



MANUAL OF THE INTERNAL QUALITY ASSURANCE SYSTEM

20 January 2025
Edition 01

Contents

1. Introduction to the Universidad Europea de Andalucía	3
2. Internal Quality Assurance System	6
3. Normative References.....	9
4. Stakeholders.....	10
5. Organisational structure	13
6. Internal Quality Assurance System Structure and Deployment.....	17
7. Change control	25
8. Annexes	26
Annex I. List of Documentation.....	27
Annex II. Glossary	28
Annex III. IQAS Procedures, Registers and Indicators.....	30

1. Introduction to the *Universidad Europea de Andalucía*

The *Universidad Europea de Andalucía* (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 *Universidad Europea de Andalucía* has its Head office in the city of Malaga, at the site called "El Romeral", in the northwest of the city, in the neighbourhood of Teatinos.

The mission of the different institutions that make up the Europa Education Group focuses on providing their 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 based on an entrepreneurial spirit and ethical commitment.

The *Universidad Europea de Andalucía* 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 with 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 *Universidad Europea de Andalucía* 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 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 they learn to adapt to an increasingly complex and ever-changing world.

The Values of the *Universidad Europea de Andalucía* are born from 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 *Universidad Europea de Andalucía* represent our essence and identity and are shared with the other 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
- Data and evidence-based management
- 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
- Acknowledgement
- Training and development
- Recognition of effort
- Respect and empathy
- Positive and encouraging attitude
- Accessibility and continuous availability
- Smooth communication
- Pride of belonging
- Fellowship and team spirit

We Go Beyond Through Innovation (We Go Beyond Innovation)

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

- Boldness and willingness
- Creativity in the challenges

- Safe environment
- Curiosity and learning
- Humility
- Striving for continuous improvement
- Open-mindedness and receptiveness
- Adaptation 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 Accountability" is defined by:

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

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 environmental care
- Equal opportunities
- Active listening
- Supportive and close atmosphere
- Inclusion and multiculturalism
- Reconciliation of different points of view.

2. Internal Quality Assurance System

The Internal Quality Assurance System of the *Universidad Europea de Andalucía* 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 promote decision-making based on objective and reliable data.
- d) Fostering 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 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 Andalusian Regional Government, 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 planning, control and improvement of the system.

The requirements of the University's IQAS focus on achieving quality in Training, as well as on increasing the satisfaction of the different stakeholders, continuously improving and putting in place the appropriate measures for the prevention of 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 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 Degrees, as well as continuing education qualifications (its own 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 "*cycle of continuous improvement of the University Training*" which is coherent with the cycle of continuous improvement **PDCA** (Plan-Revaluate-Assess-Improve).

Specifically, the development of this cycle includes:

- **To determine** the policy and objectives underpinning the quality culture at the *Universidad Europea de Andalucía*.
- **Detect and respond** to the needs of the different interest groups through an innovative and student-centred training offer.
- **To develop** the different Syllabuses, 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 about 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**.

