



**Universidad**  
**Europea** MADRID

# **INTERNAL QUALITY ASSURANCE SYSTEM MANUAL**

10<sup>th</sup> Edition

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## **1. Introduction to the Universidad Europea de Madrid**

The Universidad Europea de Madrid (hereinafter, the University) was officially established as a private university in 1995 under Law 24/1995 of 17 July 1995. Since its creation, it has experienced constant growth and evolution, aligned with the mission, vision and values of each period, with the aim of providing a quality education that responds to the needs of the moment and of our students, while generating a positive impact on society.

### **Mission**

To provide our students with a comprehensive education, training leaders and professionals prepared to respond to the needs of a global world, to add value to their professions and to contribute to social progress with an entrepreneurial spirit and ethical commitment.

To generate and transfer knowledge through applied research, thus contributing to progress and placing us at the forefront of intellectual and technical development.

### **Vision**

The European University considers academic excellence as one of its strategic pillars. Thus, our educational model has adopted the principles of the European Higher Education Area based on the holistic learning of the individual. In this model, the lecturer is a reference point and also a counsellor who accompanies the student throughout their university life. The student, for his or her part, draws his or her own educational pathway, developing the knowledge, Competencies, skills and values demanded by today's society. Our model places special emphasis on the maturity and autonomy of the student, so that he or she learns to adapt to an increasingly complex and ever-changing world.

### **Values**

The Values of Universidad Europea de Madrid are aligned with the commitment to generate a positive impact on society through higher education. These values stem from a service orientation towards students, driven by people who promote teamwork and responsible leadership, the exchange of opinions with a critical and collaborative spirit, transparency in management and pride in belonging.

**Passion for excellence**

We strive for excellence in what we do, placing the student at the centre of all our decisions.

**We care for people**

We support each other, fostering an environment of respect, collaboration and empathy.

**Courageous Innovation**

We dare to break the mould and face challenges with creativity and audacity.

**Trust and responsibility**

We act freely, transparently and responsibly, building trust and accountability.

**Sustainability, diversity and inclusion**

We value and promote diversity in all its forms, creating an inclusive and socially responsible environment.

**Facilities**

The University has its Head office in Villaviciosa de Odón, with additional campuses in Alcobendas and in the centre of Madrid (Creative Campus).

It also has several specialised facilities, such as the University Dental Clinics in the centre of Madrid, the Veterinary Hospital on the Villaviciosa de Odón campus and the Teaching and Experimental Farm near Villaviciosa. These facilities allow students to carry out internships in their fields of knowledge, as well as to develop related postgraduate programmes and applied research. In addition to academic activities, they also offer outpatient care in the specific specialities of each facility, contributing to the service and welfare of society.

## **2. Internal Quality Assurance System**

The Internal Quality Assurance System of the University is made up of:

- Quality Policy
- Processes and their corresponding procedures
- Records and indicators of procedures
- The Quality Manual

The Internal Quality Assurance System (IQAS) is an ordered set of processes, activities and resources that aims to:

- a) To guarantee compliance with the requirements of current legislation on official university education.
- b) Providing relevant information to stakeholders
- c) To encourage decision making based on objective and reliable data o To foster a culture of continuous improvement

### **2.1 Object**

The purpose of this Quality Manual is to describe the guidelines of its Internal Quality Assurance System (IQAS), which applies to the strategic, key and operational processes of the University to ensure that the services and activities developed respond to the requirements established by the clients, comply with the Legal Affairs requirements, and with the guidelines established in the SISCAL programme of the Madrid Knowledge Foundation, making the University's Mission a reality.

The IQAS takes quality assurance as its starting point and moves towards global quality management, understood as a "set of coordinated activities to direct and control an organisation with regard to quality" and which encompasses quality assurance itself, together with the planning, control and improvement of the system. The requirements of the IQAS of the University focus on achieving quality in Training, as well as the satisfaction of the different stakeholders and increasing this satisfaction, improving continuously and putting in place the appropriate measures to prevent non-conformities.

This Manual describes the structure of the system and the requirements to be addressed.

## **2.2 Outreach**

The scope of the Internal Quality Assurance System includes all official and unofficial qualifications that are taught in each of its Centres and for which the University is responsible, whether they are Bachelor's Degrees, Master's and Doctoral Degrees, as well as Non-Official Degrees. The system also includes the University's cross-curricular services, which are necessary to make its mission a reality.

As a whole, it contemplates the Quality Policy, which applies to all the University's activities and, more specifically, to the value chain of the training offer. This offer includes the design of the portfolio, its implementation, as well as decision-making for improvement, complying with the "University Training Improvement Cycle", which is coherent with the PDCA (Plan-Revaluate-Assess-Improve) cycle of continuous improvement.

Specifically, the development of this cycle includes:

- To determine the policy and objectives underpinning the quality culture at the Universidad Europea de Madrid.
- Detect and respond to the needs of the different interest groups through an innovative and student-centred training offer.
- To develop the different , checking that the actions carried out within them are aimed at favouring student learning.
- To guarantee the excellence of both teaching and non-teaching staff through the promotion of Training and the development of the necessary Skills to carry out their duties.
- Establish, implement and improve material and service resources, according to needs, to ensure the proper development of their students' learning.
- Analyse the results obtained from the measurement of their processes and products and use the information obtained to make decisions to improve the quality of learning.
- To inform the various stakeholders of the status of its Degrees and programmes.

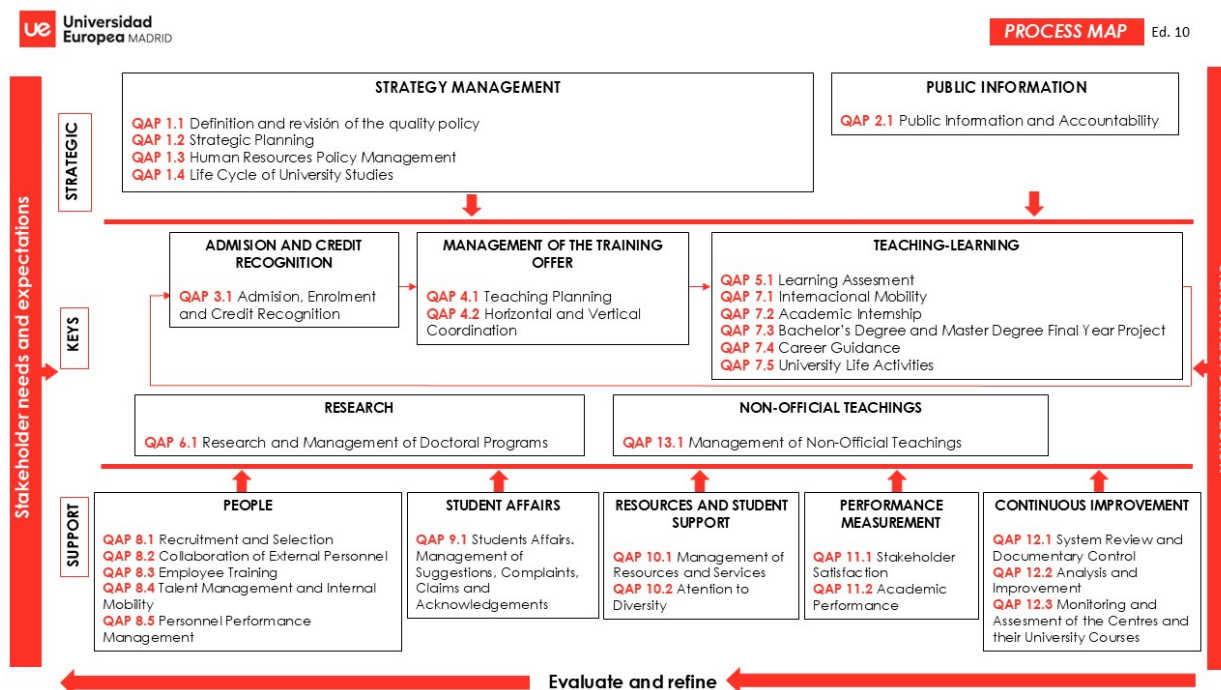
These guidelines are deployed in the different processes that the University has identified and whose sequence and interaction are detailed in the **Process Map**.

