



INTERNAL QUALITY ASSURANCE SYSTEM MANUAL

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1. Introduction to the European University of Andalusia

The European University of Andalusia (hereinafter referred to as the University) was recognised as a private university by the Andalusian Parliament in Law 4/2024 of 26 July.

The University is part of a group of leading universities and higher education institutions operating in the Private Higher Education sector in Spain and Portugal, whose parent company is Proyectos Educativos Europa, S.L. (hereinafter, Europa Education Group).

The European University of Andalusia has its Head office in the city of Malaga, at the site called "El Romeral", in the northwest of the city, in the district of Teatinos.

The mission of the different institutions that make up the Europa Education Group focuses on providing its students with a comprehensive education, with the aim of training leaders and professionals prepared to respond to the needs of a global world and thus contribute to social progress with an entrepreneurial spirit and ethical commitment.

The European University of Andalusia has defined its Mission, Vision and Values.

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 through an entrepreneurial spirit and ethical commitment. To generate and transfer knowledge through applied research, contributing to progress and placing us at the forefront of intellectual and technical development.

Vision

The European University of Andalusia 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 point of reference and also a counsellor who accompanies the student throughout his or her 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, of the student, and of the student's own personal development.

so that the student learns to adapt to an increasingly complex and ever-changing world.

The values of the European University of Andalusia are based on the orientation of service to the student, from people who are committed to teamwork and responsible leadership, with freedom to express their opinion with a critical and collaborative spirit, carrying out their task with transparency in management and pride of belonging: collaborative, international, analytical, reliable, bold and responsible.

The values of the European University of Andalusia represent our essence and identity and are shared with the rest of the institutions of the Europa Education Group. Specifically, 5 values are defined:

We have Passion for Excellence.

We strive for excellence in what we do, placing the student at the centre of all our decisions. The value of "Passion for Excellence" is defined by:

- Focus on the development of our students
- Clear objectives
- Effective planning
- Commitment
- Anticipation of needs
- Simplification of processes
- Thorough review of our work
- Management based on data and evidence
- Spirit of continuous improvement.

We care for people

We support each other, fostering an environment of respect, collaboration and empathy. The value of "We care for people" is defined by:

- Proactive support
- Celebration of individual and collective successes
- Appreciation
- Training and development
- Recognition of effort
- Respect and empathy
- Positive and encouraging attitude
- Accessibility and continuous availability
- Smooth communication
- Pride in belonging

- Companionship and team spirit

We Go Beyond Through Innovation

We dare to break the mould and face challenges with creativity and audacity. The value of "Courageous Innovation" is defined by:

- Daring and willingness
- Creativity in challenges
- Safe environment
- Curiosity and learning
- Humility
- Strive for continuous improvement
- Open and receptive mentality
- Adaptability to change
- Collaboration and teamwork

We Live Trust and Responsibility

We act freely, transparently and responsibly, fostering trust and accountability. The value of "Trust and Responsibility" is defined by:

- Open, clear and honest Communication
- Sincerity
- Acceptance of mistakes
- Responsible fulfilment of obligations
- An environment of mutual trust
- Co-responsibility in the achievement of common goals

Sustainability, Diversity and Inclusion (*We Embrace a Sustainable Business, Diverse and Inclusive*)

We value and promote diversity in all its forms, creating an inclusive and socially responsible environment. The value of "Sustainability, Diversity and Inclusion" is defined by:

- Respecting and valuing cultural differences
- Diversity of opinions
- Sensitivity to care for the environment
- Equal opportunities
- Active listening
- Supportive and friendly atmosphere
- Inclusion and multiculturalism
- Reconciliation of different points of view.

2. Internal Quality Assurance System

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

- The Quality Policy
- The processes and their corresponding procedures
- The records and indicators of the procedures
- The Quality Manual

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

- a) Guarantee compliance with the requirements set out in the current legislation on official university education.
- b) Provide the relevant information to stakeholders
- c) Favour decision making based on objective and reliable data.
- d) Encourage a culture of continuous improvement

2.1 Purpose

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 requirements, and with the guidelines established in the IMPLANTA programme of the Agency for Scientific and University Quality of Andalusia (ACCUA) of the Department of University, Research and Innovation of the Regional Government of Andalusia, making the Mission of the University 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 on increasing the satisfaction of the different stakeholders, improving continuously and putting in place appropriate measures for the prevention of non-conformities.

This Manual describes the structure of the system and the requirements to which it must respond.

2.2 Scope

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

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

Specifically, the development of this cycle includes:

- **Determining** the policy and objectives underpinning the quality culture at the European University of Andalusia.
- **Detecting and responding** to the needs of the different interest groups through an innovative and student-centred training offer.
- **To develop** the different training plans, verifying that the actions carried out within them are aimed at favouring student learning.
- **To guarantee** the excellence of both teaching and non-teaching staff by promoting Training and the development of the necessary Skills to carry out their duties.
- **Establish, implement and improve** the material and service resources, according to needs, to ensure the proper development of student learning.
- **Analyse** the results obtained from the measurement of its processes and products and use the information obtained to make decisions that improve the quality of learning.
- To inform the different Stakeholders of the status of its educational programmes.

