Universidad Europea

INTERNAL QUALITY ASSURANCE SYSTEM MANUAL

4th EDITION

Universidad Europea de Canarias

MODIFICATIONS COMPARED TO THE PREVIOUS VERSION		
EDITION	**DATE**	**REASON FOR CHANGE**
01	12/02/2013	First issue.
02	31/07/2015	Update of the Manual.
03	15/10/2021	Update of the Manual. Change of name from SGIC to SAIC and MAGIC to MASIC.
04	20/09/2023	Complete revision and simplification of information included in other SAIC documents. Updating of references to these and adaptation to AUDIT International criteria and guidelines.

Approved by:	Approved by:	Approved by:
Director of Quality Assurance Date: 20/09/2023	**Vice Rectorate for Teaching Staff and Research** Date: 20/09/2023	**Rectorate** Date: 20/09/2023

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CHAPTER 0	ABBREVIATIONS AND DEFINITIONS

ABBREVIATIONS

ACCUEE: Canarian Agency for University Quality and Educational Assessment

ANECA: National Agency for University Quality Assessment and Accreditation

ATE: Student Affairs Service

CD: Board of Directors

GC: Academic Council

CT/DD: Degree Coordinator/Head of Department

DU: University Ombudsperson

EHEA: European Higher Education Area

UCCA: Academic Compliance and Quality Assurance Team

UdP: Internships Department

MASIC: Manual of the Internal Quality Assurance System

NET UEC: Virtual Campus of the Universidad Europea de Canarias

OTRI: Office for the Transfer of Research Findings

PGC: Quality Management Procedure

PRL: Occupational Risk Prevention

HR: Human Resources

IR: International Relations

RUCT: Register of Universities, Centres and Degrees

SA: Academic Secretary Service

SAIC/IQAS: Internal Quality Assurance System

SG: General Secretariat

SB: Library service

SIGECA: System for the management of academic grades

SSTT: Technical Services

S&D: Selection and Development

ICTs: Information and Communication Technologies

UEC: Universidad Europea de Canarias

UEM: Universidad Europea de Madrid

UEV: Universidad Europea de Valencia

DEFINITIONS

For the purpose of this quality manual, the terms and definitions contained in these standards are applicable:

- UNE-EN ISO 9000 "Quality management systems - Fundamentals and Vocabulary".
- Glossary included in Annex I of Document 02 AUDIT International Model: Criteria and Guidelines for the Definition and Documentation of Internal Quality Assurance Systems in Higher Education.
- Glossary of Indicator Terms of the Consejo de Universidades
- **Annex** *II/Essential IQAS* Definitions

CHAPTER 1	INTRODUCTION

1.1. OBJECT

The purpose of this Internal Quality Assurance System Manual (MASIC) is to specify the guidelines of its Internal Quality Assurance System (IQAS), which apply to the strategic, key and operational processes of the Universidad Europea de Canarias (UEC) to ensure that the services and Activities developed comply with the legal requirements and the guidelines established by the AUDIT programme of ANECA (Spanish National Agency for Quality Assessment and Accreditation), making the University's Mission a reality, as well as any other requirement established in the IQAS itself.

The requirements of the UEC's SAIC focus both on guaranteeing the conformity of the programmes offered and on achieving and increasing the satisfaction of the different stakeholders through mechanisms aimed at preventing non-conformities and continuous improvement, taking as a reference the requirements established in the UNE-EN ISO 9001: 2015 standard, as well as Document 02 of the International AUDIT Model.

As a whole, the SAIC contemplates the planning of the Training offer, the Assessment and revision of its development, as well as the decision making for the improvement of the Training, fulfilling the "cycle of improvement of the university training" (Guide for the Design of the SAIC of the University Training. AUDIT Programme) which is coherent with the cycle of the continuous improvement PDCA (Plan-Revaluate-Assess-Improve).

1.2. SCOPE

The UEC's SAIC applies to all the Qualifications taught in each of its Centres and for which the University is responsible. Likewise, the system affects all the services and cross-curricular fields of the University, which are necessary to make its mission a reality.