The Management Board of the University guarantees the availability of resources for the development of all of them and the existence of criteria and methods necessary to ensure that both the operation and control of processes are effective.

All identified processes are monitored, measured and analysed on a scheduled basis and actions are implemented to achieve planned results and continuous improvement in relation to the following key aspects:

- Response to the University's mission and vision.
- Meeting stakeholder expectations.
- Commitment to comply with Legal Affairs and other applicable requirements.
- Systematisation of actions in the subject of the quality of the training offer, in accordance with the Framework EHEA (European Higher Education Area).
- Active, transparent information, dissemination and communication of the results obtained and the actions proposed to achieve excellence.
- Provision of the necessary technical and human resources to develop the system.

### 2.3 Process map



### 3. Normative References

For the elaboration of this manual and the rest of the documentation of the system, a set of standards, laws and documents have been taken into account, among which the following stand out:

- Organic Law 2/2023, of 22 March, on the University System.
- Organic Law 3/2018 of 5 December 2018 on the protection of personal data and guarantee of digital rights approving the regulation implementing Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46/EC.
- Royal Decree 640/2021, of 27 July, on the creation, recognised and authorisation of universities and university centres, and institutional accreditation of university centres.
- Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.
- Royal Decree 99/2011, of 28 January, regulating official PhD studies.
- SISCAL Model: Certification of Internal Quality Systems of the Madrid Foundation
- Current internal regulations of the Universidad Europea de Madrid

In order to ensure the correct development of the IQAS, the University establishes a set of internal policies, rules and protocols that are applicable to the different Fields and Departments, or a generic way for all university staff.

In addition, the Legal Affairs Department ensures the identification, registration, updating and implementation of legal and other requirements leading to changes in internal regulations through the corresponding Methodological.

### 4. Stakeholders

For the definition of the quality policy and objectives, as well as for the identification of the procedures and elements to guarantee the expected quality in the various Activities within the scope of the IQAS, the needs of the different stakeholders have been taken into consideration.



#### **4.1 Identification of IGs**

All persons, bodies, entities or institutions with an interest in the Universidad Europea de Madrid, in the teaching it provides and in the results it obtains.

##### **Internal Stakeholders**

- Teaching and research staff (PDI)
- Administration and Services Staff (PAS)
- Students
- University Management Boards, Centres, Departments and Degrees
- University Services

##### **External Stakeholders**

- Alumni
- Official and/or professional bodies
- Other universities or higher education institutions
- Companies, entities or organisations collaborating with the Universidad Europea de Madrid
- Employers
- Suppliers
- Society at large

##### **Regulatory Bodies**

- Spanish Government
- Autonomous Government (Madrid Autonomous Region)
- Quality Agency (Foundation for Knowledge Madri+d)

**Internal stakeholders** are those who are part of the university community and have a direct link with the University in the development of its current and frequent activities.

**External stakeholders** are those who are not part of the university community, but who have a relationship with or interest in the activities of the European University of Madrid.

The **regulatory bodies** draw up the reference frameworks to be taken into account when carrying out the activities included in the Internal Quality Assurance System (IQAS).

#### **4.2 Stakeholder Engagement**

Stakeholders have various mechanisms for participation in the planning, measurement of results, analysis, improvement and monitoring of the Quality System.

- Formulation of complaints, suggestions, claims and acknowledgements through the different means defined in the procedure PGC 9.1 Student Affairs. Management of Suggestions, Complaints, Claims and Acknowledgements.
- Formulation of any comments or suggestions deemed relevant during the consultations established in the PGC procedure. 11.1 Stakeholder satisfaction.

- Dissemination and accountability: the University maintains updated information on the Degrees offered on the website, where they can be consulted by the different interest groups. The Centre has a public space on the website where it provides all stakeholders with relevant information on its activity and training offer. As an additional element to the information offered on the website, other communication or dissemination channels are used, which also provide information on the academic offer and the centres to which they belong, as well as any information of interest on the relevant Degrees, Centre, University or Quality System. These communication channels are included in the Centre's Communication Plan.
- Participation in the Activities contemplated in some of the IQAS procedures, either through their direct involvement or through their representatives in bodies with responsibility, as shown in the following table:

	Centre Management Team	Teaching and Research Staff	0	0	Representatives of Governing Bodies	External Bodies
<b>At University level</b>						
Academic Council	X		X		X	
Management Board	X		X		X	
Advisory Council						X
Students' Representative Council				X	X	
Quality Assurance Committee (QAC)	X	X	X	X	X	X
<b>At Centre level</b>						
Faculty Board/School	X	X	X	X	X	
Department Meeting	X	X				
Teaching staff	X	X			X	
Centre Quality Commission (CQC)	X	X	X	X	X	
Innovation Committee	X	X	X	X	X	
Modification Committee	X	X	X	X	X	
<b>At the Degree level</b>						
Degree Quality Commission (DQC)	X	X	X	X		
Assessment of Learning Committee of the Degree (ALCD)	X	X	X	X		

\*Members from outside the university community, such as representatives of companies or institutions that collaborate with the University in the development of externships or research projects, official or professional associations, Alumni, employers.

## 5. Organisational structure

The structure on the system is based has been approved by the Management Board at the proposal of the President, the Vice-Chancellor's Office and the representatives of the Centres. The functions, responsibilities and profiles that comprise it have been validated by the Human Resources Department and approved by the Management Board, and are documented in the University's organisational charts and in the list of job profiles defined by HR.

The functions directly related to the IQAS are defined in the different procedures that deploy the training action. To ensure communication of links, whether between Departments, Fields and/or Faculties, a copy of the organisational charts is permanently available on the University's intranet.