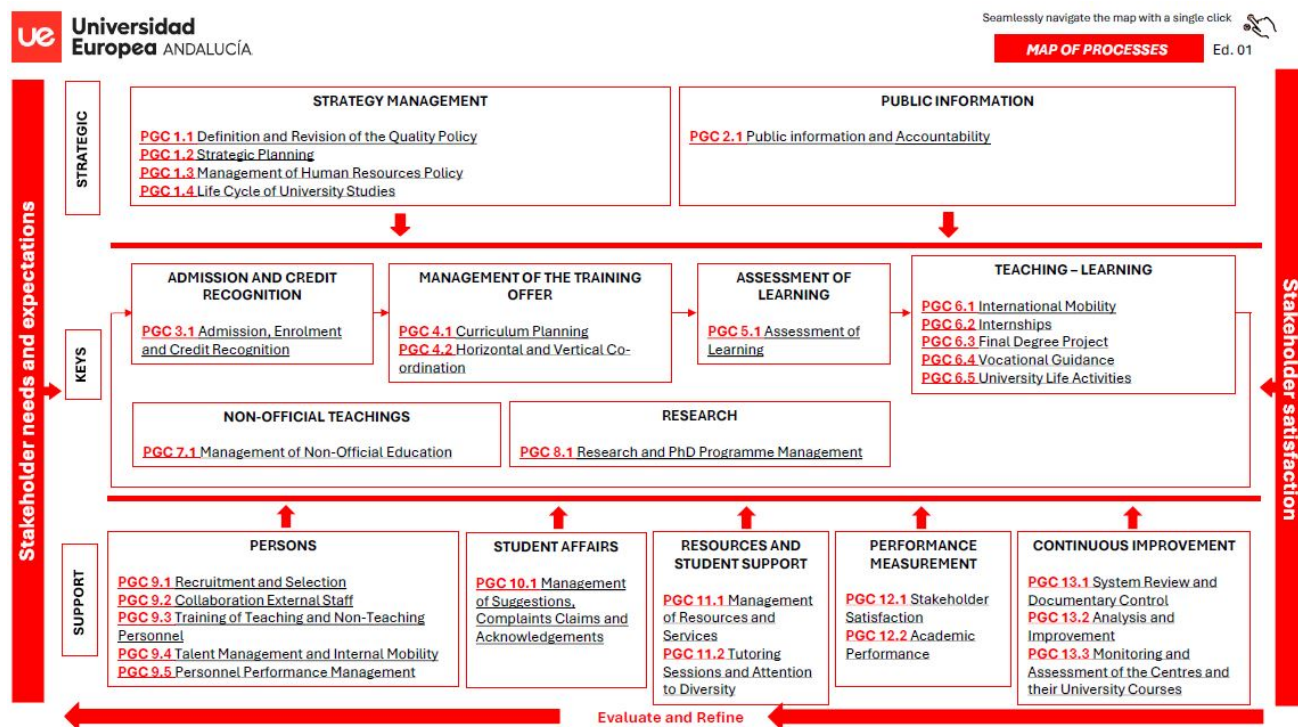
These guidelines are deployed in the different processes that the University has identified and whose sequence and interaction are detailed in the **Process Map**.

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

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

- Responding to the University's Mission and Vision.
- Meeting the expectations generated by the Stakeholders.
- Commitment to comply with Legal Affairs and other applicable requirements.
- Systematisation of actions in the subject of the quality of the educational 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 preparation of this manual and the rest of the system's documentation, a set of regulations, 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.
- Legislative Decree 1/2013, of 8 January, which approves the Revised Text of the Andalusian Law on Universities.

- Organic Law 3/2018 of 5 December 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 natural persons 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, establishing the organisation of university education and the procedure for quality assurance.
- Royal Decree 99/2011, of 28 January, regulating official PhD studies.
- IMPLANTA Programme of the Agency for Scientific and University Quality in Andalusia (ACCUA) of the Regional Ministry of University, Research and Innovation of the Andalusian Regional Government.

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 in a generic way for all university staff.

In addition, the Legal Affairs Department ensures the identification, registration, updating and application of Legal Requirements and other requirements that entail changes in internal Regulations by means of 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 that guarantee the expected quality in the different activities within the scope of the IQAS, the needs of the different Interest Groups (IG) have been taken into consideration.

4.1 Identification of Stakeholders

All persons, bodies, entities or institutions with an interest in the European University of Andalusia, in the teaching it provides and in the results it obtains.

INTERNAL STAKEHOLDERS

- Teaching and Research Staff (PDI) - Teaching Staff
- Technical, Management and Administration and Services Staff (PTGAS) - Non-teaching Staff (PTGAS)
- Non-teaching staff

EXTERNAL STAKEHOLDERS

- Alumni
- Official and/or professional schools

REGULATORY BODIES

- Ministry of Education (Spanish Government)
- Junta de Andalucía (Autonomous Government)

- Students
- University Management Boards, Centres,
- Teaching and non-teaching Departments
- University Services
- Other Universities or Higher education institutions
- Companies, entities or organisations that collaborate with the European University of Andalusia.
- Employers
- Suppliers
- Society in general
- Agency for Scientific and University Quality in Andalusia (ACCUA)

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 do not form part of the university community, but who are related to or interested in the activities of the European University of Andalusia.

The regulating bodies draw up the reference frameworks to be taken into account when developing the activities contemplated in the Internal Quality Assurance System (IQAS).

4.2 Stakeholder Involvement

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

- Formulation of complaints, suggestions, claims and acknowledgements through the different means defined in the procedure **PGC 10.1 Management of Suggestions, Complaints, Claims and Acknowledgements**.
- Formulation of any observations or suggestions deemed relevant during the consultations established in the **PGC 12.1 Stakeholder satisfaction** procedure.
- Participation in the Activities contemplated in some of the IQAS procedures, either through their direct intervention or through their representatives in bodies with responsibility, as shown in the following table:

	Centre Management Team	Teaching and research staff (PDI)- Teaching Staff	Technical, Management and Administration and Services Staff (PTGAS)- Non-teaching Staff	Students	University Governing Bodies Representatives	External agents
At University level						
Academic Council	X		X		X	
Management Board	X		X		X	
Advisory Board						X
Students' Representative Council				X	X	
Quality Assurance Committee (QAC)	X	X	X	X	X	X
At the level of the Centre						
Faculty Board/School level	X	X	X	X	X	
Department	X	X				
Teaching staff	X	X			X	
Centre Quality Committee (CCC)	X	X	X	X	X	
Innovation Committee	X	X	X	X	X	
Modification Committee	X	X	X	X	X	
At the Degree level						
Degree Quality Assurance Commission (CQC)	X	X	X	X		
Assessment Committee for the Assessment of Learning of the Degree (CEAT)	X	X	X	X		

* Members not belonging to the university community such as, for example, representatives of companies or institutions that collaborate with the University in the development of externships or research projects, official or professional associations, Alumni, employers.