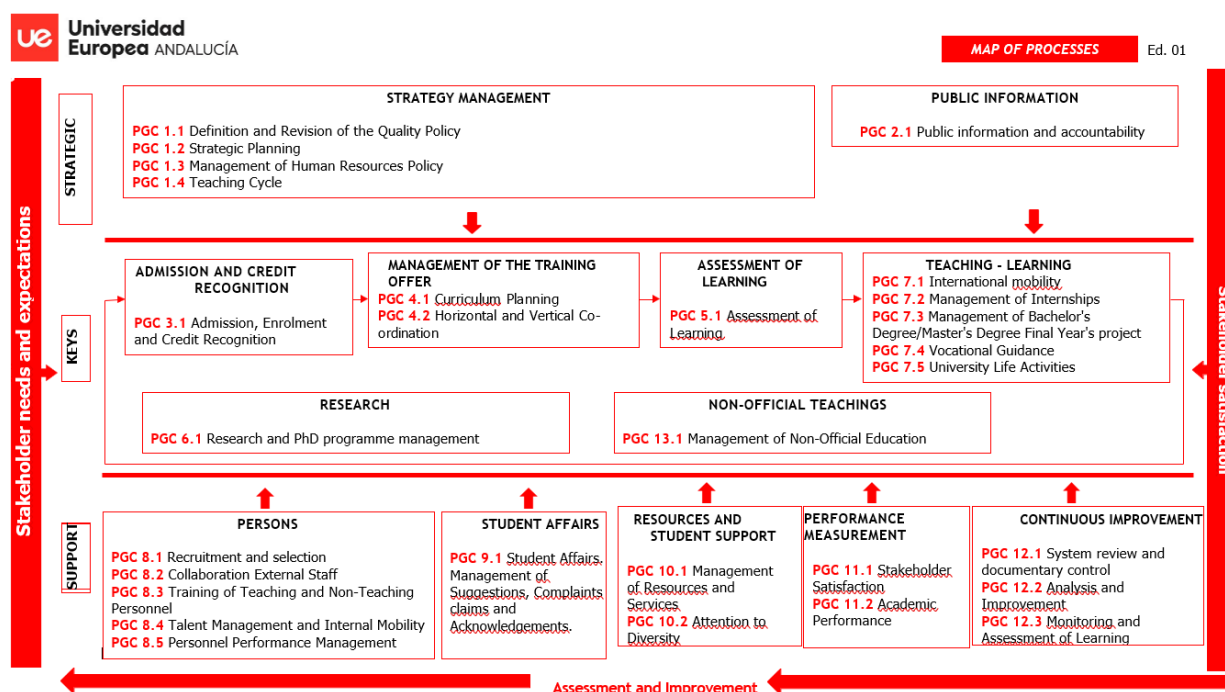
The Management Board of the University guarantees the availability of resources for the development of all of them and the existence of criteria and methods necessary to ensure that both the operation and control of processes are effective.

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.
- Legislative Decree 1/2013, of 8 January, Passing the Revised Text of the Andalusian Law on Universities.
- 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.
- 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 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 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 IGs

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

INTERNAL STAKEHOLDERS	EXTERNAL STAKEHOLDERS	REGULATORY BODIES
<ul style="list-style-type: none">• Teaching and research staff (PDI)• Non-teaching administrative and service staff (PAS)• Students• Management Boards of the• University, Centres,• Departments and Graduate Qualifications• University Services	<ul style="list-style-type: none">• Alumni• Official and/or professional bodies• Other universities or higher education institutions• Companies, entities or bodies collaborating with the Universidad Europea de Andalucía• Employers• Suppliers• Society at large	<ul style="list-style-type: none">• Ministry of Education (Government of Spain)• Junta de Andalucía (Autonomous Government)• ACCUA Quality Agency

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

External Stakeholders are those who are not part of the university community, but who are related to or interested in the activities of the *Universidad Europea de Andalucía*

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 observations or suggestions deemed relevant during the consultations established in the **PGC 11.1 Stakeholder satisfaction** procedure.
- 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 (PDI)	Non-teaching Administrative and Services Staff (PAS)	Students	University Governing Bodies representatives	External actors
At University level						
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
At Centre level						
Faculty Board/School	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 Committee (CQC)	X	X	X	X		
Committee for the Assessment of the Learning Achievement of the Degree (CEAT)	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.

- 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.

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 links, whether between Departments, Fields and/or Faculties/Schools, a copy of the organisational charts is permanently available on the University intranet.

The organisational structure of the *Universidad Europea de Andalucía* 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 in accordance with the requirements of students, official institutions and society in a continuous and systematic manner.

