

CRITERIOS OBJETIVOS ORIENTATIVOS PARA LA TITULACIÓN EN E.S.O.: DOS CASOS PRÁCTICOS EN ANDALUCÍA

INDICATIVE OBJECTIVE CRITERIA FOR CERTIFICATION IN COMPULSORY SECONDARY EDUCATION: TWO CASE STUDIES IN ANDALUSIA

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Resumen

Se analizan criterios objetivos que fundamentan la decisión de titulación en Educación Secundaria Obligatoria en Andalucía, tomando como referencia la Orden de 30 de mayo de 2023 y el documento Perfil de Salida generado por Séneca. Mediante dos casos prácticos, se examina cómo se aplican estos criterios —adquisición de competencias clave y logro de objetivos de etapa—,

destacando la importancia de la sistematización de datos en el Sistema de Información Séneca y la colegialidad en la toma de decisiones. Los resultados subrayan la necesidad de homogeneizar procedimientos de evaluación para garantizar equidad, proponiendo mejoras en la formación docente y en los proyectos educativos de centro, y resaltando la importancia de la labor de la inspección educativa.

Palabras clave: *Titulación, ESO, competencias, objetivos, Perfil de Salida, Andalucía.*

Abstract

The objective criteria that underpin the decision to graduate in Compulsory Secondary Education in Andalusia are analysed, taking as a reference the Order of 30 May 2023 and the Exit Profile document generated by Seneca. By means of two case studies, we examine how these criteria -acquisition of key competences and achievement of stage objectives- are applied, highlighting the importance of the systematisation of data in the Seneca Information System and collegiality in decision-making. The results underline the need to homogenise assessment procedures to guarantee equity, proposing improvements in teacher training and school education projects, and highlighting the importance of the work of the education inspectorate.

Keywords: *Certification, Compulsory Secondary Education, competences, objectives, Exit Profile, Andalusia.*

1. INTRODUCTION

Within the framework of the competences curriculum promoted by the LOMLOE (Organic Law 3/2020), the assessment and certification of students in Compulsory Secondary Education no longer depend exclusively on the passing of a number of subjects, but on the collegiate professional judgement of teachers. This transformation implies a significant change in the assessment culture of schools, requiring new forms of collaborative work in order to make decisions adapted to the characteristics of the pupils.

This pedagogical shift is part of a trend already present before the entry into force of the LOMLOE, as highlighted by Luna Ariza (2018), who advocated reducing the use of grade repetition through the advice of the inspectorate and the implementation of more inclusive measures, adjusted to the real trajectories of students. With the new regulations, this orientation is reinforced. Thus, according to González-Tapia and Álvarez-Álvarez (2022), schools have begun to replace automatic repetition with more preventive and personalised organisational approaches, including early detection of difficulties, educational reinforcement and curricular flexibilization, in line with the principles of the new legal framework.

The role of the Education Inspectorate in this whole process is fundamental, as Alonso-de-Castro (2025) points out in reference to the LOMLOE:

The law places renewed emphasis on assessment as a key tool for the improvement of educational quality, promoting equity and inclusion, and the Education Inspectorate is positioned as a central actor to ensure that these principles are met in schools. (p. 26).

Despite the common regulatory framework, there may persist a notable disparity in the criteria and procedures used to decide on certification. This

variability generates uncertainty for families and may compromise the principle of equity in the education system (see Eurydice, 2020, II.7).

In Andalusia, the Order of 30 May 2023 has introduced regulatory and technical tools - such as the Competence Profile document (generated by the Seneca Information System) and Annex VI - that allow for the objectification of collegial decisions of teachers, thus contributing to greater transparency and rigour.

This article aims to analyse how these tools can be used in practice by Andalusian teaching teams, illustrating this by means of two real cases, apparently contradictory, resolved within a Provincial Technical Complaints Committee. The aim is to propose objective guiding criteria that favour homogeneous and well-founded decision-making, to the benefit of educational equity.

2. THEORETICAL AND REGULATORY FRAMEWORK

2.1. Certification in Compulsory Secondary Education

Article 31.1 of the Organic Law 2/2006, of 3 May, on Education (consolidated text of 08/06/2024, hereinafter LOE) establishes the following:

The title of Graduate in Compulsory Secondary Education will be awarded to students who, on completing compulsory secondary education, have acquired the established competences and achieved the objectives of the stage

Decisions on the awarding of the diploma at the end of this stage will be taken collegially by the student's teaching staff.