- Dissemination and accountability: The University keeps 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 makes relevant information on its activity and training offer available to all Stakeholders. As an additional element to the information offered on the website, other communication or dissemination channels are used, which also offer 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 Communication Plan.

5. Organisational structure

The structure on which 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 the Human Resources Department.

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

The organisational scheme of the European University of Andalusia is deployed from 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 a training offer in accordance with the requirements of students, official institutions and society in a continuous and systematic way.

5.1 Executive Committee or Management Board

In accordance with the provisions of the Rules of Organisation and Functioning (NOF) of the European University of Andalusia, the direction, supervision and management of the University is the responsibility of the President of the University, appointed by the governing body.

The Management Board (MC) is the collegiate body that immediately assists the President and 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, preparation and management of budgets, administration of assets, establishment and modification of job descriptions, and resolution of those subjects attributed to it by the NOF of the European University of Andalusia.

The Management Board acts as it corresponds to the management of any organisation committed to the establishment, development, review and improvement of an Internal Quality Assurance System.

Internal Quality Assurance System. In this sense, it is the body that establishes the University's policy and objectives in the subject of quality.

5.2 Academic Council (GC)

The Academic Council (GC) is the collegiate body of immediate assistance to the Vice-Chancellor for the study, deliberation and coordination of matters relating to the academic management of the University.

Among others, 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 the Syllabus related to the official and unofficial courses taught at the University and, with the directives of the Management Board, the appointment of the University's teaching staff.

5.3 University Advisory Council

The University Advisory Council is an advisory body made up of external members who have obtained the relevant recognised recognition for their personal and academic qualities and/or for their performance of tasks or functions in which they have made an exceptional contribution to the world of science, technology, research, the humanities, business or culture.

5.4 Vice-Chancellor's Office

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

It coordinates the different academic centres, as well as the management of the University's Academic Model and the development of research and knowledge transfer.

5.5 General Secretariat

The General Secretary's Office ensures the legality of the University, especially in regulatory matters.

5.6 Pro-Vice-Chancellor's Office

The Pro-Vice-Chancellor's Office manages the Field of Research and PhD for the deployment and development of research and the transfer of Research at the University, the Quality and Innovation Unit manages the deployment of the monitoring and evaluation of the continuous improvement, the Innovation and Modification Processes of the training offer and the Assessment of Learning, the Teaching Staff Training Plan and the Academic Model of the University.

The Pro-Vice-Chancellor's Office also 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 responsible for managing External Academic Internships, curricular and extracurricular, working in coordination with the Faculties and School, for their quality and adaptation to the training needs of students. The Library's mission is to facilitate access to information resources, promote their dissemination and collaborate in the processes of knowledge creation.

5.7 Teaching Field

There are currently three Centres (two Faculties and one School) led by their corresponding Head of Centre (Deans and Director), with the assistance of the Heads of Teaching Field (Vice-Deans and Deputy Director) and the Heads of Department in each of the Fields.

In addition, each centre has the support of different figures from cross-curricular areas to support its academic activity: Academic Director, Assessment of Learning, Academic Quality, Student Services (Academic Advisor), Academic Secretariat, Academic Planning, External Academic Externships, Admissions and Online Tutors (in the case of distance learning degrees), as well as other Departments from other cross-curricular areas that support the centre's activity. The Teaching Staff of each centre reports to the Department Management Board.

Decisions regarding the management of the Centres are taken by the Faculty Board/School, led by the Head of Centre (Dean/Director), with the participation of both the Heads of Teaching Field (Vice-Dean or Deputy Director) and the Heads of Department, as well as any other member required in relation to the issues to be dealt with.

The **Head of Centre** (Dean/Director), is the maximum responsible for its management, strategic planning, in accordance with the strategy of the University and the deployment of Training, applying criteria of quality and excellence.

The **Head of the Teaching Field** (Vice-Dean or Assistant Director), leads the growth and ensures the correct implementation of the programmes, academic quality and the continuous improvement of their **areas of responsibility**, in order to

The Department Head (Vice-Dean or Deputy Director) leads the growth and ensures the correct implementation of the programmes, academic quality and continuous improvement of their Field 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 Department's human and material resources, coordinates the activities and tasks of the Department's lecturers and other teaching and non-teaching departments, guarantees the quality of university teaching and promotes the necessary improvement actions to make the qualifications 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 point. They participate in the horizontal and vertical coordination meetings and in the Quality Commissions to contribute suggestions for improvement.

5.8 Non-teaching Field

The main mission of the non-teaching area is to support the teaching and learning process of the Universidad Europea de Andalucía in each of its areas of action.

The Universidad Europea de Andalucía determines the competencies necessary for the performance of the functions of the non-teaching staff, documenting them on the job profiles and making sure that the staff fulfils the Competencies expected of them.

The organisational structure of the University is set out in its organisational chart and is available on the University's Intranet.

6. Internal Quality Assurance System Structure and Deployment

The IQAS of the European University of Andalusia 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 following objectives:

- To establish the Core requirements for an internal quality assurance system for university centres.
- To establish the reference framework that allows universities to improve their functioning.

6.1 Coordination Mechanisms

In order to ensure and facilitate the implementation of the Internal Quality Assurance System, the European University of Andalusia has the following coordination mechanisms at different levels:

a) 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. The 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 issues and university-wide functioning can be addressed.

The Quality Assurance Committee has the following objectives:

- Ratify the Quality Policy.
- To verify the implementation of the University's IQAS.
- To review and analyse the achievement of the objectives of the University's Quality Policy.
- To identify the cross-curricular actions for the improvement of the University that affect the academic Field. To monitor the effectiveness of the processes and update them, if necessary, as well as to communicate changes related to the IQAS documentation.
- To study and, if necessary, approve the implementation of proposals for improvement of the IQAS suggested by the other members of the University.

