to structure the competency-based curriculum and its subsequent improvement of supervision by the evaluation of the rubric carried out under the supervision of a group of researchers. The results of the Rubric of evaluation are with a view to the future to incorporate, where necessary, new contributions of the agents involved in the process, being these academics responsible, external evaluators, team members work CEDEP, etc.

### 3.1. Study 1

The steps set forth in the scheme of work to design a curriculum based on competences have been validated by an expert opinion of EduInnovagogía Group (HUM-971): <http://bit.ly/1sGHwqO> to verify its design and utility as

for the development of innovative approaches to curriculum competency titles linked to official university master's teachings.

In this sense, it is premised that this protocol meets the attributes of an expert opinion, it is considered an informed opinion of people with experience in the subject, which are recognized by others as qualified it experts, and they can provide information, evidence, judgments and assessments (Escobar-Pérez and Cuervo-Martinez, 2008).

With regard to the reliability of the instrument for gathering information, a measurement is reliable or safe when applied repeatedly to the same individual or group, or simultaneously by different researchers, it gives the same or similar results (Sanchez and Guarisma, 1995).

To validate the process that all powers are fully related in the curriculum, with no overlap or deficit for any subject, it is appropriate to establish a map of dependencies in which all powers of any kind are displayed and all subjects that make up the titration (Albizu et al., 2006). An example of how the relationship can be established on a map of units shown in Figure 2; only illustration of a subject is clarified, but likewise should relate all the materials that make up the curriculum.

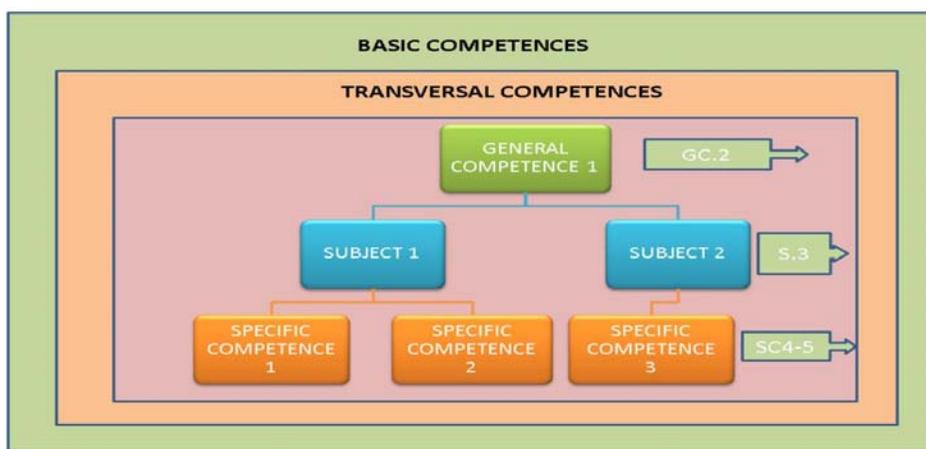


Figure 2. Map dependencies of competences.

Most academic or educational institutions need to improve the competence level proposed in their teaching guides for optimum degree of employability of future graduates. Since the 100 titles that have done extensive literature review from 2009 to 2016, a 65% of them have had objections from the DEVA on skills.

On the other hand, although there is no documentary evidence of qualifications concrete masters maintaining global coordination in establishing the competencies of each subject, experience in reviewing qualifications of

masters makes us confirms that most curriculums, reflected the sum of powers established in the different areas of knowledge involved in it. This methodology can lead to the origin of the same competition overlaps, gaps or repetitions of skills.

To conclude, note that if the dependency map skills once formulated curriculum is used ensure that competition is not seen in the planning of lessons.

### 3.2. Study 2

A preliminary study was conducted on March 6, 2017 the first version of the action protocol by the directors of research together with specialized educational training of EduInnovagogía Group (HUM-971) teachers and the technical manager of CEDEP, with over ten years of experience in this area. Then, the meeting established with the heads of academic committees concerned to implement new proposals master, or update existing through a modification process; all data necessary for validation protocol performance were collected.