This aspect is developed by article 17 of Royal Decree 217/2022, of 29 March, which establishes the organisation and minimum teaching of Compulsory Secondary Education:

1. The title of Graduate in Compulsory Secondary Education will be awarded to students who, on completing Compulsory Secondary

Education, have acquired, in the opinion of the teaching team, the key competences established in the Exit Profile and have achieved the objectives of the stage

2. Decisions on the award of the diploma shall be taken collegially by the student's teaching staff. The educational administrations may establish criteria to guide the decision-making of the teaching teams in relation to the degree of acquisition of the key competences established in the Exit Profile and in terms of the achievement of the objectives of the stage, provided that these criteria do not imply the establishment of the number or type of subjects not passed.

In the case of the Andalusian educational administration, these aspects are included in article 15 of Decree 102/2023, of 9 May, which establishes the organisation and curriculum of the stage of Compulsory Secondary Education in the Autonomous Community of Andalusia, as well as in article 19 of the Order of 30 May 2023, which develops the curriculum corresponding to the Compulsory Secondary Education stage in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity and individual differences, establishes the organisation of the assessment of the student learning process and determines the process of transition between the different educational stages. This article 19 reads as follows:

1. In accordance with the provisions of article 15.1 of Decree 102/2023, of 9 May, students who, at the end of the Compulsory Secondary Education stage, have acquired, in the opinion of the teaching staff, the key competences established in the Exit Profile and have achieved the Objectives of the stage, will be awarded the Compulsory Secondary Education Graduate Diploma.

2. Decisions on the award of the diploma will be taken collegially by the teaching team, with the advice, where appropriate, of the guidance department. In the absence of consensus, decisions shall be taken by a qualified majority of two thirds of the members of the teaching team. In order to guide the decision-making of the teaching teams in relation to the degree of acquisition of the key competences established in the Exit Profile and the achievement of the Objectives of the stage, the following criteria will be taken into consideration jointly:

a) The positive evolution of the students in all the proposed assessment activities.

b) That after the application of measures of attention to diversity and individual differences during the course, students have actively participated with involvement, attention and effort in the subjects they have not passed.

It is important to note here that Ruling no. 308/2025 of the Contentious-Administrative Chamber in Seville, 3rd Section, of the High Court of Justice of Andalusia, Ceuta and Melilla has declared the nullity of the articles where it is stated that decisions on assessment, promotion and certification in the educational stages where they correspond are taken "by a qualified majority of two thirds". In view of this, in the "Clarifications on the Orders of 30 May 2023 developing the curriculum and other aspects of the educational stages of Primary Education, Compulsory Secondary Education and Upper Secondary Education" of the Directorate General for Educational Planning and Evaluation of 4 April 2025, it is stated that the aforementioned Orders "remain fully in force in all their aspects, with the exception of what is stated above regarding the decision-making of teaching teams on assessment, promotion and certification, which will be by collegiate majority of these bodies". In response to a query received from the General Inspectorate of Education of Andalusia on the interpretation of the term "collegiate majority", the Director General of Educational Planning and Evaluation of the Regional Ministry of Educational Development replied that "collegiate majority, the term in question, refers to simple majority". The two cases we are going to analyse occurred in July 2024, therefore, before the High Court ruling. However, we will comment on whether or not either would have been affected.

On another note, article 10.6 of the aforementioned Order of 30 May 2023, in relation to the nature and referents of assessment, states that "Students have the right to be assessed according to criteria of full objectivity, and to have their dedication, effort and performance assessed and recognised in an objective manner".

2.2. Tools for the application of the regulations.

Although article 19.2 requires teachers to take into account the "positive evolution" and "effort" of students, and therefore includes qualitative criteria in relation to student involvement, it is very important for teachers to have objective, quantitative data. The question we wish to raise and exemplify in this paper is the following: when deciding on a certification, on what objective data can the members of a teaching team base themselves in order to determine whether the students:

- a) Has acquired the key competences of the Exit Profile.
- b) Has achieved the Objectives of the stage.