The members of the Quality Assurance Committee are:

- Pro-Vice-Chancellor who acts as President of the Committee and/or on his behalf the Quality Assurance Team for Quality Assurance and Innovation.
- Representatives from different university Fields, who participate by passing on information from their Department and, in turn, gathering information to be communicated in their areas. In any case, they must participate as follows:
 - Teaching Field: head of the Centre.
 - Non-teaching Field: representatives of the cross-curricular areas of the university, whose activity has an impact on the quality of the programmes and the institution.
- Students
- Alumni
- Employers

b) Centre Board

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

Main functions of the Board:

- Defining, implementing and assessing the centre's strategy with the collaboration of the Head of Field (Teaching and Non-Teaching) and Heads of Department.
- Establishing, promoting and assessing the centre's performance in terms of the cross-curricular quality criteria.
- To draw up the Centre's Improvement Plan.
- To maintain and improve the Internal Quality Assurance System.
- To lead, together with the Quality Assurance Team, the process of data collection and processing of key information for the proper management of the centre.
- To lead the process of implementing the Improvement Plans for the Qualification and to ensure that the objectives set are in line with those set by the University.
- Leading the achievement of distinctions, certifications and accreditations at both national and international level by the Centre.

The members of the Board of the Centre are:

- Head of the Centre: Presides over the Board of the Centre. He/she brings any problems, suggestions or good practices detected to the Academic Council. Ensures the proper functioning of the Centre with regard to the Training of students at all educational levels and their overall satisfaction.
- Heads of the Teaching Field: They report progress and problems detected in the development of improvement actions in each training programme. They act as Quality Managers of the different Fields of knowledge that are integrated in each of the Centres.
- Heads of Department: They report on issues that mainly affect the teaching staff and the material resources for teaching.
- Academic Director: They transfer 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.

c) Centre Quality Commission (CCC)

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

The objectives of the Centre's Quality Committee are:

- To improve communication between all the cross-curricular Fields whose activity has an impact on the academic quality of the Centre.

- To share the Activity of the different Fields, 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 in all the Degrees.
- To facilitate and systematise the monitoring and updating of the Centre's Improvement Plan.

The members of the Quality Committee are:

- Head of the Centre: Convenes and leads the meetings of the Committee.
- Area Directors (Heads of Department and Management Board): They report on the activity and results of their Field.
- Representatives of the cross-curricular areas that participate in the IQAS procedures: They provide the results of their activity related to that Centre and that have an impact on the quality of their Degrees.
- Representative of the Quality Assurance Team: They provide information on academic indicators and Satisfaction Surveys of the Centre and the Learning outcomes of the Centre.
- Student representative: Conveys the opinions of their peers, at the Centre level.
- Teachers: They provide overall input at the Centre level.

d) Degree Quality Assurance Committee (CQC)

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

The CCT-CEATs 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 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 attendees who will participate in the CCT-CEAT, regardless of the possibility of any other member joining, depending on the needs, will be:

- Head of the Teaching Field, Graduate's Degree Coordinator or Master's Degree Director

- Head of Department
- Teachers (Degree Final Project Coordinator and Academic Coordinator of Internships) or any other course considered.
- Quality Assurance Team and Innovation Unit
- Academic Advisor
- Online Tutor (in case of distance learning Degrees)
- Students

In order to guide the meetings, by default, the content of the meetings will address the following issues related to the quality of the Degree, based on the Assessment criteria of the Accreditation Returning Student Enrolment Processes:

- Planning and Strategy: Aligning strategic challenges of the Centre with the Programmes.
- Programme Design: On the basis of what information the Innovation/Modification of a Degree has been decided. The implementation of the Degree is reviewed.
- Compliance with the Degree Verification Report: Teachers, Syllabus, Recognitions and Validations, Admissions, Mode, Language and number of places, etc.
- External academic externships: Coordination between the internal and external tutor, Student Monitoring, Assessment, Satisfaction of the external tutor and the student.
- Graduate project: Regulations and Learning Guide, Selection of subjects, Assessment rubrics, Student follow-up and Selection of the defence panel.
- Results of the Degree: Main performance and satisfaction indicators.
- Public Information: Updated website with available and relevant information.
- Information Management: Ordered and identified evidence available in the information repository.

6.2 Improvement Plan

The Degree Improvement Plan and the Centre Improvement Plan are drawn up after the review of the operation of the Programmes and the Centres in the Degree Quality Committee (CCT) or Centre Quality Committee (CCC) respectively.

The Degree Improvement Plan is a document that describes the actions planned to improve the quality of the Programme and the fulfilment of the commitments acquired, based on objective data from inputs analysed in the CCT- CEAT, the monitoring and accreditation renewal processes, Compliance processes or any other input that identifies a need for improvement in the Programme.

This plan is established after the initial CCT-CEAT and the Field Manager, together with the Degree Coordinator, will be in charge of monitoring it, accompanied by the Quality Assurance Team.

The Heads of the Teaching Field will submit to the Centre Boards and the Centre Quality Commissions (CCC) those actions reflected in the Improvement Plans of the Degrees that require a decision to be taken by the Dean's Office, so that they can be dealt with in these forums or incorporated into the Centre's Improvement Plan.

The Centre's Improvement Plan is established after the holding of the CCC as a result of the analysis of the inputs of the Centre and of the Interest Groups that participate in the meeting.

The Improvement Plans (University, Centre and Degree) must include objectives associated with specific, measurable, achievable, relevant and time-defined indicators, and include the causes that motivate the definition of the objectives, identify those responsible for them, the execution period and their monitoring.

The monitoring of the Improvement Plans is reflected in the corresponding Minutes, CCT-CEAT and CCC.

6.3 Internal Assessment Mechanisms for Quality assurance

a) Satisfaction Studies

In order to identify the needs, expectations and 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:

Students

- Satisfaction with the teaching staff
- Satisfaction with the Qualification
- Satisfaction with the External Academic Internships
- Satisfaction with the mobility programmes: Incoming/Outgoing
- Satisfaction with aspects related to the University

Teaching and research staff (PDI) - Teaching Staff

- Satisfaction with their teaching Activity
- Satisfaction with aspects related to the University

Alumni

- Employability study

Technical, Management and Administration and Services Staff (PTGAS) - Non-Teaching Staff

- Satisfaction with aspects related to the University
- Satisfaction with their Activity related to the University's training offer

Employers

- Satisfaction with the students in academic externships

Ad hoc studies on certain services

- In addition, through cross-curricular departments (library, Student Affairs, etc.) and the services themselves (Sodexo, Medical Service), other surveys are carried out to find out the degree of user satisfaction.

b) Internal Audit

The aim of the internal audit is to assess the degree of implementation of the IQAS, detect strengths and opportunities for improvement in its implementation and 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 IQAS of the European University of Andalusia.