The organisational structure of the European University of Madrid is based on the management team and the bodies responsible for the different teaching and non-teaching Fields, guaranteeing that the coordination and interrelationships between all of them result in an educational offer that meets the requirements of students, official institutions and society in a continuous and systematic manner.

### **Executive Committee or Management Board**

In accordance with the provisions of the Rules of Organisation and Operation of the European University of Madrid, approved by the Madrid Autonomous Region, by virtue of Decree 73/2010 of 14 October (BOCM no. 264, 4 November 2010), the direction, supervision and management of the University the responsibility of its President, appointed by the governing body.

The **Management Board** (MB) is the collegiate body that provides immediate assistance to the President. It is chaired by the President and is also made up of the Vice-Chancellor and the Executive Vice-Presidents. The functions of the Management Board are the study, deliberation and coordination of all matters relating to the business management of the University: approval of new structures, approval of the academic offer at the proposal of the Academic Council of Universities, preparation and management of budgets, administration of assets, establishment and modification of job descriptions, and resolution of those subjects attributed to it by the Rules of Organisation and Functioning of the European University of Madrid.

The Management Board acts as the Management Board of any organisation committed to the establishment, development, review and improvement of an Internal Quality Assurance System. In this sense, it is the body that establishes the University's policy and objectives in the subject of quality.

### **Academic Council**

The **Academic Council** (AC) is the collegiate body that immediately assists the Vice-Chancellor in the study, deliberation and coordination of matters relating to the academic management of the University. Among other things, the Academic Council is responsible for proposing to the Management Board, for its approval, the new official and unofficial academic offer of the University; the preparation, approval, modification and termination of Syllabuses relating to official and unofficial courses taught at the University and, with the directives of the Management Board, the appointment of the University's teaching staff.

### **University Advisory Council**

An advisory body currently composed of external members who have obtained the relevant recognised personal and academic qualities and/or for their performance of tasks or functions in which they have made an outstanding contribution to the world of science, technology, research, the humanities, business or culture.

### **Chancellor's Office**

The Chancellor's Office manages the development of the University's mission with regard to the development and planning of academic activity and educational development.

The different Academic Centres are coordinated, as well as the management of the University's Academic approach and the development of research and knowledge transfer.

### **Vice-Chancellor's Office**

There are two Vice-Chancellors' Offices: the Vice-Chancellor for Students and University Life, and the Vice-Chancellor for Teaching Staff and Research, with the aim of strengthening support for the two main pillars of the University's activity: the teaching staff and the students.

The Office of the Vice-Chancellor of Doctoral Studies and Research manages the School of Doctoral Studies and Research for the deployment and development of research and research transfer at the University, the Quality Unit for the deployment, monitoring and assessment of continuous improvement in the Centres and in the University in general, the Degree Innovation and Learning Assessment Unit for the deployment and development of innovation processes and modification of the training offer and learning assessment in its programmes and the Academic Model and Digital Transformation Unit, for the development and deployment of the Training plan for the teaching staff and the Academic approach of the University.

The Office of the Vice-Chancellor for Students and University Life manages student life throughout their time at the University. It facilitates the deployment and development of university life by promoting the creation of clubs and associations, supporting students with special educational needs, guaranteeing equal conditions in their university life and promoting voluntary work. It leads and encourages international mobility, develops actions that improve the employability of students and their integration into the world of work, as well as promoting entrepreneurial culture. It is the Vice-Chancellor's Office responsible for managing externships, both curricular and extracurricular, working in coordination with the Faculties and Schools to ensure their quality and suitability to the students' training needs. The Library's mission is to facilitate access to information resources, promote their dissemination and collaborate in the processes of knowledge creation.

### **Teaching Field**

There are currently seven Centres (Faculty and School) led by their corresponding Head of Centre (Dean/Director), with the assistance of the Heads of Departments (Vice-Deans/Assistant Directors) and the Heads of Departments in each of the Fields. In addition, each Centre has the support of different figures from the cross-curricular areas to support its academic activity: Academic Director, Assessment of Learning, Academic Quality, Student Services (academic advisor), Academic Field (credit recognition), Academic Planning, Professional Internships, Admissions and Online Tutors, in addition to the other departments from the cross-curricular areas that support the Centre's activity. The teaching staff at each centre report to the Department Management Board.

Decision-making regarding the management of the Centres is carried out by the Faculty/School Board, led by the Head of Centre and in which both the Heads of Field and the Department Directors participate, as well as any other member necessary in relation to the issues to be dealt with.

The Head of Centre is responsible for the management of the Centres, strategic planning, in accordance with the University's strategy and the deployment of Training, applying criteria of quality and excellence.

The Centre Field Manager leads the growth and ensures the correct implementation of the programmes, academic quality and continuous improvement of their areas of responsibility, for which they participate in the generation of new products, the monitoring and continuous improvement of existing ones and the link with the professional sectors of reference.

The Department Management Board manages the human and material resources of the Department, coordinates the activities and tasks of the professors of the Department and other teaching and non-teaching departments, guarantees the quality of university teaching and promotes the necessary improvement actions to make the qualification of the Centre to which it is attached highly competitive.

The lecturers are the leading experts in the Field of knowledge in which they teach and are the student's reference. They participate in the horizontal and vertical coordination meetings and in the Quality Commissions to contribute suggestions for improvement.

### **Non-teaching Field**

The main mission of the non-teaching Field is to support the teaching and learning process of the University in each of its areas of activity.

The University determines the competencies required for the performance of the duties of non-teaching staff by documenting them in job profiles and ensuring that staff meet the Competencies expected of them.

The organisational structure of the University is set out in **the Organisation Chart University**, available on the University's Intranet

## 6. Internal Quality Assurance System Structure and Deployment

The IQAS of the University aims to respond to the standards for Quality Assurance in Higher Education in the EHEA (ESG). To this end, its development is based on the SISCAL model of the Madri+d Foundation, which is based on the following objectives:

- To establish the basic requirements for an internal quality assurance system for university centres.
- Establish the reference framework to enable universities to consider how to improve their performance.

### **6.1 Coordination Mechanisms**

To ensure and facilitate the implementation of the Internal Quality Assurance System, the University has the following coordination mechanisms at different levels:

#### **Quality Assurance Committee (QAC)**

The Quality Assurance Committee (QAC) is a cross-curricular body that acts as one of the vehicles for internal communication of the University's policy, objectives, plans, programmes, responsibilities and achievements in the subject of Quality.

Quality Assurance Committee meets at least once a year, coinciding as far as possible with the closing and beginning of a new academic year. In this way, as much information as possible is available so that quality and university-wide issues can be discussed.

The Quality Assurance Committee has the following **objectives**:

- Ratify the Quality Policy.
- Verify the implementation of the University's IQAS,
- To review and analyse the achievement of the objectives of the University's Quality .
- Identify cross-curricular actions for the improvement of the University that affect the academic Field. Monitoring the effectiveness of the processes and updating them, if necessary, as well as communicating changes related to the IQAS documentation.
- To study and, where appropriate, approve the implementation of the proposals for improvement of the IQAS suggested by the other members of University.