In Andalusia, the document generated by Seneca for each pupil, entitled COMPETENT PROFILE/EXIT PROFILE, allows conclusions to be drawn at about the degree of acquisition of the key competences. **Section 1 of the document contains the student's identification data, section 3 the difficulties encountered, section 4 the application of measures for attention to diversity, section 5 other observations and section 6 the place, date and signature of the tutor and headteacher. Section 2 (which we have extracted from Annex 1) contains a table showing the assessment of the degree of acquisition of each operational descriptor of each of the key competences. This shows how many and which of the 34 operational descriptors the student has passed, and therefore how many and which of the 8 key competences they have acquired and to what degree. These data provided by the exit profile document come from the grades of the assessment criteria of the specific competences of each subject that each member of the teaching team has been recording in Seneca.**

Therefore, it is essential that all teaching staff record the marks for each assessment criterion in Seneca, and that this is done from the beginning of the course.¹

Moreover, there is a regulatory obligation to record such data. Article 10.1 of the aforementioned Order of 30 May 2023 establishes that assessment "will be based on the assessment criteria of the different curricular subjects, through which the degree of attainment of specific competences will be measured". And article 13.1 of Decree 285/2010, of 11 May, which regulates the Seneca Information System and establishes its use for the management of the Andalusian education system, includes the following among the compulsory information for publicly funded schools:

In addition to the information contained in article 12, public and subsidised private schools, in accordance with the provisions of the eleventh final provision of Law 1/2008, of 27 November, shall provide the educational administration with the following information through the SENECA information system:

- a) The identification data of pupils and their parents or legal representatives, including those referring to specific educational, health or any other kind of support needs, knowledge of which is necessary for adequate permanence in the educational system.
- b) Information related to the admission and enrolment procedure for pupils and to the development of their schooling, assessment and educational and vocational guidance.

Furthermore, article 26 of the aforementioned Order of 23 May 2023 establishes the obligation to provide this information to families in the guidance council:

¹ The route in Seneca for this recording is as follows: Pupils / Assessment / Curriculum by R.G. LOMLOE Competences / Pupil Assessment / Overview by subject area (to see all criteria) or Grading (to grade the given assessment criterion for all pupils).

1. At the end of each academic year, parents or persons exercising legal guardianship of the pupils will receive a guidance counselling report. The guidance counselling shall include a report on the degree of acquisition of the corresponding competences.
4. Likewise, at the end of the stage or, where appropriate, at the end of compulsory schooling, pupils shall receive a guidance counselling.
5. The guidance counselling shall be drawn up by the person in charge of the group with the advice of the guidance department.

On the other hand, the Order of 30 May 2023 offers in its Annex VI a table (our Annex 2) in which the rows show the 12 objectives of the Compulsory Secondary Education and the columns the operational descriptors of each key competence (5 of CCL [Linguistic Communication], 3 of CP [Plurilingual Competence], 5 of STEM [Mathematical, Scientific and Technological Competence], 5 of CD [Digital Competence], 5 of CPSAA [Personal, Social and Learning to Learn Competence], 4 of CC [Citizenship Competence], 3 of CE [Entrepreneurship Competence], and 4 of CCEC [Cultural Awareness and Expression], in total 34 columns). In this table, each cell in which there is a correspondence between an operational descriptor and an objective is marked with a tick. What the teaching team should do is to place in each tick the rating given to each operational descriptor.

2.3. Clarification, review and complaint procedures in Andalusian regulations.

The procedures for clarification, review and complaints for Compulsory Secondary Education in Andalusia are regulated in section 7 of chapter III of the aforementioned Order of 30 May 2023, specifically in articles 27, 28 and 29.

Article 27 establishes that parents, legal guardians or pupils of legal age may request clarification regarding assessment, promotion or certification, following the procedure established by the educational centre, respecting the rights and duties of the regulations in force.

Article 28 regulates the review procedure at the educational centre. If disagreement persists after clarification, a review of grades or promotion/certification decisions may be requested. The request must be submitted in writing within 2 working days of notification, with supporting arguments. If it is for a grade, the Head of Studies refers it to the corresponding Department. The Department reviews the evaluation process and issues a report within 1 working day after the application deadline. The Head of Studies informs the tutor to consider an extraordinary meeting of the teaching team. The decision to ratify or modify is documented in the minutes. If it is for promotion/certification, the tutor calls an extraordinary meeting of the Teaching Team within 2 working days and the Head of Studies informs the family of the final decision within 4 working days. If there is a modification, minutes and academic documents are updated.