The SAIC contemplates the necessary processes to establish, implement and keep up to date the "University Training improvement cycle" which is coherent with the PDCA (Plan-Realise-Assess-Improve) continuous improvement cycle and which, specifically, in its development includes:

- Determine the policy and objectives underpinning the quality culture at UEC.
- Detect and respond to the needs of the different interest groups through an innovative and student-centred training offer.
- To develop the different Bachelor's Degree, Postgraduate and PhD 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 through the promotion of Training and the development of the necessary Skills to carry out their duties.
- Establish, implement and continuously improve its material and service resource plans to ensure the proper development of its students' learning.
- Analyse the results obtained from the measurement of their processes and products and use the information obtained to make decisions to improve the quality of learning.
- To inform the various stakeholders of the status of its Degrees and programmes.

These guidelines are deployed in the different processes that the CSU has identified, the sequence and interaction of which is shown in **Annex** *III_Process* Map. The Management Board of the UEC 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 these 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 continuously improve in the following areas

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.
- Active, transparent and multilateral 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.

1.3. DOCUMENTATION FOR CONSULTATION

In the preparation of this Manual and the rest of the SAIC documentation, a set of standards, laws and documents have been taken into account, among which the most important are:

- Organic Law 2/2023, of 22 March, on the University System.
- Real Decreto 640/2021, of 27 July, on the creation, recognised and authorisation of universities and university centres, and institutional accreditation of university centres.
- Real Decreto 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.
- Organic Law 3/2018 of 5 December on the Protection of Personal Data and Guarantee of Digital Rights
- 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 data and on the protection of individuals with regard to the processing of personal data. circulation of such data and repealing Directive 95/46/EC (General Data Protection Regulation)
- Documents published by ANECA (Spanish National Agency for Quality Assessment and Accreditation) of the AUDIT, VERIFICA and ACREDITA Programme.
- Documents edited by ANECA (Spanish National Agency for Quality Assessment and Accreditation) for the design and implementation of SAIC in Spanish Universities.
- UNE-EN ISO 9001:2015 Quality Management Systems. Requirements.
- UNE-EN ISO 19011:2018 Guidelines for the audit of management systems
- UNE 66915:2001 Quality management. Training guidelines.
- UNE 66181:2012 Quality management. Quality of online training.
- Documents edited by ACCUEE.
- Internal regulations of the Universidad Europea de Canarias.

For its part, to ensure the correct development of the SAIC, the UEC establishes a set of internal policies, rules and protocols that are applicable to all University staff, unless otherwise specified in the document itself.

In addition, the University's Legal Affairs Department ensures the identification, recording, updating and implementation of legal and other requirements that lead to changes in internal regulations and documentation.

| **CHAPTER 2** | **DESCRIPTION OF THE UNIVERSITY AND STRUCTURE OF THE CENTRES** |

2.1 THE UNIVERSITY

The UEC is a private university recognised by Law 9/2010 of 15 July, recognising the private university "Universidad Europea de Canarias", with its Head office in the Villa de La Orotava, Tenerife, and modified by Law 6/2015 of 26 March, modifying the recognition of the private university "Universidad Europea de Canarias", with its Head office in the Villa de La Orotava, Tenerife, whose primary aim is to contribute to the improvement of higher education by promoting excellence in university education.

The UEC develops an educational model focused on experiential learning that responds to the needs of the professional world and trends in Higher Education. It provides students with an educational experience that allows them to acquire the knowledge, Skills and Competencies that facilitate their maximum employability in a global world, through integrated learning within a holistic vision of professional practice.

This model guarantees a competency profile for the Graduate that is reflected in four dimensions: intellectual, professional, international and ethical-social. The intellectual dimension aims at both the acquisition and the contribution and innovation of knowledge in different areas. The professional dimension meets the demands of society and aims to train professionals capable of responding to the needs of a complex, uncertain, ambiguous and volatile environment. The international dimension aims to provide students with a global vision that allows them to easily adapt to interconnected and multicultural environments, both personal and professional, and to communicate with people from different backgrounds, valuing the full and global impact of their decisions. The social-ethical dimension seeks to train socially and emotionally committed citizens, aware of inequalities and sensitive to diversity and sustainable development.

At present, the UEC has its Head office in the municipality of La Orotava and is initially located in the buildings known as Casa Salazar and Extensión Casa Salazar, situated in the historic centre of the city.