The Quality Assurance Team schedules the internal audits taking into account:

- The Fields to be audited, the people in charge and the scope of the audit.
- Results of previous audits.
- Status of the activities to be audited (degree of implementation, etc.).
- Dates foreseen for their performance.

They can be scheduled both 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 reason that justifies it.

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.

c) Study of Academic Compliance-Annual Academic Report

On an annual basis, after the end of the academic year, the Quality Assurance Team carries out a study at programme level called the Compliance Study.

or Annual Monitoring Report, through which the programme is analysed 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 of the Teaching Field and the Degree Coordinators in collaboration with the Quality Assurance Team and the Quality Assurance Team.

The annual Monitoring Report focuses on the criteria of the Accreditation Renewal Process, collecting the Core indicators of the Degree and its 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.

It also includes the annual Programme Improvement Plan drawn up at the closing CST. Each criterion in the Report is accompanied by the improvement actions that apply to it, with the result of each one of them, without detriment to possible new improvement actions resulting from the Compliance Study.

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

d) Other review mechanisms and channels

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

- Head of Teaching Field (Vice-Dean/Deputy Director), as the person ultimately responsible for ensuring the quality of all the programmes in his/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.
- Programme Director (Master's Degree/Continuing Training), with the support of the Degree Coordinator, ensures the horizontal and vertical coordination of the 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 lecturers in different groups or different modalities.

e) Delegates and Students' Representative Council

Delegates are elected in each academic year to represent the students of their programmes. Their direct interlocutors are the Academic Advisors, to whom they can pass on their complaints or suggestions so that these can be channelled to the appropriate persons responsible for their resolution/analysis. They also participate in the Degree Quality Committee, the Centre Quality Committee 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, holding regular meetings with the Vice-Chancellor, Vice-Chancellor and University Ombudsperson.

f) University Ombudsperson

The students have the University Ombudsperson who is the figure in charge of watching over and protecting the rights and liberties of the students before the actions of the different bodies and services of the University, as defined in the Regulations of the University Ombudsperson of the European University of Andalusia and regulated in the Organic Law 2/2023, of 22 March, of the University System.

6.4 Review of the system

The European University of Andalusia 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, 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 different 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, Department and the Quality Assurance Team once the needs for drafting/modification have been identified by any of them.

The Quality Assurance Team collects and assesses the reasons that may make it necessary to modify the 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 that are presented in the organisation, or as a suggestion, or as a result of a suggestion issued by the Quality and Innovation Unit.

in the organisation, or as a suggestion issued by different Stakeholders through surveys or the System's deployment mechanisms.

As a consequence of the revisions and modifications that have been made to the documents that form part of the System, the list of current procedures is included. Documentation control includes

- Quality Policy
- Internal Quality Assurance Manual
- Process Map
- Complementary documentation that is considered to be relevant

6.5 Public Information

The European University of Andalusia establishes the necessary mechanisms to guarantee that all the information related to the Degrees and Programmes provided by the University is updated and responds to the needs of the different external and internal stakeholders, as stated in the procedure **PGC2.1 Public Information and Accountability**.

7. Change Control

EDITION	DATE	REASON FOR MODIFICATION
01	12/05/2025	Initial version
02		
03		
04		
05		
06		
07		
08		
09		

8. Annexes

- **Annex I.** List of documentation
- **Annex II.** Glossary
- **Annex III.** Procedures, Registers and Indicators of the IQAS

Annex I. List of Documentation

The list of the documentation of the Edition 01 of the Internal Quality Assurance System of the European University of Andalusia is the following:

- Quality Policy
- Process Map
- **PGC 1.1** *Definition and Revision of the Quality Policy*
- **PGC 1.2** *Strategic Planning*
- **PGC 1.3** *Management of the Human Resources Policy*
- **PGC 1.4** *Life Cycle of University Education*
- **PGC 2.1** *Public Information and Accountability*
- **PGC 3.1** *Admission, Enrolment and Credit Recognition*
- **PGC 4.1** *Curricula Planning*
- **PGC 4.2** *Horizontal and Vertical Coordination*
- **PGC 5.1** *Assessment of Learning*
- **PGC 6.1** *International Mobility*
- **PGC 6.2** *External Academic Internships*
- **PGC 6.3** *Graduate Project for the Final Degree*
- **PGC 6.4** *Professional Orientation*
- **PGC 6.5** *University Life Activities*
- **PGC 7.1** *Management of Non-Official Studies*
- **PGC 8.1** *Research and PhD Programme Management*
- **PGC 9.1** *Recruitment and Selection*
- **PGC 9.2** *Collaboration with External Staff*
- **PGC 9.3** *Training of Teaching and Non-Teaching Staff*
- **PGC 9.4** *Talent and Internal Mobility Management*
- **PGC 9.5** *Personnel Performance Management*
- **PGC 10.1** *Management of Suggestions, Complaints, Grievances and Appreciation*
- **PGC 11.1** *Management of Resources and Services*
- **PGC 11.2** *Tutorial Action and Attention to Diversity*
- **PGC 12.1** *Stakeholder Satisfaction*
- **PGC 12.2** *Academic Performance*
- **PGC 13.1** *System Review and Documentary Control*
- **PGC 13.2** *Analysis and Improvement*
- **PGC 13.3** *Monitoring and Assessment of University Studies*

Annex II. Glossary of Terms

For the purpose of this Handbook and to enhance understanding, the following terms and definitions are applicable:

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, which 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: The European Credit Transfer and Accumulation System used to quantify a student's work in relation to a course/subject in order to pass it.

Stakeholders: All persons, bodies, entities or institutions with an interest in the European University of Andalusia, in the teaching it provides and in the results it obtains.