Regarding the review at the centre of the degree decision, as in the cases we are dealing with, article 28.7-9 specifically reads as follows:

7. When the object of the request for review is the decision on promotion or certification, the person in charge of the head of studies shall pass it on to the student's tutor, as the person responsible for coordinating the assessment session at which the decision was taken, who shall call an extraordinary meeting of the corresponding teaching team within a maximum period of two working days from the end of the period for requesting a review. At this meeting, the process of adopting the decision shall be reviewed in the light of the allegations presented.

8. The person in charge of the tutor shall include in the minutes of the extraordinary meeting a description of the facts and actions that have taken place, following the provisions of section 7.

9. Subsequently, the person in charge of the Head of Studies will communicate in writing the agreements regarding the reasoned decision to ratify or modify the revised mark or the decision on promotion or certification to the students or, where appropriate, to the parents or persons exercising legal guardianship, and will inform the student's tutor of the same, within a maximum period of four working days from the receipt of the request for review, which will bring the review process to an end.

Article 29 establishes the complaint procedure before the Territorial Delegation if the disagreement persists. The complaint is submitted in writing within 2 working days after communication from the school. The centre sends the file to the Delegation within 3 working days. Provincial Technical Committees are set up and their composition is published. They analyse the case and issue a report within 15 working days. The Delegation resolves in 15 more working days, notifying in 2 days. The Resolution of the Territorial Delegate puts an end to the administrative process. If it is upheld, the academic documents are corrected.

Regarding the Provincial Technical Complaints Committees (CTPR), article 29.3-5 specifically regulates the following:

3. In each Territorial Delegation, Provincial Technical Complaints Committees will be set up for each school year, in accordance with the provisions of article 16 of Decree 102/2023, of 9 May. ...
4. The Provincial Technical Complaints Committees shall analyse the files and allegations and shall issue a report in accordance with the criteria established in article 16.4 of Decree 102/2023 of 9 May.
5. The respective Provincial Technical Complaints Committees shall draw up the corresponding reports containing a description of the facts and previous actions that have taken place, the analysis carried out in accordance with the provisions of this article and the proposal for modification or ratification of the final grade under review or of the promotion or certification decision.

Indeed, article 16 of Decree 102/2023 of 9 May establishes the composition and functions of the PRTCs in these terms:

1. In each Territorial Delegation responsible for education, Provincial Technical Complaints Committees shall be set up for each school year. Each of the committees set up will be made up of an education inspector, who will chair the committee, and of specialist teaching staff belonging to the Corps of Secondary Education Teachers, in a number of no fewer than two and no more than five, of which the youngest person will act as secretary. The persons who make up the Provincial Technical Complaints Committees, as well as those who act as their substitutes, shall be appointed by the head of the corresponding Territorial Delegation.

4. It is the responsibility of the aforementioned committees to analyse the file and the allegations contained therein in view of the teaching programme of the subject or area and to carry out an assessment based on the following criteria: a) Adequacy of the assessment criteria on which the assessment of the student learning process has been carried out with those contained in the corresponding regulations in force. b) Coherence of the assessment procedures, techniques, strategies and instruments applied to what is indicated in the educational project of the centre and the didactic programme of the subject or area. c) Compliance by the teaching coordination bodies with what is stipulated for assessment in the regulations in force.

Given that the chairperson of these Provincial Technical Complaints Committees (CTPR) is an Educational Inspector, we can assess here the role of the Education Inspectorate in all these processes, in which advice must have been present at all times. In the two cases we are going to analyse, the CTPR was chaired by the undersigned Inspector, who was the Inspector of reference of the school, by a Headteacher and by a Head of Studies. The appointment of these members was carried out by a Headteacher and by a Head of Studies. The appointment of these members was carried out by means of a published Resolution of the Territorial Delegate for Educational Development. Before the end of the academic year, the Provincial Inspection Service had sent to all schools models of all the documents that could be used at any time during the process (applications, reports, communications, etc.), models that had been drawn up within the Working Group on Guarantees of Pupil Evaluation, belonging to the specific Area of Evaluation of the Education System of the Provincial Inspection Service.

3. METHODOLOGY

After a documentary analysis of Andalusian regulations and Seneca records, two case studies of real complaints about Compulsory Secondary Education certification, which a Provincial Technical Complaints Committee had to resolve under the chairmanship of this Inspector in July 2024, will be presented.

These are two cases with divergent decisions by the Provincial Technical Complaints Committee:

- Case 1: Pupil with 2 failed subjects and 18/34 "insufficient" descriptors (he did not graduate from the centre unanimously). The Provincial Committee ratifies the non-certification.
- Case 2: Student with 3 failed subjects and 31/34 passed descriptors (did not obtain a degree at the centre by a majority of 2/3). The Provincial Committee agrees to the certification.