**Members of the Quality Assurance Committee:**

- Office of the Pro-Vice-Chancellor for Teaching Staff and Research who acts as President of the Committee and/or the Director of Quality Assurance on his or her behalf.
- Representatives of the different Fields of the university, who participate by passing on the information from their Department and, in turn, collecting information to be communicated in their areas. In any case, they must participate in the following ways:
  - : responsible for the centre
  - Non-teaching Field: representatives of the University's cross-curricular areas, whose activity has an impact on the quality of the programmes and the institution.
- Students
- Alumni
- Employers

**Board of the Centre**

This mechanism makes it possible to deal with cross-curricular issues at the centre, making it possible to align the issues that affect the training programmes with the decisions taken at higher levels.

**Main functions of the Board:**

- Defining, implementing and assessing the school's strategy with the collaboration of the Head of Department and Head of Department Area Directors
- Establish, drive and assess the school's performance in terms cross-curricular quality criteria.
- Drawing up the Centre's global improvement plan.
- Maintain and improve the Internal Quality Assurance System.
- Lead, together with the Quality Assurance Team, the process of data collection and processing of key information for the proper management of the centre.
- Leading the process of implementing improvement plans for the qualification and ensuring that the objectives set are in line with those set by the University.
- Leading the achievement of distinctions, certifications and accreditations both nationally and internationally by the centre.

**Members of the Board:**

- **Head of the Centre:** chairs the Board of Governors. Submits any problems, suggestions or good practices detected to the Academic Council. Ensures the proper functioning of the school with regard to the Training of students at all educational levels and their overall satisfaction.
- **Heads of Field of Centre:** they report on progress and problems detected in the development of improvement actions in each training programme. They act as Quality Managers of the different knowledge fields that are integrated in each of the centres.
- **Heads of Departments:** they bring issues that mainly affect the teaching staff and the material resources for teaching.
- **Academic Director:** transfers aspects related to the Academic approach.
- Any other member that may be necessary in relation to the issues to be dealt with, both from the cross-curricular fields involved and from students or student representatives

**Centre Quality Commission (CCC)**

Through this mechanism, the results of the cross-curricular areas that form part of the IQAS and that have an impact on the quality of the faculty and its qualifications are integrated at faculty level. Each member shares the information from their Field regarding the situation of the academic year in that faculty, identifying areas for improvement in progress, planned and new proposals.

The **objectives** of the Centre's Quality Commission are as follows:

- Improve communication between all the cross-curricular Fields whose activity has an impact on the academic quality of the centre.
- Sharing the activity of the different Fields by identifying and analysing data and results at the centre level.
- Incorporate into the centre's improvement plan those objectives and actions in which the different Fields are involved, including cross-curricular aspects for all the Degrees.
- Facilitate and systematise the monitoring and updating of the school's improvement plan.

**Members of the Centre's Quality Commission:**

- **Head of Centre:** convenes and leads the meetings of the Commission.
- **Heads of Centre Field and Department Management:** they report on the activity and results of their Field.

- **Representatives of the cross-curricular Fields** involved in the IQAS procedures: they provide results of their activity referring to that centre and which have an impact on the quality of their Degrees.
- **Student representative:** conveys the opinions of his or her peers, at the centre level.
- **Teachers:** who transfer global input at school level.

### **Degree Quality Commission (DQC)**

The Degree Quality Commission-Learning Assessment Committee (DQC- LAC) is one of the coordination mechanisms that, together with the Centre Quality Commission (CCC) and the Quality Assurance Committee (QAC), facilitate the implementation of the Internal Quality Assurance System (IQAS).

The DQC- LAC are a series of meetings held throughout the academic year, the purpose of which is to analyse the functioning of each programme as a whole.

At least one meeting will be held at the beginning and one at the end of the academic cycle of the Degree, with the possibility of holding a follow-up meeting. It is recommended that the initial meeting be held within the first two months of the start of the year and the final meeting during the last month of the academic cycle.

The assistants who will participate in the DQC- LAC, regardless of the fact that any other member may join, depending on the needs, will be:

- Centre Field Manager
- Qualification Coordinator or 's Degree Programme Director.
- Head of Department
- Academic Director
- Teachers (TFG/TFM Coordinator and Internship Coordinator) or any other course considered.
- Quality Manager
- Head of Learning Assessment
- Academic Advisor or Online Tutor
- Students

In order to guide the meetings, by default, the content of the meetings will seek to address the following issues related to the quality of the Degree, based on the Assessment criteria of the re-accreditation processes:

- Planning and Strategy: Aligning strategic challenges of the centre with the programmes.
- Programme design: On the basis of what information has been decided the
- Innovation/modification of a Degree. The implementation of the Degree is reviewed.
  - o Compliance with the memory: Teaching staff | Syllabus : Recognitions and Validations | Admission | Modality, language and number of places, etc.
- Externships: Coordination between internal and external tutor | Student Monitoring | Assessment | Satisfaction of the external tutor and the student.
- TFG / TFM: Regulations and Learning Guide| Selection of themes |Assessment rubrics | Student monitoring | Defence panel selection.
- Graduate results: main performance and satisfaction indicators
  - o Public Information: Updated website with available and relevant information (minimum to comply with regulatory requirements)
- Information Management: Ordered and identified evidence available in the information repository.

## **6.2 Internal assessment mechanisms for quality assurance**

### **Satisfaction Studies**

In order to identify the needs, expectations and the degree of satisfaction and quality perceived by the stakeholders, the Quality Assurance Team stratifies the different stakeholders, as well as the aspects assessed, as follows:



### **Internal audit**

The aim of the internal audit is to assess the degree of implementation of the IQAS, to detect strengths and opportunities for improvement in its implementation and to identify the main recommendations to ensure its correct development.

This process is led by the Quality Assurance Team together with the centre managers, and its scope covers all the procedures that make up the University's IQAS.

The Quality Management Board schedules internal audits taking into account:

- Fields to be audited, responsible parties and scope of the audit.
- Results of previous audits
- Status of activities to be audited (Bachelor's Degree of implementation, etc.)
- Dates foreseen for its implementation.

They can be scheduled annually and as partial audits grouped by Field, so that after five years the entire IQAS has been reviewed, without detriment to audits of a specific area for any justifiable reason. Although they can be carried out at any time of the year, it is advisable to carry them out when consolidated data and/or the closing of a cycle are available, so that the evolution of different dimensions related to quality can be seen over time.

### **Academic Compliance Study-Annual Academic Report**

Every year, after the end of the academic year, the Quality Unit carries out a study at programme level called the Compliance Study or Annual Academic Report, which analyses the programme with respect to the year completed, identifying possible critical points or threats that may affect its proper functioning.

This report is completed by the Field Manager and Degree Coordinators or Programme Directors in collaboration with the Quality Assurance Team.