Alumni: Students who have completed all the credits that make up the Syllabus, 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: Student from another university who is taking an academic year at the European University of Andalusia.

Outgoing student: A student of the European University of Andalusia who takes an academic year at another university abroad.

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 that includes one or several subjects that can be conceived in an integrated manner.

Verified Report: Document approved by the competent body that describes how an accredited degree is to be taught.

Quality Objectives: Proposed challenges for quality enhancement, improvement of the institution, the training offer, the unit or the services being assessed.

Entry profile: Conceptual description of the desirable characteristics of the new student in terms of knowledge, Skills and attitudes favourable to study and complete their studies 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 offered by a study centre.

Procedure for the Verification of Official Degrees: The programme for the verification of official degrees of the Agency for Scientific and University Quality in Andalusia (ACCUA) assesses the proposals for the Syllabus of Degrees, designed in accordance with the European Higher Education Area (EHEA).

Procedure for the Modification of Official Degrees: The programme for the modification of official degrees of the Agency for Scientific and University Quality of Andalusia (ACCUA) 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.

Process of Renewal of Accreditation of Official Degrees: The programme for the renewal of accreditation of official degrees of the Agency for Scientific and University Quality of Andalusia (ACCUA) assesses the implementation of a Degree, in line with the European Higher Education Area.

Monitoring Process of Official Degrees: The monitoring programme of official degrees of the Agency for Scientific and University Quality of Andalusia (ACCUA) is a process aimed at continuous improvement, where its purpose is to ensure that the actions being carried out by the university in the implementation of the Degree are appropriate as approved in memory.

Quality Policy: Orientation of the European University of Andalusia towards specific quality commitments that ensure continuous improvement and the satisfaction of the needs and expectations of the students.

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

Bibliographic resources: A systematic set of classified collections in a multitude of formats (books, magazines, videos, CD-Rom, DVD, databases, multimedia, etc.), which respond to the needs derived from teaching, research, cultural activities and non-teaching departments.

Annex III. IQAS Procedures, Records and Indicators

PROCEDURE	RECORDS	INDICATORS
PGC 1.1 <i>Definition and Revision of the Quality Policy</i>	<ul style="list-style-type: none"> Quality Policy Strategic Plan 	N/A

PROCEDURE	RECORDS	INDICATORS
PGC 1.2 <i>Strategic Planning</i>	<ul style="list-style-type: none"> Minutes of the meetings of the group elaborating the Strategic Plan Strategic Plan of the Centre Minutes of Faculty Board meetings in which the monitoring and assessment of the Strategic Plan is discussed. Minutes of Department/teaching staff meetings in which the Strategic Plan is communicated. Minutes of Delegate meetings in which the Strategic Plan is communicated. School Improvement Plan Centre Indicator Sheet 	N/A

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PROCEDURE	RECORDS	INDICATORS
PGC 1.3 <i>Management of the Human Resources Policy</i>	<ul style="list-style-type: none"> Human Resources Policy 	N/A

PROCEDURE	RECORDS	INDICATORS
PGC 1.4 <i>Life Cycle of University Degrees</i>	<ul style="list-style-type: none"> Minutes and portfolio of new Degrees and modifications Mandatory report on the new Degree Provisional and Final Report of Assessment of the Syllabus Verification Proposal Degree Verification Report Resolution of Verification of the Governing Council of Universities Provisional and Final Report on Assessment of the Syllabus Modification Proposal Approval of the Modification Report Pass of the Academic Council of the Degrees to be implemented Official application form for the Degrees to be implemented. Official form Order of Authorisation for the Implementation of New Degrees Publication of the official Type of the Degree (Spanish State Official Gazette) Publication of the Syllabus (Spanish State Official Gazette) and BOJA (Official Gazette of Andalusia) 	<ul style="list-style-type: none"> ○ Ratio of Verification of New Degrees ○ Ratio of Modified Qualifications ○ Ratio of Implanted Qualifications ○ Ratio of Extinguished Degrees Ratio of Extinguished Degrees

PROCEDURE	RECORDS	INDICATORS
PGC 2.1 <i>Public Information and Accountability</i>	<ul style="list-style-type: none"> Graduate Degree web page Degree Information Degree 	<ul style="list-style-type: none"> Ratio of assessment obtained in the Accreditation Renewal Reports Ratio of assessment obtained in the Ordinary Monitoring Reports

PROCEDURE	RECORDS	INDICATORS
PGC 3.1 <i>Admission, Enrolment and Credit recognition</i>	<ul style="list-style-type: none"> List of admitted students List of enrolled students Enrolment Resolution of credit recognition study Student file 	<ul style="list-style-type: none"> No. of enrolled students No. of Enrolments carried out

PROCEDURE	RECORDS	INDICATORS
PGC 4.1 <i>Curriculum planning</i>	<ul style="list-style-type: none"> Timetables published and available to students Students' grade records Teaching assignment Classroom allocation 	<ul style="list-style-type: none"> Students' satisfaction with the Virtual Campus Satisfaction of teaching staff with the characteristics of the online Virtual Campus, its tools, applications and functionalities

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		<ul style="list-style-type: none"> ○ The classrooms/laboratories/spaces (On-campus or online) where the class sessions take place.
PROCEDURE	RECORDS	INDICATORS
PGC 4.2 <i>Horizontal and Vertical Coordination</i>	<ul style="list-style-type: none"> • Minutes of the Central Board Meeting • Minutes/ Introduction of the Department Meeting. • Minutes/ Teaching Staff Introduction • Master's Degree Coordination Minutes • Subject/module coordination minutes. 	<ul style="list-style-type: none"> ○ Student satisfaction with the coordination of the Degrees

PROCEDURE	RECORDS	INDICATORS
PGC 5.1 <i>Learning Assessment</i>	<ul style="list-style-type: none"> • Web Learning Guide • Online Learning Guide and Annexes Virtual Campus • Assessment Report on Learning outcomes and Improvement Plan of the Subject/Module • Assessment Report on the Learning outcomes and Improvement Plan of the Qualification • Institutional Learning Assessment Report at Centre Level • Institutional Learning Assessment Report at the Institutional Level Institutional 	<ul style="list-style-type: none"> ○ Ratio of Learning Guides published ○ Ratio of start and end Learning Assessment Committees (LAC) ○ Ratio of Learning Assessment Committees of the Degree (CEAT) at start and finish