For the presentation we will follow the following steps in each case, in order to have a follow-up of the entire process:

1. Grades obtained by the student.
2. Clarification and review procedure at the centre.
3. Analysis and proposal of the Provincial Technical Committee for Complaints.
4. Subsequent actions of the Inspector of reference.

4. RESULTS AND DISCUSSION

4.1. Case 1: Objective underachievement

4.1.1. Student's grades.

At the end of the 4th year of Compulsory Secondary Education, the pupil and his family are notified of the following subject grades:

Table 1: Grades in 4th year of the Compulsory Secondary Education of Pupil 1 (incl. pending subjects)

Subjects	MAT	LCL	GH	EFI	ING	TEC	REL	ECE	ASE	FOP	ING
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											3RD
Grades.	5	5	5	5	3	5	8	6	5	5	2

We note that the subjects he does not pass are 4th year English and 3rd year English. The teaching team unanimously decides that the student should not be awarded a degree.

4.2.2. Clarification and review procedure at the centre.

After the appropriate verbal clarifications from the tutor, and the disagreement persisted, the pupil's mother lodged a complaint with the school management requesting a review of the decision to award her son's certification. The letter alleges that he had a physically difficult year due to a serious accident affecting his right ankle.

The teaching team holds an extraordinary meeting to review the process of adopting the decision on his certification in view of the allegations presented. It draws up the corresponding minutes, according to the model provided. It unanimously agrees to ratify the decision not to obtain the certification. In the opinion of the teaching team, the student has not acquired the key competences established in the Exit Profile and has not achieved the objectives of the stage. The student's Exit Profile is provided. In addition, the teaching team bases its decision with reference to the following:

- Assessment of the pupil's progress in all the proposed assessment activities: the pupil's progress has been negative, having been provided with different means and deadlines for the different activities and tasks, without meeting them.

- Participation, involvement, attention and effort in the subjects not passed, following the application of measures to cater for diversity and individual differences during the course: Unjustified absences: 35 out of 50. Term grades; 2.7, 3.64. 2.53. Ordinary final total: 2.95. Recovery of 3rd year of the Compulsory

Secondary Education: 2.23 (It is understood from the subject of English). In the report card the following absences are recorded: 1 full day and 94 hours justified; 267 hours not justified.

The Head of Studies informs the mother of the agreement to ratify the decision not to obtain the certification, with the corresponding appeal form. Also within the deadline, the mother asked the Head of Studies to lodge a complaint with the Territorial Delegation. In her letter, she again alleges that her son has had a very complicated physical and psychological year and provides medical reports. The Directorate sends the complaint together with the file to the Territorial Delegation.

4.2.3. Analysis and proposal of the Provincial Technical Committee on Complaints.

After analysing the file and the allegations contained therein, the Provincial Technical Complaints Committee, made up of this Inspector (the school's reference Inspector), a Headteacher and a Head of Studies, makes the following assessments.

- In order to have an idea of their level of acquisition of specific competences and their level of achievement of the objectives of the stage, the Committee transfers the assessments from the Seneca Exit Profile document (which the school had completed) to the table in Annex VI of the Order of 30 May 2023 on Secondary Education (our Annex 3). This transfer to Annex VI had not been made by the school. There it can be seen (vertically) that, of the 34 operational descriptors of the key competences, the student has obtained a rating of insufficient in 18 of them, and sufficient in 16 of them, less than 50%. Similarly, it can be seen (horizontally) that of the 12 objectives of the stage, in 5 of them (objectives 1, 5, 7, 8 and 9) the student has obtained more ratings of insufficient than sufficient, and in another two (objectives 6 and 12) the same

number of ratings of insufficient as sufficient. Therefore, in summary, the student has passed 16 of 34 descriptors (<50%) and has achieved 5 of 12 objectives (<50%).

- Assessment of the pupil's progress in all the proposed term activities: the teaching team's assessment that the pupil's progress has been negative is confirmed, as the pupil has been given different means and deadlines for the different activities and tasks, without complying with them, and without the medical documentation provided by the mother justifying their non-completion.

- Participation, involvement, attention and effort in the subjects not passed, following the application of measures to cater for diversity and individual differences during the academic year: the high number of unjustified absences reported by the teaching staff is indicative of insufficient participation, involvement, attention and effort.