5.1 Executive Committee or Management Board

In accordance with the provisions of the Rules of Organisation and Functioning (NOF) of the *Universidad Europea de Andalucía*, 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 collegial body of immediate assistance to the Presidency, chaired by the President and composed 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 resolving on those subjects attributed to it by the NOF of the *Universidad Europea de Andalucía*.

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.

5.2 Academic Council

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 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 the advisory body composed of external members who have obtained the relevant recognised personal and academic qualities and/or for their performance in tasks or functions in which they have made an outstanding 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.

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.

5.5 General Secretariat

The General Secretariat ensures the legality of university, especially in regulatory matters.

5.6 Pro-Vice-Chancellor's Office

The Pro-Vice-Chancellor's Office manages the School of Doctoral Studies and Research for the deployment and development of research and research transfer in the University, the Quality Assurance Team 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 the innovation and modification processes of the training offer and the assessment of learning 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 University's Academic approach.

The Pro-Vice-Chancellor's Office also manages students' university 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 externships, 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

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

In addition, each centre has the support of various figures from different cross-curricular areas to support its academic activity: Academic Director, Assessment of Learning, Academic Quality, Student Services (academic advisor), Academic Field, Academic Planning, Professional Internships, Admissions and On-line 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 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 (Dean/Director), and in which both the Heads of Field and the Heads of Department participate, as well as any other member necessary in relation to the issues to be dealt with.

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

The **Vice-Dean or Deputy Director of the Centre** (responsible for each Field), 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 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 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 Field is to support the teaching and learning process of the *Universidad Europea de Andalucía* in each of its areas of activity.

The *Universidad Europea de Andalucía* determines the Competencies required for the performance of the duties of the non-teaching staff, documenting them on the job profiles and ensuring that staff meet 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 *Universidad Europea de Andalucía* 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.
- 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 *Universidad Europea de Andalucía* 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 made available so that quality issues and university-wide functioning can be addressed.

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 Policy.
- 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 the University.

The members of the Quality Assurance Committee are:

- Pro-Vice-Chancellor acting as President of the Committee and/or on his behalf the Director of Quality Assurance.

- 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:
- Field: 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

b) 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 the Head of Department Area Director.
- Establish, drive and assess the school's performance in terms of cross-curricular quality criteria.
- To draw up the centre's global improvement plan. o To maintain and improve the Internal Quality Assurance System. o To lead, together with the Quality Assurance Team, the process of data collection and the processing of key information for the proper management of the centre. To lead the process of implementing improvement plans for the qualification and ensure 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.

The members of the Board of the Centre are:

- 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.
- Centre Field Managers: 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.

c) 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 of 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 intervene, including cross-curricular aspects for all the Degrees.
- Facilitate and systematise the monitoring and updating of the school's improvement plan.

The members of the Centre's Quality Commission are :

- Head of the centre: convenes and leads the meetings of the Commission.
- Centre Area Directors (Head of Department and Management Board): they report on the activity and results of their area.
- 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.
- Representative of the Quality Assurance Team: transfers information on academic indicators and Satisfaction Surveys of the centre.
- Representative of the Degree Innovation and Assessment of Learning Unit: transfers information on the Learning outcomes of the centre.
- Student representative: conveys the opinions of his or her peers, at the centre level.
- Teachers: who transfer global input at school level.

d) Degree Quality Commission (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 discuss 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 CCT-CEAT, regardless of the fact that any other member may join, depending on the needs, will be:

- Head of the Centre Field or Degree Coordinator or Master's Degree Director
- Academic Director
- Head of Department or Students
- Teachers (TFG/TFM Coordinator and Internship Coordinator) or any other course considered.
- Quality Manager
- Responsible for Assessment of Learning
- Academic Advisor
- Online Tutor (in case of distance learning Degrees)

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.
- Compliance with the memory: Teachers, Syllabus, Recognitions and Validations, Admission, Delivery mode, 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 topics, Assessment rubrics, Student monitoring and Selection of the defence panel.
- Degree results: 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 following a review of the functioning 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, 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 of the Degree Centre, together with the Degree Coordinator, will be responsible for monitoring it, accompanied by the Quality Manager.