The Report focuses on the criteria of the external assessment process, including the Core indicators of the Degree and their subsequent analysis. For each element to be assessed, the level of compliance is indicated with a colour code, in addition to including an overall analysis for each criterion.

The relevant aspects of this study are transferred to the agenda of the Degree Quality Commission, Centre Quality Commission, Centre Board or Quality Assurance Committee, as appropriate, incorporating the aspects detected for improvement in the improvement plan for the following year's Degree.

### **Other review mechanisms and channels**

In order to guarantee adequate coordination, the University has different figures who participate to a greater or lesser extent in the different coordination mechanisms:

- **Area Manager** (Vice-Dean/Deputy Director of Bachelor's Degree-Postgraduate), as the person ultimately responsible for ensuring the quality of all programmes in his or her field.
- **Head of Department**, as head of the teaching staff, ensures coordination in aspects related to teaching management.
- **Degree Coordinator**, in charge of the vertical coordination of the Degree and of ensuring horizontal coordination between the different teaching staff, guaranteeing consistency between courses/modules, as well as coherence with what has been approved in the Degree Report.
- **Master's Programme Director**, with the support of the Degree Coordinator, ensures the horizontal and vertical coordination of your programme, guaranteeing consistency between modules.
- **Subject/module coordinator**, in charge of the coordination of a course/module in the event that it is taught by several teachers in different groups or different modalities. He/she is assigned by the Director of the Department.

### **Delegates and Students' Representative Council**

Degree delegates are elected each academic year to represent the students on their programmes. Their direct interlocutors are the Academic Advisors, to whom they can transmit their complaints or suggestions so that these can be channelled to the corresponding managers for resolution/analysis. They also participate in the Degree Quality Commission, the Centre Quality Commission and the Quality Assurance Committee, as well as in meetings with those responsible for the Centre or the Field to which their Degree belongs.

The Students' Representative Council is the body representing students at institutional level. It holds regular meetings with the Vice-Chancellor for Students and University Life.

### **University Ombudsperson**

Students have the figure of the University Ombudsperson, who is the person in charge of watching over and protecting the rights and freedoms of students in actions of the different bodies and services of the University, as defined in the University Ombudsperson Regulations of the University and regulated in article 43 of Organic Law 2/2023, of 22 March, on the University System.

### **6.3 System review**

The University not only establishes the system to guarantee the quality of its educational offer and services, but also, together with its commitment to its different clients, it creates and works according to the principle of continuous improvement.

The data and conclusions obtained serve as input for the review of the system, thus ensuring that the actions taken to improve service provision are in line with the interests and demands of the University's various stakeholders. The data also serve to measure the level of achievement of the quality policy objectives.

The internal quality documents are drawn up jointly by the heads of each Field or Department and the Quality Unit once the needs for drafting/modification have been identified by one of them.

The Quality Unit collects and assesses the motivations that may make it necessary to modify procedures. The need to modify procedures may arise from the analysis of the performance indicators associated with the procedures and the quality and improvement objectives presented in the organisation, or as a suggestion made by different stakeholders through surveys or the system's deployment mechanisms.

As a consequence of the revisions and modifications that have taken place in the documents that form part of the System, the list of procedures in force is included. Documentation control includes:

- Quality policy.
- Internal Quality Assurance Manual
- Process Map
- Complementary documentation considered relevant.

### **Public information**

The Universidad Europea de Madrid establishes the necessary mechanisms to ensure that all the information related to the qualifications and programmes provided by the University is up to date and responds to the needs of the different external and internal stakeholders, as stated in the procedure QAP2.1 Public Information and Accountability.



## 7. Change control

<b>EDITION</b>	<b>DATE</b>	<b>REASON FOR AMENDMENT</b>
01	10/09/2008	Initial Version
02	23/09/2009	Modification of the GCC organisational chart Amendment of Chapters 1, 2, 7, 8, 8, 9, 10, 11 and Annexes and IV
03	20/09/2012	Updating the Handbook
04	09/03/2014	Updating the handbook
05	01/03/2015	Updating the Handbook
06	15/09/2018	Updating the Handbook
07	07/01/2019	Update of the IQAS Level I and Level II Unification Manual Modification of the structure of procedures Incorporation of the student in the review of procedures Updating the process map Updating the style of the manual
08	26/04/2021	Updating the Handbook
09	22/12/2022	Updating the Handbook
10	14/02/2025	Updating the Handbook

## 8. Annexes

Annex I List of documentation Annex II

Definitions

Annex III Relationship SISCAL Guidelines and IQAS Procedures

### **Annex I. List of Documentation Ed.10**

The list of Internal Quality Assurance System 10<sup>th</sup> edition documentation is as follows:

- Quality Policy
- Process map
- QAP 1.1 Definition and Revision of the Quality Policy
- QAP 1.2 Strategic Planning
- QAP 1.3 Human Resources Policy Management
- QAP 1.4 Life Cycle of University Studies
- QAP 2.1 Public information and accountability
- QAP 3.1 Admission, Enrolment and Credit Recognition
- QAP 4.1 Teaching Planning
- QAP 4.2 Horizontal and Vertical Coordination
- QAP 5.1 Learning Assessment
- QAP 6.1 Research and Management of Doctoral Programmes
- QAP 7.1 International Mobility
- QAP 7.2 Academic Internships
- QAP 7.3 Bachelor's Degree/Master's Degree Final Year Project
- QAP 7.4 Career Guidance
- QAP 7.5 University Life Activities
- QAP 8.1 Recruitment and selection
- QAP 8.2 Collaboration of External Personnel
- QAP 8.3 Employees Training
- QAP 8.4 Talent Management and Internal Mobility
- QAP 8.5 Personnel Performance Management
- QAP 9.1 Student Affairs. Management of Suggestions, Complaints, Complaints and Acknowledgements
- QAP 10.1 Management of Resource and Service
- QAP 10.2 Attention to Diversity
- QAP 11.1 Stakeholder satisfaction
- QAP 11.2 Academic Performance

- QAP 12.1 System Review and Documentary Control
- QAP 12.2 Analysis and Improvement
- QAP 12.3 Monitoring and Assessment of the Centres and their University Courses
- QAP 13.1 Management of Non-Official Teaching
- IT 01 Internal Audit. QAP 12.1 System Review and Document Control
- IT 01 Satisfaction Surveys. QAP 11.1 Stakeholder Satisfaction
- IT 01 Academic Compliance Study. QAP 12.3 Monitoring and Assessment of University Degrees
- IT 01 Communication Plan. QAP 2.1 Public Information and Accountability.

## Annex II. Glossary

For the purpose of this Manual and to enhance understanding, the following terms and definitions apply:

**Subject:** A teaching unit that administratively makes up the Syllabus. Academically, it is a constituent part of a subject.

**Improvement action:** A specific activity or task, included in an improvement plan, that needs to be carried out in order to achieve the established objective.

**Competencies:** Set of skills, abilities, attitudes, values, emotions and motivations that each individual or group puts into action in a specific context to cope with the demands of each situation.