- The coherence of the assessment procedures, techniques, strategies and instruments applied to what is indicated in the school's Educational Project is appreciated. The school's Educational Project has as a reference the degree of development of the operational descriptors of the Exit Profile, as well as the achievement of the specific competences of the different subjects. The exit profile document generated by Seneca is included in the file, which includes the assessment of the degree of acquisition of the operational descriptors of the different key competences and where it can be seen that 53% have not been passed.

- Compliance by the teaching coordination bodies with the provisions for assessment in the regulations in force: it is noted that the procedure followed by the school and by the teaching team to resolve the request for review has been in accordance with the regulations, and that the analysis and motivation carried out by the teaching team have been adequate.

For all these reasons, the Provincial Technical Committee for Complaints considers that it is appropriate to ratify the decision that the student should not be

awarded the certification. The Territorial Delegate informs the complainants of a Resolution in accordance with the terms of the proposal of the Technical Complaints Committee.

4.1.4. Subsequent actions of the Reference Inspector.

At the beginning of the following academic year, the Inspector of reference, who had chaired the Complaints Committee, meets with the members of the Management Team, explains the whole procedure to them, advises them, and requests the Director so that on another occasion Annex VI of the Order of 30 May 2023 is completed, analysed and included in the file.

4.2. Case 2: performance discrepancies

4.1.1. Student's marks.

At the end of the 4th year of the Compulsory Secondary Education, the student and their family are notified of the following subject grades:

Table 2: Grades in 4th year of the Compulsory Secondary Education of Pupil 2 (incl. pending subjects)

Subjects	MAA	LCL	GH	EFI	ING	DIG	REL	ECE	FIL	LAT	ING 3RD	FQ 3RD
Qual.	5	5	6	7	3	8	9	5	6	5	3	3

We note that the subjects that the student does not pass are 4th year English, 3rd year English, and 3rd year Physics and Chemistry (FQ). The teaching team decides not to award him a degree by a two-thirds majority vote.

4.2.2. Clarification and review procedure at the centre.

After the appropriate verbal clarifications by the tutor, and the disagreement persisting, the pupil's mother lodged a complaint with the Head of School requesting a review of the decision to award her son's certification. The

letter does not state the reasons for the review of the certification, except that "we do not agree with the marks".

The teaching team holds an extraordinary meeting to review the process of adopting the decision on your child's certification in view of the allegations presented. It draws up the corresponding minutes, according to the model provided. The teaching team ratifies its non-degree, indicating in the minutes: "the decision has been taken collegially, there being no unanimity, so it has been voted with the result of 6 votes in favour and 4 against, not reaching the majority of 2/3". In the opinion of the teaching staff, the student has not acquired the key competences established in the Exit Profile and has not achieved the objectives of the stage. The student's Exit Profile is provided. In addition, the teaching team bases its decision with reference to the following:

- Assessment of the pupil's progress in all the proposed term activities: the teaching team points out in its report that "a worsening in the pupil's progress throughout the course has been observed, as in the failed subjects he has not made sufficient effort."

- Participation, involvement, attention and effort in the subjects not passed, following the application of measures to cater for diversity and individual differences during the academic year: the teaching team states in its report that "active participation, sufficient involvement and effort to pass the subjects have not been seen. As a result, neither the objectives nor the competences have been achieved".

The Head of Studies informed the mother of the agreement to ratify the decision not to obtain the certification, with the corresponding appeal. Also, within the deadline, the mother asked the Head of Studies to lodge a complaint with the Territorial Delegation. In the letter she states: "the family considers that he has acquired the key competences and that he has had a participative attitude during the course. Moreover, in this course he only has one pending item, although he

has another one from last year". The Directorate sends the complaint together with the file to the Territorial Delegation.

4.2.3. Analysis and proposal of the Provincial Technical Committee for Complaints.

Having analysed the file and the allegations contained therein, the Provincial Technical Complaints Committee, made up of this Inspector (the school's reference Inspector), a Headteacher and a Head of Studies, firstly agreed to require the school to complete the documentation submitted. Having done so, the Committee makes the following assessments. It should be noted that the members of this Committee are the same people as in the first Case.