La Orotava is a municipality in the province of Santa Cruz de Tenerife, with a population of about 42,400 inhabitants. The main centre of population is La Orotava or "La Villa", although the rest of the population is widely distributed among numerous outlying villages. The old part of the town was declared a National Monument of Historic and Artistic Interest in 1976. The building known as Casa Salazar is a historic building located in Calle Inocencio García, number 1, at the intersection of the well-known Calle Tomás Zerolo, right in the centre of the town. It was ordered to be built by Tomás Salazar y Cólogan in 1910 by the architect Mariano Estanga, who designed a curious building combining modernist and neo-Gothic styles. It is a two-storey building with a built area of 1,200.47 m² between enclosed areas and covered atriums. It also has a terrace area of 106.72 m².

The Casa Salazar is complemented by 510 m² located just opposite, just 5 m away, increasing its Ability in laboratories and classrooms, which is known as the Extension of the Casa Salazar I and II. The Salazar House and the Salazar House Extension I and II have been refurbished in recent years, coinciding with the introduction of new Degrees at the University.

During the year 2020-2021, the UEC extended its infrastructures by incorporating facilities in the city of Santa Cruz, capital of the island of Tenerife, with the initial provisional authorisation of the Ministry of Education.

Universities, Education, Culture and Sports through the Order of 11 August 2020 (Official Gazette of the Canary Islands no. 172), as well as the definitive authorisation by Order of 2 August 2022 (Official Gazette of the Canary Islands no. 163). These facilities are located at Calle Valentín Sanz, number 27, in the centre of the capital.

All the facilities at the UEC are state-of-the-art and comply with current regulations. Accessibility for people with reduced mobility is guaranteed. The spaces, both in the Casa Salazar de la Orotava and in the building in Santa Cruz, house our classrooms, the teaching staff rooms, administration and services staff, library and laboratories, as well as other auxiliary spaces necessary for the teaching of the Degrees currently in place.

The classrooms in the different facilities of the UEC are designed for small groups and have flexible furniture, easily adaptable to the needs of the new teaching methodologies. All are equipped with electronic whiteboards and have wireless internet connection (available throughout the campus). They also comply with the ratio of 1.5 m² per student required by Royal Decree 640/2021, of 27 July, on the creation, recognised and authorisation of universities and university centres, and institutional accreditation of university centres. Laboratories comply with the ratio of 7 m² per student and those used for research, 15 m² per lecturer or researcher, in accordance with the aforementioned regulations.

IDENTIFICATION DATA

Registered name: Universidad Europea de Canarias S.L.U.

Registered Office: C/ Inocencio García, 1. 38300 La Orotava (Santa Cruz de Tenerife)

C. I. F. (of the UNIVERSITY): Tax Identification Code B57257263

website: www.universidadeuropeadecanarias.es

Phone number: (+34) 922 097 091

2.2 <u>ORGANISATIONAL STRUCTURE</u>

The structure on which the system is based has been approved by the Board of Trustees. The roles, responsibilities and authority of the profiles that comprise it have been defined by the Human Resources Department and approved by the Management Board, and are documented in the university's organisational charts and in the list of job profiles defined by HR.

Likewise, the functions directly related to the SAIC are defined in the different procedures established and documented therein. To ensure communication of the links, whether between Departments, Fields and/or Faculties, both the organisational charts and the existing procedures, as well as any other document included in the scope of the University's SAIC, are permanently available on the University's intranet. The organisational scheme of the UEC is deployed from the management team and the bodies responsible for the different teaching and non-teaching Fields, ensuring 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 manner.

2.2.1 UNIVERSITY GOVERNING BODIES

In accordance with the provisions of the Rules of Organisation and Functioning of the UEC, approved by the Autonomous Community of the Canary Islands, by virtue of Decree 95/2021 of 30 September (BOC Nº 211, Wednesday 13 October 2021), the direction, supervision and management of the university corresponds to

to the Academic Council.

Board of Directors

The Governing Board is the supreme collegiate body of representation and governance of the UEC and, as such, exercises all the functions inherent to this status, in accordance with articles 12 and 13 of the Rules of Organisation and Functioning of the UEC approved by Decree 95/2021.

The Management Board acts as befits the management of any organisation committed to the establishment, development, review and improvement of an Internal Quality Assurance System, establishing and leading the development and implementation of the UEC Quality Policy.