**ECTS:** This is the European Credit Transfer and Accumulation System used to quantify a student's workload in relation to a course/subject in order to pass it.

**Stakeholders:** All persons, bodies, entities or institutions with an interest in the Universidad Europea de Valencia, in the teaching it provides and in the results it obtains.

**Alumni:** Students who have completed all the credits that make up the , regardless of whether or not they have applied for a Degree. In the case of ECTS, this includes other directed academic activities and the volume of work that the student must carry out to pass the subjects, courses or equivalents and thus achieve the educational objectives.

**Incoming student:** A student from another university who is taking an academic year at the Universidad Europea de Madrid (UEM).

**Outgoing student:** A student of the Universidad Europea de Madrid who is spending a year at another university abroad.

**Fundación para el Conocimiento Madri+d:** Quality assessment body in the university sector in the Madrid Autonomous Region.

**Indicator:** Qualitative or quantitative expression to measure the extent to which previously set objectives are achieved, in relation to the different criteria to be assessed for a given process (each criterion can be assessed with one or several associated indicators).

**Subject:** Academic unit comprising one or more subjects that can be conceived in an integrated way.

**Verified report:** Document approved by the competent body describing how the qualification is to be taught.

**Quality objectives:** Proposed challenges for quality improvement, improvement of the institution, the training offer, unit or the services being evaluated.

**Entry profile:** Conceptual description of the desirable characteristics of the new student in terms of knowledge, Skills and attitudes favourable for studying and completing the studies they are beginning with greater chances of success. In addition, it also gives an account of the academic options taken, academic grades obtained and sociological data of interest.

**Syllabus:** Curricular design that applies to certain courses of study provided by an educational institution.

**Official Degree Verification Procedure:** The official Degree verification programme of Fundación Madri+d assesses the proposals for the Syllabus of Degrees, designed in accordance with the European Higher Education Area (EHEA).

**Procedure for Modification of Official Degrees:** Procedure that allows changes to be made to already verified Degrees, provided that such modifications do not imply a change in the nature and objectives of the Degree registered.

**Accreditation renewal process for official degrees:** The Fundación Madri+d's accreditation renewal process for official degrees assesses the implementation of a Degree, in line with the European Higher Education Area.

**Monitoring process for Official Degrees:** a process aimed at the continuous improvement of the Degree carried out by the madri+d Foundation, where its purpose is to ensure that the actions being carried out by the university in the implementation of the Degree are appropriate according to what was approved in the memory. Two modalities are established:

- o Regular monitoring
- o Special monitoring

**Quality policy:** Orientation of the organisation towards concrete quality commitments that ensure continuous improvement and the satisfaction of students' needs and expectations.

**Material resources:** Facilities (classrooms, study rooms, computer rooms, laboratories, meeting rooms, library reading posts) and equipment, bibliographic resources, scientific, technical, welfare and artistic material that the University needs to provide its services.

**Bibliography resources:** Systematic set of classified collections in all formats - books, journals, videos, CD-Rom, DVD, databases, multimedia, etc.

- and which respond to the needs arising from teaching, research, cultural activities and non-teaching departments.

**Annex III List of SISCAL Criteria and IQAS Procedures**

IQAS PROCEDURES	SISCAL CRITERIA								
	C1	C2	C3	C4	C5	C6	C7	C8	C9
QAP 1.1 Definition and Revision of the Quality Policy	x								
QAP 1.2 Strategic Planning	x								
QAP 1.3 Human Resources Management Policy				x					
QAP 1.4 Life Cycle of University Studies		x							
QAP 2.1 Public information and accountability	x	x			x		x		x
QAP 3.1 Admission, Enrolment and Credit Recognition			x						
QAP 4.1 Teaching Planning				x	x				
QAP 4.2 Horizontal and Vertical Coordination	x		x			x	x		x
QAP 5.1 Learning Assessment			x						
QAP 6.1 Research and Management of Doctoral programme				x				x	
QAP 7.1 International Mobility			x		x				
QAP 7.2 Academic Internships			x		x				
QAP 7.3 Bachelor's Degree/Master's Degree Final Year Project			x						
QAP 7.4 Career Guidance			x		x				
QAP 7.5 University Life Activities			x		x				
QAP 8.1 Recruitment and selection				x	x				
QAP 8.2 Collaboration External Personnel				x					
QAP 8.3 Employees Training				x					
QAP 8.4 Talent Management and Internal Mobility				x					
PGC 8.5 Personnel Performance Management				x		x			
PGC 9.1 Student Affairs. Management of Suggestions, Complaints, Claims and Acknowledgements.	x		x		x	x			x
PGC 10.1 Management of Resource and Service					x				x
PGC 10.2 Attention to Diversity			x		x				
PGC 11.1 Stakeholder satisfaction				x	x	x			x
PGC 11.2 Academic Performance						x			x
PGC 12.1 System Review and Documentary Control	x								x
PGC 12.2 Analysis and Improvement	x	x		x	x	x	x		x
PGC 12.3 Monitoring and Assessment of the Centres and their University Courses		x		x		x			x
PGC 13.1 Management of Non-Official Teaching		x	x	x		x	x		x

**Annex IV. IQAS Procedures, Records and Indicators**

PROCEDURES	RECORDS	INDICATORS
QAP 1.1 Definition and Review of the Quality Policy	Quality Policy Strategic Plan for the Centre	N/A
QAP 1.2 Strategic Planning	Minutes of the meetings of the Strategic Plan drafting group Strategic Plan of the Centre Minutes of meetings of School Board Meetings Minutes of Department/ Teaching staff meetings Minutes of Delegates' meetings Centre improvement plan Centre Indicator Sheet	N/A
QAP 1.3 Management of the Resources policy Humans	Human Resources Policy	N/A
QAP 1.4 Life Cycle of University Education	Minutes and portfolio of new Degrees and modifications Mandatory New Degree Report Interim and Final Report on the Assessment of the Proposal for the Verification of the Plan of Action of the European Union Studies.	Ratio Verification of New Qualifications Ratio of Modified Degrees Ratio of Modified Degrees Ratio of Graduate Degrees Implanted