- Adequacy of the assessment criteria on the basis of which the assessment of the student's learning process has been carried out with those set out in the corresponding regulations in force. In order to have an idea of their level of acquisition of the specific competences and their level of achievement of the objectives of the stage, the Committee transfers the assessments from the Seneca Exit Profile document (which the school had completed) to the table in Annex VI of the Order of 30 May 2023 for Secondary Education (our Annex 4). This transfer to Annex VI had not been made by the school. There it can be seen (vertically) that of the 34 operational descriptors of the key competences, the pupil has passed 31 of them (91.1%). Of the 8 key competences, the student has passed 7. The only one he has not passed is Plurilingual Competence, where he has two insufficient and one sufficient. Similarly, it can be seen (horizontally) that, of the 12 objectives of the stage, the student has clearly passed 11 of the 12 objectives of the stage (91.6%), and that the only one he has not passed is objective 9, where two operational descriptors are rated as insufficient and one is rated as sufficient. Therefore, in summary, 31 out of 34 descriptors have been passed (91.1%) and 11 out of 12 objectives have been achieved (91.6%).

- Assessment of the students' progress in all the proposed term activities: the educational team states that "he have not made sufficient effort in the failed subjects" without extending the analysis of his effort to the rest of the subjects and without providing further data.

- Participation, involvement, attention and effort in the subjects not passed, following the application of measures to cater for diversity and individual differences during the academic year: the educational team does not provide data to support its assessment that "active participation, sufficient involvement or effort to pass the subjects has not been seen".

- Coherence of the assessment procedures, techniques, strategies and instruments applied to what is indicated in the school's Educational Project. The certification criteria set out in the Educational Project refer to the degree of development of the operational descriptors of the Exit Profile, as well as the passing of the specific competences of the different subjects, but insufficient information is provided on the assessment procedures, techniques, strategies and instruments applied. On the other hand, the guidelines found in the school's Educational Project for decision-making by teaching teams in relation to the degree of acquisition of key competences and the achievement of the objectives of the stage are not incompatible with the certification of a pupil such as this one with a percentage of key competences acquired and objectives achieved close to 100%.

- Compliance by the teaching co-ordination bodies with the provisions for assessment in the regulations in force. The school did not provide the table in Annex VI of the Order of 30 May 2023, so it is understood that the teaching team did not compare the acquisition of operational descriptors (and, therefore, of key competences) with the achievement of the objectives of the stage. On the other hand, regarding the outcome of the vote, the Committee noted the following. The result of the vote of the Teaching Team in this review was 6 votes in favour of the certification and 4 against, but the non-certification that had been voted in the

ordinary assessment session which had obtained a two-thirds majority in favour of the non-certification, prevailed in their opinion. However, the list of signatories to the minutes of the Teaching Team's extraordinary review session did not include the Philosophy lecturer, nor was he listed among the absentees. And the guidance counsellor was listed as having voted, when her role was advisory and she did not teach the student. With such a close vote, these irregularities could have altered the will of the educational team as expressed in the vote. On the other hand, the teaching staff's comment about not having reached the two-thirds majority took place in June 2024, before the High Court annulled in April 2025 that such a majority was necessary. If the High Court ruling had been made earlier, and the school had acted accordingly, the pupil would have had to be the head of the review procedure at the school.

In any case, and for the reasons given here, the Provincial Technical Complaints Committee considered that it was appropriate to modify the decision that the student should not obtain the certification and to reverse that decision. The Territorial Delegate communicated to the complainant a Resolution in accordance with the terms of the proposal of the Technical Complaints Committee.

4.2.4. Subsequent actions by the Inspector of reference.

At the beginning of the following academic year, the Inspector of reference, who had chaired the Complaints Committee, met with the members of the Management Team, explained the whole procedure to them, advised them and requested the Headteacher to ensure that Annex VI of the Order of 30 May 2023 was completed, analysed and included in the file, and that the minutes of the teaching teams gave the correct reasons for their decisions, supporting them with data, and that the provisions of the regulations in force on voting procedures were taken into account.

5. CONCLUSIONS

1. The Exit Profile document generated by the Seneca Information System is a useful and objective tool that provides teaching teams with information on the degree of acquisition of key competences for the purpose of making decisions about students' degrees.

2. The transfer of the data from this Exit Profile to the table in Annex VI of the Order of 30 May 2023 also provides teaching teams with information on the degree of achievement of the objectives of the stage.

3. For this purpose, it is necessary for teachers to record in Seneca from the beginning of the academic year the grades of the different assessment criteria of the specific competences of each subject. Training in this sense is a must.