The Heads of the Centre's 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 CCC has been held as a result of the analysis of the inputs of the Centre and the stakeholders participating in the meeting.

Improvement plans shall include objectives associated with specific, measurable, achievable, relevant and time-bound indicators, and shall include the causes that motivate the definition of the objectives, identify those responsible for them, the timeframe for implementation 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 stratified the different stakeholder groups and the aspects assessed as follows: :

Students

- Satisfaction with teachers
- Satisfaction with the Qualification
- Satisfaction with the academic externships
- Satisfaction with mobility programmes: Incoming/Outgoing
- Satisfaction with the Simulated Hospital

Professors (PDI)

- Satisfaction with their Teaching Activity
- Satisfaction with the Simulated Hospital

Alumni

- Employability study

PAS (Administration and Services Staff)

- Satisfaction with the University and its activity in relation to the Degrees

Employers

- Satisfaction with students on academic externships

Ad hoc studies on specific services

- User satisfaction with the University Health Clinic of the *Universidad Europea de Andalucía* .

b) 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 IQAS of the *Universidad Europea de Andalucía* .

The Quality Assurance Team 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.

These can be scheduled on an annual basis, as well as partial audits grouped by Field, so that after five years the entire IQAS will have been reviewed, without prejudice to audits of any specific area for any justifiable reason, .

Although they can be carried out at any time of the year, it is convenient to carry them out when consolidated data and/or the closure of a cycle is available, so that the evolution of different dimensions related to quality over time can be seen.

c) Academic Compliance Study-Annual Academic Report

Every year, after the end of the academic year, the Quality Assurance Team 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 in collaboration with the Quality Assurance Team.

The Report focuses on the criteria of the Accreditation Renewal 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 Report also includes the annual improvement plan for the programme 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 *Universidad Europea de Andalucía* has different figures that participate to a greater or lesser extent in the different coordination mechanisms:

- *Field 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.
- *Programme Director* (Master's Degree/Continuing Education), 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 case it is taught by several teachers in different groups or different modalities.

e) 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 pass on their complaints or suggestions so that these can be channelled to those 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 representative body for students at institutional level, holding regular meetings with the Vice-Chancellor, Vice-Chancellor for Students and University Life and Pro-Vice-Chancellor for Student Affairs and Pro-Vice-Chancellor's Office.

f) University Ombudsperson's Office

Students have access to the University Ombudsperson's Unit, which is the unit responsible for safeguarding and protecting the rights and freedoms of students with regard to the actions of the different University bodies and services, as defined in the University Ombudsperson's Regulations of the *Universidad Europea de Andalucía* and regulated in Organic Law 2/2023, of 22 March, on the University System.

6.4 System review

The *Universidad Europea de Andalucía* not only establishes the system to guarantee the quality of its educational offer and its 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 various stakeholders of the University. 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 Assurance Team once the needs for drafting/modification have been identified by any of them.

The Quality Assurance Team 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 been made to 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

6.5 Public information

The *Universidad Europea de Andalucía* establishes the necessary mechanisms to guarantee 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 **PGC2.1 Public Information and Accountability**.

7. Change control

EDITION	DATE	REASON FOR AMENDMENT
01	20/01/2025	Initial Version
02		
03		
04		
05		
06		
07		
08		
09		

8. Annexes

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

Annex I. List of Documentation

The list of the documentation of *Edition 01* of the Internal Quality Assurance System of the *Universidad Europea de Andalucía* is as follows:

- *Quality Policy*
- *Process map*
- **PGC 1.1** *Definition and Revision of the Quality Policy*
- **PGC 1.2** *Strategic Planning*
- **PGC 1.3** *Management of Human Resources Policy*
- **PGC 1.4** *Life Cycle of University Degrees*
- **PGC 2.1** *Public information and accountability*
- **PGC 3.1** *Admission, Enrolment and Credit Recognition*
- **PGC 4.1** *Curriculum Planning*
- **PGC 4.2** *Horizontal and Vertical Coordination*
- **PGC 5.1** *Assessment of Learning*
- **PGC 6.1** *Research and PhD programme management*
- **PGC 7.1** *International Mobility*
- **PGC 7.2** *External Academic Internships*
- **PGC 7.3** *Bachelor's Degree/Master's Degree Final Year's Project*
- **PGC 7.4** *Vocational Guidance*
- **PGC 7.5** *University Life Activities*
- **PGC 8.1** *Recruitment and selection*
- **PGC 8.2** *Collaboration External Staff*
- **PGC 8.3** *Training of Employees*
- **PGC 8.4** *Talent Management and Internal Mobility*
- **PGC 8.5** *Personnel Performance Management*
- **PGC 9.1** *Student Affairs. Management of Suggestions, Complaints, Claims and Acknowledgements.*
- **PGC 10.1** *Resource and Service Management*
- **PGC 10.2** *Attention to Diversity*
- **PGC 11.1** *Stakeholder satisfaction*
- **PGC 11.2** *Academic Performance*
- **PGC 12.1** *System Review and Document Control*
- **PGC 12.2** *Analysis and Improvement*
- **PGC 12.3** *Monitoring and Assessment of University Teaching*

Annex II. Glossary

For the purpose of this Handbook 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 Andalucía*, 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 in order 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 Andalucía* (UEA).

Outgoing student: A student of the *Universidad Europea de Andalucía* who is spending a 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 comprising one or more subjects that can be conceived in an integrated way.

Verified report: Document approved by the competent body describing how an accredited degree is to be taught.

Quality objectives: Proposed challenges for quality improvement, improvement of the institution, the training offer, the 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.

Verification Procedure for Official Degrees: The verification programme for official degrees of the Andalusian Agency for Scientific and University Quality Assurance (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 for the 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 for Official Degrees: The monitoring programme for official degrees of the Andalusian Agency for Scientific and University Quality Assurance (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 according to what was approved in the memory.

Quality policy: Orientation of the *Universidad Europea de Andalucía* towards specific 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), equipment, bibliographic resources, scientific, technical, welfare and artistic material that the *Universidad Europea de Andalucía* needs to provide its services.

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

Annex III. Procedures, Records and Indicators IQAS

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

PROCEDURE	RECORDS	INDICATORS
PGC 1.2 <i>Planning</i>	<ul style="list-style-type: none"> Minutes of the meetings of the Plan's drafting group Strategic Strategic Plan of the Centre Minutes of Faculty Board meetings dealing with monitoring and assessment of the Plan Strategic Minutes of Department/teaching staff meetings communicating the Strategic Plan Minutes of Delegates' meetings communicating the Strategic Plan Centre Improvement Plan Centre Indicator Sheet 	N/A

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

PROCEDURE	RECORDS	INDICATORS
-----------	---------	------------

	INTERNAL QUALITY ASSURANCE SYSTEM MANUAL	EDITION 01
---	---	-------------------

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

PGC 2.1 <i>Public information and</i>	<ul style="list-style-type: none"> • Graduate's Degree web page • Graduate Degree Marketing Information 	<ul style="list-style-type: none"> ○ Ratio of the evaluation obtained in the re-accreditation reports ○ Ratio of ratings obtained in monitoring reports
--	---	---

PROCEDURE	RECORDS	INDICATORS
PGC 3.1 <i>Admission, Enrolment and Tuition</i> <i>Credit recognition</i>	<ul style="list-style-type: none"> • List of admitted students • List of Enrolled Students • Resolution on the credit recognition study • Student record 	<ul style="list-style-type: none"> ○ No. of registered participants ○ No. Enrolments carried out

PROCEDURE	RECORDS	INDICATORS
PGC 4.1 <i>Curriculum Planning</i>	<ul style="list-style-type: none"> • Published timetables available to students • Student grade reports • Teaching allowance • Classroom allocation 	<ul style="list-style-type: none"> ○ Student satisfaction with the online campus ○ Teachers' satisfaction with the characteristics of the online campus, its tools, applications and functionalities. ○ The classrooms/laboratories/spaces (On-campus or online) where the class sessions take place.