PROCEDURE	RECORDS	INDICATORS
PGC 6.1 <i>International Mobility</i>	<ul style="list-style-type: none"> • Lists of Mobility Programmes • Planning of mobility programmes (Call for entries) • Bilateral Mobility Agreements • Grant agreement (Erasmus only) • Certificate of stay (entry and exit, only Erasmus) • Learning agreement/Training Agreement. Credit recognition • Final report of the stay (Erasmus Programme) • Satisfaction Survey of the stay. 	<ul style="list-style-type: none"> ○ No. of students participating in Outgoing mobility programmes ○ No. of students participating in Incoming mobility programmes ○ Overall satisfaction of Outgoing students ○ Overall satisfaction of Incoming students ○ No. of teachers in Erasmus Outgoing programmes ○ No. of agreements in force in the Erasmus programme and other student mobility programmes

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PROCEDURE	RECORDS	INDICATORS
PGC 6.2 <i>External Academic Placements</i>	<ul style="list-style-type: none"> Academic Externships Agreements Academic externships annexes 	<ul style="list-style-type: none"> No. of agreements established No. of internship annexes established Ratio of students with academic externships assigned Student satisfaction with placements Satisfaction of professional tutors with internship students

PROCEDURE	RECORDS	INDICATORS
PGC 6.3 <i>Graduate Degree Final Project</i>	<ul style="list-style-type: none"> Minutes of Coordination of the Graduate Project Final Degree Project Learning Guides Graduate Project Final Degree Project Student/subject/tutor/tutorial/defence panel register Assessment and monitoring rubrics Minutes of the defence panel for the Graduate project for the Final Degree 	<ul style="list-style-type: none"> Overall Satisfaction with the Graduate Project by students Satisfaction with the tutorial of the Graduate project by the students (follow-up, reviews and assessments, etc.). Student satisfaction with the coordination of the Graduate project (dates, deadlines, assignment, etc.).

PROCEDURE	RECORDS	INDICATORS
PGC 6.4 <i>Career Guidance</i>	<ul style="list-style-type: none"> • Register of students receiving career guidance • Register of offers and candidates • Record of individual counselling 	<ul style="list-style-type: none"> ○ Satisfaction with the Training on Employability and Entrepreneurship ○ Number of career guidance counselling sessions carried out ○ No. of events, forums and workshops held

PROCEDURE	RECORDS	INDICATORS
PGC 6.5 <i>University Life Activities</i>	<ul style="list-style-type: none"> • List of University Life Activities on Offer • List of students who carry out University Activities • Database of volunteers 	<ul style="list-style-type: none"> ○ No. of University Activities on offer ○ No. of participants in university life events ○ No. of students participating in clubs and associations ○ No. of clubs and associations ○ No. of volunteers

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PROCEDURE	RECORDS	INDICATORS
PGC 7.1 <i>Management of Non-Official Studies</i>	<ul style="list-style-type: none"> • Degree in Lifelong Training file • Annual Training Programme/ Portfolio of Qualifications for new and/or modified Degrees • Preceptive favourable report on the Master's degree of Lifelong Learning • Minutes of the Monitoring Commission • Improvement Plan for the Master's Degree in Lifelong Learning • Minutes of Meetings Monitoring Report • Report on the results of Satisfaction Surveys (synchronous) • Degree Follow-up Report • Minutes of the Innovation/Modification Session • Learning Guide for the Degree of Master's Degree in Lifelong Learning • Assessment Report of Learning of the Master's degree in Lifelong Learning • Training Master's degree coordination minutes Lifelong Learning 	<ul style="list-style-type: none"> ○ Pass Ratio of approved Degrees in Lifelong Learning Training ○ Ratio of modified Training Degrees Graduate modified ○ Overall satisfaction of students with teaching staff ○ Overall satisfaction of the students with the Degree ○ Overall satisfaction of the teaching staff with the Qualification

PROCEDURE	RECORDS	INDICATORS
PGC 8.1 <i>Research and PhD programme management</i>	<ul style="list-style-type: none"> • Strategic Plan for Research • Call for entries of research groups • Call for entries for internal projects • Contracts and research projects managed • Signed documentary commitment of doctoral candidates to the University's research areas 	<ul style="list-style-type: none"> ○ Total number of scientific publications by Field ○ No. of first quartile (Q1) and international publications ○ Income obtained through research contracts as well as competitive calls for entries ○ No. of research projects in national and international calls for entries ○ No. of doctoral candidates per programme ○ No. of doctoral candidates per programme ○ No. of patents or intellectual property registrations

PROCEDURE	REGISTRATIONS	INDICATORS
PGC 9.1 <i>Recruitment and Selection</i>	<ul style="list-style-type: none"> • Vacancy File • Candidates Register • Specific registers by Faculty/School 	<ul style="list-style-type: none"> ○ Ratio of open vacancies/applications ○ Ratio of open vacancies/closed vacancies ○ Average number of days to close vacancy

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		<ul style="list-style-type: none"> ○ Ratio of vacancies filled internally ○ No. of new teaching contracts PhD category ○ No. of new teaching contracts accredited category ○ No. of new teaching contracts in the sexennial category
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PROCEDURE	RECORDS	INDICATORS
PGC 9.2 <i>Collaboration with External Staff</i>	<ul style="list-style-type: none"> • Degree Timeline • Contractual Documentation • Teaching Assignment 	<ul style="list-style-type: none"> ○ Ratio of External Staff Collaboration (commercial) / Total number of registrations

PROCEDURE	RECORDS	INDICATORS
PGC 9.3 <i>Training of Teaching and Non-Teaching Personnel</i>	<ul style="list-style-type: none"> • Training Budget • Training Plan • Training Databases 	<ul style="list-style-type: none"> ○ No. of training actions offered ○ Ratio of employees trained ○ Employee satisfaction with the training offered