4. These tasks have an impact on the digitalisation capacity of teaching work, contributing to the "optimisation, traceability, efficiency and agility in the responses" that it provides, in a parallel way to the development of the use of the Seneca Information System by the Andalusian Education Inspectorate, as pointed out by Sánchez Hermosilla et al. (2023).

5. It is also necessary for teaching teams to transfer the data provided by the Exit Profile document to Annex VI of the Order for comparison with the stage objectives. It would be advisable for Seneca to offer Annex VI with the transfer made automatically.

6. The Educational Projects of the centres should include criteria and procedures for assessment, marking, promotion and certification that provide a framework of orientation for the teaching teams in their decision-making, bearing in mind that the competent body for deciding on certification (and promotion) is the teaching team. Such criteria could include quantitative (or qualitative) indicative thresholds of competences or objectives. This would make it possible to reconcile the autonomy of schools with homogeneity of criteria.

7. The Andalusian regulation foresees, when deciding on the certification, the assessment of student effort and involvement. The tools described here, therefore, have a guiding character for decision-making.

8. In all these aspects, the advice and supervision of the Education Inspectorate is essential.

9. As future lines of research, it may be proposed to extend the study to more cases and autonomous communities in order to compare models.

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ANNEXES

Annex 1: Extract from section 2 of the **COMPETENCY PROFILE/OUTPUT** **PROFILE generated by Seneca**

Competencias clave	Descriptores operativos	APRECIACIÓN DEL GRADO DE ADQUISICIÓN (1)
Competencia en Comunicación Lingüística	CCL1. Se expresa de forma oral, escrita, signada o multimodal etc.	
	CCL2	
	CCL3	
	CCL4	
	CCL5	
Competencia Plurilingüe	CP1	
	CP2	
	CP3	
Competencia Matemática, en Ciencia, Tecnología e Ingeniería	STEM1	
	STEM2	
	STEM3	
	STEM4	
	STEM5	
Competencia Digital	CD1	
	CD2	
	CD3	
	CD4	
	CD5	
Competencia Personal, Social y de Aprender a Aprender	CPSAA1	
	CPSAA2	
	CPSAA3	
	CPSAA4	
	CPSAA5	
Competencia Ciudadana	CC1	
	CC2	
	CC3	
	CC4	
Competencia Emprendedora	CE1	
	CE2	
	CE3	
Competencia en Conciencia y Expresión Culturales	CCEC1	
	CCEC2	
	CCEC3	
	CCEC4	

(1) IN = Insuficiente, SU = Suficiente, BI = Bien, NT = Notable, SB = Sobresaliente

**Annex 2: Extract from Annex VI of the Order of 30 May 2023 - Compulsory
Secondary Education**

Linking the Objectives of the stage with the Exit Profile at the end of basic
education

Objetivos	CCL					CP			STEM					CD					CPSAA					CC				CE			CCEC					
	1	2	3	4	5	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	1	2	3	4		
Obj1					✓			✓									✓				✓					✓										
Obj2											✓		✓					✓			✓		✓					✓		✓						
Obj3					✓															✓	✓					✓	✓								✓	
Obj4								✓											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓			
Obj5		✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓						✓							
Obj6			✓		✓					✓	✓	✓									✓	✓	✓													
Obj7	✓	✓			✓						✓		✓				✓	✓		✓	✓	✓	✓	✓				✓	✓	✓						
Obj8	✓	✓	✓	✓	✓		✓	✓		✓		✓									✓		✓	✓							✓	✓	✓			
Obj9						✓	✓	✓																												
Obj10	✓			✓	✓			✓																	✓	✓	✓	✓			✓	✓	✓	✓		
Obj11	✓				✓					✓			✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓			✓			
Obj12																															✓	✓	✓	✓		

Annex 3. Case study 1

Transfer to the table in Annex VI of the Order of 30 May 2023

Objetivos	Valoración	CCL					CP			STEM					CD					CPSAA					CC				CE			CCEC			
		1	2	3	4	5	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	1	2	3	4
Obj1						IN			IN									IN				SU					IN								
Obj2												SU		IN					SU			SU		IN				SU		IN					
Obj3						IN															SU	SU				SU	SU							SU	
Obj4									IN										IN	SU	SU	SU	IN	SU	SU	SU	SU	SU					SU		
Obj5			IN	IN						IN	IN	SU	SU	IN	SU	IN	IN	IN	SU					IN						IN					
Obj6			IN		IN						IN	SU	SU								SU	SU	IN												