	INTERNAL QUALITY ASSURANCE SYSTEM MANUAL	EDITION 01
---	---	-------------------

PROCEDURE	RECORDS	INDICATORS
PGC 4.2 <i>Horizontal and Vertical Coordination</i>	<ul style="list-style-type: none"> • Minutes of the Board of Governors' Meeting • Minutes/ Introduction to the Department Meeting. • Minutes/ Teaching Staff Introduction • Minutes Coordination of the Master's Degree • Subject/module coordination minutes 	<ul style="list-style-type: none"> ○ Student satisfaction with the coordination of the Qualification

PROCEDURE	RECORDS	INDICATORS
PGC 5.1 <i>Assessment of Learning</i>	<ul style="list-style-type: none"> • Learning guide • Learning outcomes assessment report and improvement plan of the course/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 	<ul style="list-style-type: none"> ○ Ratio of learning guides published ○ Ratio of Learning Assessment Committees (LAC) ○ Ratio of Start and End of Degree Learning Assessment Committees (CEATs)

PROCEDURE	RECORDS	INDICATORS
PGC 6.1 <i>Research and PhD programme management</i>	<ul style="list-style-type: none"> • Strategic Plan for Research • Call for entries for research groups • Call for entries for internal projects • Contracts and research projects managed • Signed documentary commitment of the doctoral candidates to the University's lines of research. 	<ul style="list-style-type: none"> ○ Total number of scientific publications per Field ○ No. of first quartile (Q1) and international publications ○ Income from research contracts as well as competitive calls for entries ○ No. research projects in national and international competitive calls for entries ○ No. of PhDs and doctoral candidates per programme ○ No. of patents or intellectual property registrations

	INTERNAL QUALITY ASSURANCE SYSTEM MANUAL	EDITION 01
---	---	-------------------

PROCEDURE	RECORDS	INDICATORS
PGC 7.1 <i>International Mobility</i>	<ul style="list-style-type: none"> • 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 • Recognition of credits • Final report of the stay (Erasmus Programme) Satisfaction Survey of the stay. 	<ul style="list-style-type: none"> ○ No. students participating in Outgoing mobility programmes ○ No. students participating in Incoming mobility programmes ○ Overall satisfaction of Outgoing students ○ Overall satisfaction of incoming students ○ No. teachers in Outgoing Erasmus programmes ○ No. of agreements in force in the Erasmus and other student mobility programmes

PROCEDURE	RECORDS	INDICATORS
PGC 7.2 <i>External Academic Internships</i>	<ul style="list-style-type: none"> • Agreements on academic externships • Annexes of academic externships 	<ul style="list-style-type: none"> ○ No. of Agreements established ○ No. of Annexes established ○ Ratio of students with assigned academic internships ○ Student satisfaction with the internship ○ Satisfaction of professional tutors with internship students

PROCEDURE	RECORDS	INDICATORS
PGC 7.3 <i>Management of Bachelor's Degree/Master's Degree Final Year's Project</i>	<ul style="list-style-type: none"> • TFG/TFM Coordination Act • TFG/TFM Learning Guides • Student/topic/tutor/tutorial/defence panel register • Assessment and monitoring rubrics • TFG/TFM defence panel minutes 	<ul style="list-style-type: none"> ○ Overall Satisfaction with the TFG/TFM by students ○ Student satisfaction with TFG/TFM tutor (follow-up, reviews and assessments, etc.) ○ Satisfaction with the coordination of the TFG/TFM (dates, deadlines, assignment, etc.) on the part of the students.