	<p>Degree verification</p> <p>Verification Resolution of the Governing Council of Universities</p> <p>Interim and Final Report on the Assessment of the Syllabus Modification Proposal.</p> <p>Verified modification report</p> <p>Pass of the Academic Council of Degrees to be implemented</p> <p>Official application form for the Degrees you wish to apply for. Official form</p> <p>Order of Authorisation for the Implementation of New Degrees of the Madrid Autonomous Region</p> <p>Publication of the official Type of the Degree (Spanish State Official Gazette)</p> <p>Publication of the Syllabus Spanish State Official Gazette</p> <p>Publication of the Syllabus BOCM</p>	<p>Ratio of Extinguished Degrees</p>
QAP 2.1 Public Information and Accountability	<p>Degree Information Graduate</p> <p>Degree Marketing Information</p>	<p>C/D rating ratio obtained in the re-accreditation reports</p> <p>C/D rating ratio obtained in the regular monitoring reports</p>
QAP 3.1 Admission, Enrolment and Credit Recognition	<p>List of students admitted List of students enrolled Enrolled</p> <p>Resolution on the credit recognition study</p> <p>Student record</p>	<p>Number of registered participants</p> <p>Number of Enrolments completed</p>
PGC 4.1 Teaching planning	<p>Published timetables available to students</p> <p>Student grade reports</p>	<p>Student satisfaction with the online Virtual Campus (Bachelor's Degree)</p> <p>Student satisfaction with the online campus (Postgraduate)</p> <p>Satisfaction of teaching staff with the characteristics of the Virtual Campus, its tools, applications and functionalities (Bachelor's Degree)</p>

	<p>Teaching allowance</p> <p>Classroom allocation</p>	<p>Satisfaction of teaching staff with the characteristics of the online campus, its tools, applications and functionalities (Postgraduate)</p> <p>The classrooms/laboratories/spaces (On-campus or online) where the class sessions take place. (Bachelor's Degree)</p> <p>The classrooms/laboratories/spaces (On-campus or online) where the class sessions take place (Postgraduate)</p>
<p>QAP 4.2 Horizontal and Vertical Coordination</p>	<p>Minutes of the Board of Governors' Meeting</p> <p>Minutes/ Introduction to the Department Meeting. Bachelor's Degree</p> <p>Minutes/ Teaching Staff Introduction</p> <p>Master's degree Coordination Minutes</p> <p>Subject/module coordination minutes</p>	<p>Student satisfaction with the coordination of the qualifications (Bachelor's Degree)</p> <p>Student satisfaction with the coordination of the qualifications (Graduate)</p>
<p>QAP 5.1 Learning Assessment</p>	<p>Web Learning Guide</p> <p>Learning guide + annexes online campus</p> <p>Learning outcomes assessment report and improvement plan of the course/module</p> <p>Assessment report of the results of Learning and improvement plan for the qualification</p> <p>Institutional Learning Report at Centre Level</p> <p>Institutional Learning Report at the Institutional Level</p>	<p>Ratio of published learning guides (Bachelor's Degree)</p> <p>Ratio of published learning guides (Postgraduate) Ratio of Learning Assessment Committees (LAC)</p> <p>Ratio of starting and finishing Bachelor's Degree Learning Assessment Committees (CEAT) Bachelor's Degree)</p> <p>Ratio of starting and finishing Learning Assessment Committees (CEAT) for the Degree (Postgraduate)</p>

<p>QAP 6.1 Research and Management Doctoral Programme</p>	<p>Strategic Research Plan Call for entries for research groups Call for entries for internal projects</p> <p>Contracts and research projects managed</p> <p>Documentary commitment signed by the aforementioned School for the assignment of doctoral candidates to the University's lines of research.</p>	<p>Total number of scientific publications according to Field Number of first quartile (Q1) and international publications Income from research contracts as well as competitive calls for entries</p> <p>Number of research projects in national and international competitive call for entries</p> <p>Number of PhDs and doctoral candidates per programme Number of patents or IP registrations</p>
<p>QAP 7.1 International Mobility</p>	<p>List of Mobility Programmes Planning of mobility programmes (Calls for entries) Bilateral Mobility Agreements Grant agreement (Erasmus only) Certificate of stay (entry and exit, only Erasmus) Certificate of stay (check-in and check-out, only Erasmus) Learning agreement/Training Agreement- Credit recognition Final report of the stay (Erasmus Programme) Satisfaction Survey of the stay.</p>	<p>Number of students taking part in Outgoing mobility programmes Number of students taking part in Incoming mobility programmes</p> <p>Overall satisfaction of Outgoing students Overall satisfaction of incoming students</p> <p>Number of teachers in Outgoing Erasmus programmes</p> <p>Number of agreements in force in the Erasmus and other student mobility programmes</p>

<p>QAP 7.2 Academic Internships</p>	<p>Agreements for academic externships Annexes for academic externships</p>	<p>Number of Agreements established          Number of Annexes established           Ratio of students with assigned academic internships          Student satisfaction with internships (Bachelor's Degree)          Student satisfaction with internships (Postgraduate)           Satisfaction of professional tutors with internship students (Bachelor's Degree)          Satisfaction of professional tutors with internship students (Postgraduate)</p>
<p>QAP 7.3 Management of Bachelor's Degree/Master's Degree Final Year Project</p>	<p>TFG/TFM Coordination Act          TFG/TFM Learning Guides           Student/topic/tutor/tutorial/defence panel register           Assessment and monitoring rubrics           TFG/TFM defence panel minutes</p>	<p>Overall Student Satisfaction with the TFG/Project          Overall satisfaction with the TFM by students           Student satisfaction with the TFG tutor (follow-up, reviews and evaluations, etc.)           Student satisfaction with the TFM tutorial (follow-up, reviews and Assessments, etc.)           Satisfaction with the coordination of the TFG (dates, deadlines, assignment, etc.) by the students.          Satisfaction with the coordination of the TFM (dates, deadlines, assignment, etc.) by the students.</p>
<p>QAP 7.4 Career Guidance</p>	<p>Register of students receiving career guidance          Registration of offers and candidates          Register of individual counselling</p>	<p>Satisfaction with the Training on Employability and Entrepreneurship           Number of career guidance actions carried out          Number of events, forums and workshops held</p>
<p>QAP 7.5 University Life Activities</p>	<p>List of late entrants          List of low performing students contacted           List of University Life Activities on Offer</p>	<p>Number of University Activities Offered          Number of participants in university life events           Number of students participating in clubs and associations</p>

	<p>List of students performing University Activities</p> <p>Database of volunteers and stakeholders</p>	<p>Ratio of low-achieving students contacted</p> <p>Ratio of late entrants contacted</p> <p>Number of clubs and societies</p> <p>Number of volunteers</p>
<p>QAP 8.1 Recruitment and Selection</p>	<p>Vacancy File</p> <p>Candidate Registration</p> <p>Specific Registers Faculty of Biomedical Sciences: Hospitals Agreement and Table Register</p> <p>Candidates Hospitals</p>	<p>Ratio of closed vacancies</p> <p>Open vacancy rate</p> <p>Average number of days to close vacancy</p> <p>Ratios of internally filled vacancies</p> <p>Number of new PhD teaching staff contracts</p> <p>Number of new PhDs on teaching staff</p>
<p>QAP 8.2 Collaboration of External Personnel</p>	<p>Graduate Degree Timeline</p> <p>Contractual Documentation Teaching Allowance</p>	<p>Ratio of new business registrations</p>
<p>QAP 8.3 Employee Training</p>	<p>Training Budget</p> <p>Training Plan</p>	<p>Number of training actions offered</p> <p>Ratio of trained employees</p>
<p>QAP 8.4 Talent Management and Internal Mobility</p>	<p>Annual call for entries for Career Plan positions Teacher</p> <p>Documentation talent identification</p>	<p>Ratio of Management Board positions with identified successor in the short term</p> <p>Ratio of teaching posts that are filled internally</p> <p>Ratio of non-teaching posts that are filled internally</p> <p>Voluntary rotation first year in post</p>
<p>QAP 8.5 Personnel Performance Management</p>	<p>Employee performance appraisal</p>	<p>Ratio of employee assessments completed</p> <p>Distribution of employee performance ratings</p>