PROCEDURE	RECORDS	INDICATORS
PGC 9.4 <i>Talent Management and Internal Mobility</i>	<ul style="list-style-type: none"> • Annual call for entries for the Teaching Career Plan • Documentation identification of talent 	<ul style="list-style-type: none"> ○ Ratio of Management Board positions with identified successor in the short term ○ Ratio of teaching positions that are filled internally ○ Ratio of non-teaching positions that are filled internally ○ Voluntary turnover first year in post

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PROCEDURE	RECORDS	INDICATORS
PGC 9.5 <i>Staff Performance Management</i>	<ul style="list-style-type: none"> Employee performance appraisal 	<ul style="list-style-type: none"> Ratio of completed employee assessments Distribution of employee performance appraisals

PROCEDURE	RECORDS	INDICATORS
PGC 10.1 <i>Management of Suggestions, Quejas, Complaints and Acknowledgements</i>	<ul style="list-style-type: none"> University Ombudsperson's Report Student Affairs reports Registration of requests from the Student Portal 	<ul style="list-style-type: none"> Ratio of Number of Suggestions / Total number of students Ratio of number of queries / total number of students Ratio of Number of requests received by the University Ombudsperson/Total Students

PROCEDURE	RECORDS	INDICATORS
PGC 11.1 <i>Resource and Service Management</i>	<ul style="list-style-type: none"> • Purchase request • Bibliography purchase/subscription request • Preventive maintenance plan • Maintenance sheet • Works planning list • Computer incident report • List of accredited suppliers • Service planning • Space management • Monitoring report on services 	<ul style="list-style-type: none"> ○ Number of access sessions to digital resources ○ No. of visits to the Learning, Research and Innovation Resource Centre Library web site ○ No. of visits to the Learning, Research and Innovation Resource Centre Library's facilities ○ No. of Training sessions carried out by the Learning, Research and Innovation Resource Centre Library ○ No. of attendees to the Learning, Research and Innovation Resource Centre Library Training in Competencies ○ Satisfaction of teaching staff with the facilities of the classrooms used in your teaching ○ Satisfaction of teaching staff with the facilities of the laboratories, workshops and experimental spaces you used in your teaching ○ Students' satisfaction with the 24x7 support provided during the teaching of the Degree ○ Satisfaction of teaching staff with the IT support

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		<ul style="list-style-type: none"> ○ No. of IT incidents managed ○ No. of purchase requests
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PROCEDURE	RECORDS	INDICATORS
PGC 11.2 <i>Tutorial Action and Attention to Diversity</i>	<ul style="list-style-type: none"> • Annual Assessment Report of the PAT-UEA • Documents for the attachment, detachment and monitoring of ACNEAE students (Students with Specific Educational Support Needs). 	<ul style="list-style-type: none"> ○ No. of students attended to ○ No. of curricular adjustments made. ○ No. of awareness-raising days ○ No. of teachers advised on Attention to Diversity. ○ PAT Satisfaction Survey

PROCEDURE	RECORDS	INDICATORS
PGC 12.1 <i>Stakeholder satisfaction</i>	<ul style="list-style-type: none"> • Satisfaction results reports for each stakeholder group • Satisfaction Survey Form • Satisfaction Results Infographics 	<ul style="list-style-type: none"> ○ Response rate of the Satisfaction Survey of students with the Qualification ○ Response rate of the survey on student satisfaction with the teaching staff ○ Response rate of the Survey on the Assessment of the teaching staff with regard to Teaching Activity

		<ul style="list-style-type: none"> ○ Response rate of the Thesis Supervisors' Satisfaction Survey on their Teaching Activity ○ Response rate of the Employability Survey of Alumni students ○ Overall Satisfaction with the University of Non-teaching Staff ○ Percentage of teaching staff who know their results of satisfaction with teaching/ Total number of teaching staff
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PROCEDURE	RECORDS	INDICATORS
PGC 12.2 <i>Academic Performance</i>	<ul style="list-style-type: none"> • Degree/Centre Indicators Sheet 	<ul style="list-style-type: none"> ○ Performance Rate ○ Success Rate ○ Assessment Rate ○ Drop-out rate ○ Graduation Rate ○ Efficiency Rate

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PROCEDURE	RECORDS	INDICATORS
PGC 13.1 <i>System review and document control</i>	<ul style="list-style-type: none"> • Open Hearing • IQAS Indicator Sheet • IQAS Procedures, Registers and Indicators 	<ul style="list-style-type: none"> ○ Ratio of Modified Procedures ○ Ratio of Modified Indicators

PROCEDURE	RECORDS	INDICATORS
PGC 13.2 <i>Analysis and Improvement</i>	<ul style="list-style-type: none"> • Minutes of the Quality Assurance Committee • Minutes of the Centre Quality Committee • Minutes of the Degree Quality Commission - Learning Assessment Committee (CCT-CEAT) • Improvement Plan Degree • Improvement Plan Centre 	<ul style="list-style-type: none"> ○ Ratio of completed actions of the Centre's improvement plan ○ Ratio of actions in progress of the Centre's improvement plan ○ Ratio of unfinished actions of the school improvement plan ○ Ratio of actions completed for the Degree improvement plan ○ Ratio of actions in progress of the Degree's improvement plan ○ Ratio of non-completed actions of the Degree's improvement plan

PROCEDURE	RECORDS	INDICATORS
PGC 13.3 <i>Monitoring and Assessment of the Degrees</i>	<ul style="list-style-type: none"> • Updated register Degrees in monitoring and accreditation process • Interim and final reports of the Assessment Agency (Agency for the Scientific and University Quality of Andalusia - ACCUA). • Provisional and final reports of Accreditation Renewal from the Assessment Agency (Agency for Scientific and University Quality of Andalusia - ACCUA) • Annual Monitoring Report of the Degree and of the Centre (Compliance) 	<ul style="list-style-type: none"> ○ Success rate of Degrees renewal of the accreditation ○ Success rate of Degrees follow-up after verification ○ Success rate of Degrees following renewal of accreditation Success rate of Degrees following renewal of accreditation ○ Success rate of Degrees follow-up after modification of accreditation