Rubrics are tools of unconventional evaluation can be defined as guidelines for assessing the quality of working, specifying the criteria to be considered and adequacy levels in each (from inadequate to excellent) (Andrade and Du, 2005; García-Ros, 2011). In addition, the rubrics are defined as assessment tools based on quantitative and / or qualitative scale associated with pre-established criteria that measure different aspects of the manual, in our case, and that will be evaluated for improvement (Torres and Perera, 2010).

The evaluation rubric Table 1, is designed to keep track of improvement in the protocol proposed action, the academic coordinators will assess the protocol document once you have implemented. As an example, the proposed master for the academic year 2018/2019 will provide us a feedback for the month of September 2017.

		<b>Excellent</b>	<b>Improbable</b>	<b>Inadequate</b>
		2	1	0
<b>GENERAL FEATURES</b>	<b>PRESENTATION</b>	The presentation of the action protocol is correct and orderly. The linguistic construction of text (sentences and paragraphs) is impeccable.	The presentation of the action protocol is acceptable but can be improved. There are some problems, of minor seriousness, in the construction of statements and / or paragraphs.	The presentation of the action protocol is incoherent and disorderly. The epigraphs are confusing. There are serious and repeated errors in the construction of statements or paragraphs.

ASPECTS OF DEVELOPMENT	DESIGN	Outstanding and attractive action protocol that helps to understand the different recommendations.	Action protocol simple but well organized.	Action protocol badly raised that does not meet the design criteria handbook of recommendations
	DEEP ABOUT THE TOPIC	Clear and substantial description of the topic, good number of recommendations.	Ambiguous description of the subject, some details that do not clarify the subject.	Incorrect description of the subject, without significant or scarce details.
	INTRODUCTION	It expresses clearly the intention of the action protocol, the justification and the antecedents of the same one.	Contextualizes in a somewhat disordered way.	The motivations are not understood nor the justification and / or antecedents clearly identified.
	BODY OF THE WORK	The action protocol advances in an orderly manner, the extension is proportionate and correct.	The action protocol has deficiencies in the exposure and the headings do not keep the proper proportion.	The action protocol is chaotic; its extension is disproportionate and illogical.
	CONCLUSIONS	The conclusions are clear and coincide with the approach of the action protocol.	The conclusion is present, but lacks clarity and order.	The conclusion is confusing and does not fit the approach of the action protocol.
FORMAL ASPECTS	ORTOGRAPHY AND SCORE	No orthographical errors and grammar correction	With less than three spelling errors, some problem in grammar punctuation, it does not disturb the reading and / or comprehension of the text.	More than three spelling mistakes and poor grammar punctuation
	GRAPHICS	The tables and figures are correctly used, they make sense and they help to understand the explanation.	There is no table or figure to help us better understand a concept. Some of the figures or tables are unnecessary.	The use of tables or figures does not clarify anything.
	BIBLIOGRAPHY AND NOTES	The bibliography meets the recommended criteria. The notes correctly cite the titles used and are used in a relevant way.	The bibliography is inconsistent. Some appointments are not correct. The notes are uneven.	The bibliography does not meet the recommended criteria. The grades are excessive or insufficient.

Table 1. *Rubric Assessment Manual.*

### 3.3. Results

This research is supported by a process stems from the need to estimate the content validity of a test, as noted above, it has carried out an expert opinion. To do this we have collected information systematically, following the steps pose Escobar-Pérez and Cuervo-Martinez (2008):

1. Define the goal of expert judgment: in this case is to validate the content in a test designed by a group of researchers (EduInnovagogía HUM-971) for structuring curriculum based on competencies.
2. Selection of judges: the review and evaluation by six judges is proposed, two of whom are experts in measurement and evaluation, two experts in designing curriculum competency with a career a decade and two academic leaders who have implemented the methodology of the work plan and the protocol.
3. Have explicit dimensions and indicators to be measured at one of the test items. First of all recommendations resulting from research conducted by the author, all references provided by the guidance offered by the DEVA and finally, all indications that refer to current regulations. This has allowed judges to assess the relevance, adequacy and relevance of each section.
4. Specify the purpose of the test. All judges are aware of the need and usefulness of action protocol, this has increased the contextualization of the judge regarding the test, in turn increasing the level of specificity of the evaluation; since the validity of the content of each of the sections is directly related to their use.