<p>QAP 9.1 Student Affairs. Management of Suggestions, Complaints and Acknowledgements</p>	<p>Student Ombudsman Reports Student Affairs Reports Register student portal applications</p>	<p>Number of Suggestions / Complaints / Grievances / Acknowledgements Received Number of requests to the University Ombudsperson received</p>
<p>QAP 10.1 Management of Resource and Services</p>	<p>Purchase request Bibliography purchase order/subscription request  Preventive maintenance plan Maintenance sheet Works planning list  IT incident report  List of accredited providers  Planning of services  Monitoring report on services</p>	<p>Number of access sessions to digital resources Number of visits to the Learning, Research and Innovation Resource Centre Library web site  Number of visits to the Learning, Research and Innovation Resource Centre's facilities Number of Training sessions carried out by the Learning, Research and Innovation Resource Centre Library Number of attendees at the Learning, Research and Innovation Resource Centre Library Training in Competencies Teacher satisfaction with the classroom facilities you used in your teaching (Bachelor's Degree)  Teacher satisfaction with the classroom facilities you used in your teaching (Postgraduate)  Satisfaction of teaching staff with the facilities of the laboratories, workshops and experimental spaces you used in your teaching (Bachelor's Degree) Faculty satisfaction with the facilities of the laboratories, workshops and experimental spaces used in your teaching (Postgraduate) Student satisfaction with the 24x7 support provided during the delivery of qualification (Bachelor's Degree) Student satisfaction with the 24x7 support provided during the delivery of the qualification (Graduate) Satisfaction of teaching staff with IT support (Bachelor's Degree) Satisfaction of teaching staff with IT support (Postgraduate) Number of IT incidents managed Number of purchase requests</p>

<p>QAP 10.2 Attention to Diversity</p>	<p>Documents for the attachment, detachment and follow-up of ACNEAE students.</p>	<p>Number of students attended Number of curricular adjustments made. Number of awareness-raising workshops Number of teachers advised.</p>
<p>QAP 11.1 Stakeholder satisfaction</p>	<p>Satisfaction results reports for each stakeholder group Satisfaction Survey Sheet Results Infographics</p>	<p>Response Rate Satisfaction Survey with the Qualification (Bachelor's Degree) Response Rate Satisfaction Survey with the Qualification (Postgraduate)  Response Rate Satisfaction with the Qualification (PhD) Response Rate Satisfaction with the Teaching Staff (Bachelor's Degree) Response Rate Satisfaction with Teaching Staff (Postgraduate) Response Rate Satisfaction with the Teaching Staff (Graduate)  Response rate in the Assessment Survey of the Teaching Activity (Bachelor's Degree) Teaching Activity Assessment Survey Response Rate (Postgraduate)  Response Rate of the Survey on Thesis Supervisors' Satisfaction with their Teaching Activity Employability survey response rate for Alumni (Bachelor's Degree) Employability survey response rate for Alumni (Postgraduate) Employability survey response rate for Doctoral candidates (PhD)  Overall satisfaction with the University of the Administration and Services Staff</p>

		<p>Knowledge of the Quality Policy by the Teaching Staff (Bachelor's Degree)          Knowledge of the Quality Policy by the Teaching Staff (Postgraduate)          Knowledge of the Quality System and its processes on the part of the teaching staff (Bachelor's Degree)          Knowledge of the Quality System and its processes by teaching staff (Postgraduate)          Knowledge of the results of the teaching staff's satisfaction with your teaching (Bachelor's Degree)          Knowledge of the results of satisfaction with your teaching by the teaching staff (Postgraduate)          Awareness of the results of surveys of the qualification(s) in which you teach by teaching staff (Bachelor's Degree)          Awareness of the results of the surveys of the Degree/s in which you teach by the teaching staff (Postgraduate)</p>
<p>QAP 11.2 Academic Performance</p>	<p>Degree/Centre Indicators Sheet</p>	<p>Rate of Return Success Rate          Assessment Rate          Dropout Rate Graduation Rate          Efficiency Rate</p>
<p>QAP 12.1 System Review and Documentary Control</p>	<p>Open Hearing          IQAS indicators sheet PGC_Records          _indicators list</p>	<p>Ratio of Modified Procedures Ratio of Modified Indicators          Ratio of Modified Indicators</p>
<p>QAP 12.2 Analysis and Improvement</p>	<p>Minutes of the Quality Assurance Committee          Minutes of the Centre's Quality</p>	<p>Ratio of completed actions of the Centre's improvement plan          Ratio of actions in process of the Centre's improvement plan</p>



	<p>Minutes of the Degree Quality Committee - Quality Committee          Assessment of Learning (CCT-CEAT) Graduate Degree Improvement Plan          Improvement Plan Centre</p>	<p>Ratio of unimplemented actions of the Centre's improvement plan</p>
<p>QAP 12.3          Monitoring and Assessment of the Centres and their University Courses</p>	<p>Up to date registration of Graduate qualifications Interim and final monitoring reports. Assessment Agency.           Interim and final reports on Accreditation Renewal. Assessment Agency           Annual Monitoring Report of the Degree (Compliance)          Annual Monitoring Report of the Centre (Compliance)</p>	<p>Success rate of Degrees re-accreditation Success rate of Degrees regular follow up after verification           Degree success rate regular follow-up after renewal of accreditation           Degree success rate special follow-up after verification          Success rate of Graduate degrees special follow-up after amendment           Degree success rate special follow-up after accreditation renewal</p>
<p>QAP 13.1          Management of Non-Official Teachings</p>	<p>Graduate Degree           Annual Lifelong Learning Programme / Portfolio of new Degrees and/or modifications to           Preceptive favourable report on the Master's degree in Lifelong Training.           Minutes of the Monitoring Committee           Improvement Plan for the Master's Degree in Lifelong Training           Meeting Minutes Follow-up Report</p>	<p>Ratio of approved Graduate Degrees Ratio of modified Graduate Degrees           Overall satisfaction of students with the teaching staff Overall satisfaction of students with the qualification Overall satisfaction of the teaching staff with the qualification</p>

Satisfaction Results Report (synchronous)  
Follow-up Report on the Degree Act of  
Innovation/Modification Session  
Graduate's own Degree Guide Lifelong Learning  
Master's Degree  
Assessment Report on the Learning Achievement  
of the Master's degree in Lifelong Learning  
Training  
Minutes of the Coordination of the Master's  
degree in Lifelong Training