PROCEDURE	RECORDS	INDICATORS
-----------	---------	------------

	INTERNAL QUALITY ASSURANCE SYSTEM MANUAL	EDITION 01
---	---	-------------------

PGC 7.4 <i>Vocational Guidance</i>	<ul style="list-style-type: none"> • Register of students receiving career guidance • Registration of offers and candidates • Register of individual counselling 	<ul style="list-style-type: none"> ○ Satisfaction with the Training on Employability and Entrepreneurship ○ No. vocational guidance actions carried out ○ No. events, forums and workshops held
---	---	--

PROCEDURE	RECORDS	INDICATORS
PGC 7.5 <i>University Life Activities</i>	<ul style="list-style-type: none"> • List of late entrants • List of low performing students contacted • List of University Life Activities on Offer • List of students who carry out University Activities • Database of volunteers and stakeholders 	<ul style="list-style-type: none"> ○ Number of University Activities Offered ○ No. participants in university life events ○ No. students participating in clubs and societies ○ Ratio of low-achieving students contacted ○ Ratio of late entrants contacted ○ No. of clubs and associations ○ No. of volunteers

PROCEDURE	RECORDS	INDICATORS
-----------	---------	------------

PGC 8.1 <i>Recruitment and selection</i>	<ul style="list-style-type: none"> • Vacancy File • Candidate Registration • Faculty/School specific registers 	<ul style="list-style-type: none"> ○ Ratio of closed vacancies ○ Open vacancy rate ○ Average number of days to close vacancy ○ Ratios of internally filled vacancies ○ No. new teaching contracts PhD category ○ No. new PhDs in teaching staff
---	---	---

PROCEDURE	RECORDS	INDICATORS
PGC 8.2 <i>Collaboration External Staff</i>	<ul style="list-style-type: none"> • Graduate Degree Timeline • Contractual Documentation • Teaching Allowance 	<ul style="list-style-type: none"> ○ Ratio of external personnel

	INTERNAL QUALITY ASSURANCE SYSTEM MANUAL	EDITION 01
---	---	-------------------

PROCEDURE	RECORDS	INDICATORS
PGC 8.3 <i>Training of Employees</i>	<ul style="list-style-type: none"> • Training Budget • Training Plan 	<ul style="list-style-type: none"> ○ No. of training actions offered ○ Ratio of trained employees

PROCEDURE	RECORDS	INDICATORS
PGC 8.4 <i>Talent Management and Internal Mobility</i>	<ul style="list-style-type: none"> • Annual call for entries for the Teaching Career Plan • Documentation talent identification 	<ul style="list-style-type: none"> ○ Ratio of Management Board positions with identified successor in the short term ○ Ratio of teaching posts that are filled internally ○ Ratio of non-teaching posts that are filled internally ○ Voluntary rotation first year in post

PROCEDURE	RECORDS	INDICATORS
PGC 8.5 <i>Personnel 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 9.1 <i>Student Affairs. Management of Suggestions, Complaints, Claims and Acknowledgements.</i>	<ul style="list-style-type: none"> Student ombudsman report Student Affairs reports Register student portal applications 	<ul style="list-style-type: none"> No. of Suggestions No. of Complaints No. of Complaints No. of Acknowledgements No. applications to the University Ombudsperson's Office received

	INTERNAL QUALITY ASSURANCE SYSTEM MANUAL	EDITION 01
---	---	-------------------

PROCEDURE	RECORDS	INDICATORS
PGC 10.1 <i>Resource and Service Management</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ No. of access sessions to digital resources ○ Number visits made to the Learning, Research and Innovation Resource Centre Library website ○ No. visits to the Learning, Research and Innovation Resource Centre library facilities ○ No. Training sessions held by the Learning, Research and Innovation Resource Centre Library ○ Number attendees at the Learning, Research and Innovation Resource Centre Library Training in Competencies ○ Teacher satisfaction with classroom facilities used for teaching ○ Faculty satisfaction with the facilities of the laboratories, workshops and experimental spaces you used in your teaching