In our study, the experts responsible for validating the instrument action protocol have been selected because they are professionals with extensive experience, extensive knowledge and excellent skills in their fields. All have extensive training within the competence and two of them are professionals with responsibilities for verification and modification of university degrees. Experts have provided comments are shown in Table 2: Contributions of expert judgment.

<b>Judges Experts</b>	<b>More Significant Contribution</b>
Expert 1	Eliminate regulations and legislation (can be variable). Include index of the steps proposed in the outline.
Expert 2	Incorporate a different rate followed by the RD 1393/2007 sequential scheme.
Expert 3	List all tables and figures. Visualizing plus scheme to design a curriculum based on competencies.
Expert 4	Highlighting the contributions / recommendations of the author.

Expert 5	Reformulate sequencing paragraphs.
Expert 6	Include conclusions.

Table 2: *Contributions of expert judgment.*

All aspects that experts have mentioned judges have been taken into account and have changed for the final version of the action protocol.

#### 4. Conclusions

In light of the foregoing and by way of summary, it follows that structure the curriculum with a competency-based approach shows a number of advantages for students to gain knowledge level of competence that serve him for social empowerment and professional development throughout his entire life. Therefore, the quality of educational processes by implementing a teaching methodology focused on students preparing to graduate as an engine of change in society and trying to get better employability is improved.

Moreover, the powers declared in the curriculum should allow processes internal articulation, vertically, to ensure achievement of the skills, abilities and knowledge that are formed in each cycle, fortifying their progress profile to exit, where the evaluation of skills acquired in each cycle certification evidencing performance achieved by students during the course of their learning in their training (Velasquez and Ramos, 2016).

For our part, by drawing at first scheme design to develop a curriculum based on skills and as development of the action protocol to be drawn from this research it is to ensure an invidious criterial homogenization, both with education professionals who make proposals for official titles, as people who evaluate them. In turn, the content and structure of this work plan to design a curriculum based on skills and performance protocol, the aim is to be useful for different agents of educational action: those responsible for drafting new proposals the internal organ or university committee to oversee the process, in our case the CEDEP and people who form part of the external evaluation committee.

The 83% of expert judges in validating the protocol determines that the sequential order determined in the guide support for verification of degrees of the DEVA, no logical order in the dynamics of work and thus, the protocol derived from this research it follows that to structure the steps outlined in the design scheme proposed in this article.

In this regard, it is noteworthy that the directions set out in the action protocol for improving competency curriculum have been implemented during the academic year 2016/2017 in some of the university degree level official master of the UPO and they will continue in implementing future editions given the acceptance received by academics responsible and obtaining favourable reports received by the rating agency.

Finally, we are aware that curriculums are never definitive, are proposed and tendency adapted to social and educational needs of the historical moment, so we have to monitor, renew and update taking into account the constant changes occurring in the society, the set of skills defined for each degree and therefore learning outcomes of the subjects. It is therefore the intention to have the present assessment rubric to keep track and get, if any, improvement thereof. In addition to analyzing the reports issued by the DEVA to get a systemic evaluation referred to its performance, it deemed necessary to track graduates to really determine whether they are achieving the powers proposed in the degree.

Ultimately and as a final conclusion, we believe that the Spanish university must continue to establish procedures and training course in the teaching community within the competence. In this sense, the team CEDEP work continues to offer help and advice to teachers, based on the scheme of work to design a curriculum based on exposed competencies and by disseminating the action protocol created following the detection of deficiencies training in this area. All in favour of better service to society, and guiding axis ultimate goal of the mission of the University.

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