		<ul style="list-style-type: none"> ○ Student satisfaction with 24x7 support provided during the delivery of the Degree ○ Teacher satisfaction with IT support ○ No. of IT incidents handled ○ No. of purchase requests
--	--	--

PROCEDURE	RECORDS	INDICATORS
PGC 10.2 <i>Attention to Diversity</i>	<ul style="list-style-type: none"> • 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 ○ No. of curricular adjustments made. ○ No. of awareness-raising days ○ No. of teachers advised

PROCEDURE	RECORDS	INDICATORS
PGC 11.1 <i>Stakeholder satisfaction</i>	<ul style="list-style-type: none"> • Satisfaction results reports for each stakeholder group • Satisfaction Survey Form • Results Infographics 	<ul style="list-style-type: none"> ○ Response Rate Satisfaction Survey on the Qualification ○ Response Rate Satisfaction with Teachers ○ Response rate in the Assessment Survey on Teaching Activity ○ Response Rate of the Survey on Thesis Supervisors' Satisfaction with their Teaching Activity

	INTERNAL QUALITY ASSURANCE SYSTEM MANUAL	EDITION 01
---	---	-------------------

		<ul style="list-style-type: none"> ○ Alumni Employability Survey response rate ○ Overall satisfaction with the University of the Administration and Services Staff ○ Knowledge of the Quality Policy by Teaching Staff ○ Teachers' knowledge of the Quality System and its processes. ○ Knowledge of the results of satisfaction with your teaching by the teaching staff. ○ Faculty awareness of the results of the surveys of the Degree in which they
--	--	--

PROCEDURE	RECORDS	INDICATORS
------------------	----------------	-------------------

PGC 11.2 <i>Academic Performance</i>	<ul style="list-style-type: none"> Degree/Centre Indicators Sheet 	<ul style="list-style-type: none"> Rate of Return Success Rate Assessment Rate Drop-out rate Graduation Rate Efficiency Rate
---	--	--

PROCEDURE	RECORDS	INDICATORS
PGC 12.1 <i>System Review and Document Control</i>	<ul style="list-style-type: none"> Open Hearing IQAS indicators sheet PGC List Registers Indicators 	<ul style="list-style-type: none"> Modified Procedures Ratio Ratio of Modified Indicators

PROCEDURE	RECORDS	INDICATORS
PGC 12.2 <i>Analysis and Improvement</i>	<ul style="list-style-type: none"> Minutes of the Quality Assurance Committee Minutes of the Centre's Quality Commission Minutes of the Degree Quality Commission-Committee Assessment for Learning (CCT-CEAT) Graduate Degree improvement plan Improvement Plan Centre 	<ul style="list-style-type: none"> Ratio of completed actions of the Centre's improvement plan Ratio of actions in process of the Centre's improvement plan Ratio of unfulfilled actions of the Centre's improvement plan

	INTERNAL QUALITY ASSURANCE SYSTEM MANUAL	EDITION 01
---	---	-------------------

PROCEDURE	RECORDS	INDICATORS
PGC 12.3 <i>and Assessment of Learning</i>	<ul style="list-style-type: none"> • Up to date registration of Graduate qualifications • Interim and final Monitoring Reports (Evaluation Agency). • Interim and final reports on Accreditation Renewal (Evaluation Agency). • Annual Monitoring Report of the Degree (Compliance) 	<ul style="list-style-type: none"> ○ Success Rate of Degrees Re-accreditation of Degrees ○ Success rate of Graduate degrees after verification ○ Success rate of Graduate Degrees after renewal of accreditation ○ Success rate of Graduate qualifications following modification