Academic Council

The Academic Council is the ordinary collegial governing body of the UEC. Within its sphere of competence, its decisions shall be binding on any other single-person or collegiate body of the University. The composition and Competencies of the Academic Council are regulated in Articles 22 and 23 of the Rules of Organisation and Functioning of the UEC.

Academic Council

The Academic Council, whose main competences include the promotion and coordination of the development of the Syllabus and the teaching methodology, is regulated in the UEC Organisation and Operation Regulations, and its composition and competences are defined in articles 24 and 25 of these regulations.

2.2.2 ADVISORY BODIES AND THE UNIVERSITY OMBUDSPERSON'S OFFICE

Advisory Council

The Advisory Council is the body that helps the UEC to respond to the real development needs of society, channelling and promoting the awareness of the various social sectors in order to guarantee and satisfy the best means of achieving its goals. It is made up of relevant external members from the economic, professional, scientific and cultural spheres of society, who are appointed by the University's Board of Trustees. The Competencies of the Advisory Council are regulated in Article 44 of the UEC's Rules of Organisation and Operation.

Academic Advisory Board

The Academic Advisory Council is the main scientific advisory body of the University and transmits to the latter the needs that society demands at any given time, with a concern aimed at the creation of new qualifications or special orientation of teaching. It may draw up studies or reports on its own initiative or at the request of the Governing Council, and may undertake all those procedures necessary for the best fulfilment of the Council's aims. Its Competencies and composition are regulated in articles 45 and 46 of the UEC Organisational and Operational Regulations.

University Ombudsperson's Office

The figure of the University Ombudsman is responsible for safeguarding and protecting the rights and freedoms of students in the actions of the different bodies and services of the University, as defined in the University Ombudsman Regulations of the University and regulated in Organic Law 2/2023, of 22 March, on the University System. The requirements applicable to their appointment to the UEC, the issuing of reports and others are regulated in articles 47 to 50 of the University Organisation and Operation Regulations.

2.2.3. TEACHING AND NON-TEACHING SUPPORT FIELDS

The UEC ensures that staff whose work affects the quality of education are competent in terms of Training, appropriate Skills and experience. It also oversees that the motivation, Training, Assessment and promotion of the university's staff is sufficient to provide satisfactory academic training and services to the student body.

Teaching Field

At present there are different Faculties/Schools with corresponding Vice-Deans, as well as Academic Coordinators/Directors and Online Programme Assistants. Teaching staff report to the Heads of Department.
The Vice-Deans of the UEC are responsible for the Management Board and planning of the Centres, in accordance with the University's strategy and the deployment of Training and applying criteria of quality and excellence. Together with the Bachelor's Degree Coordinators and Postgraduate Directors, they lead the growth and ensure the continuous improvement of their areas of responsibility, for which they participate in the generation of new products, the continuous improvement of existing ones and the link with the professional sectors of reference.

The Head of Department manages the human and material resources of their Department, coordinates the activities and tasks of the professors with those of other teaching and non-teaching departments, guarantees the quality of university teaching and promotes the necessary improvement actions to make the qualification of the Faculty/School to which they are attached highly competitive.

The Bachelor's Degree Coordinators and Postgraduate Directors are responsible for the deployment of the training programmes in accordance with the principles of quality and continuous improvement.

Online Programme Assistants carry out the operational (logistical and quality) management of the assigned online programmes to ensure the smooth running of the programmes and contribute to a high level of student satisfaction.

Teaching staff are the foremost experts in the Field in which they teach and are the primary reference for students. Teachers are invited to the meetings of the different horizontal and vertical coordination bodies, as established in the SAIC procedure on Measurement, Accountability, Analysis and Improvement (PGC 12.2).

Non-teaching Field of teaching support

The main mission of the non-teaching Field is to support the teaching and learning process of the UEC in each of its areas of action. The people in charge of the different areas contribute to the proper functioning and continuous improvement of the Faculty/School in terms of academic logistics and coordination of the processes that affect students and teaching staff in their area of responsibility.
The SJU determines the Competencies required for the performance of the duties of non-teaching staff by documenting them in the job profiles and ensuring that staff meet the Competencies expected of them, through the training and experience records accompanying their background. Competencies related to the implementation and development of the SAIC are specified in the various existing documented procedures.

2.3 STRUCTURE OF THE INTERNAL QUALITY ASSURANCE SYSTEM

To ensure the implementation of the UEC's Quality Management System, the following coordination and accountability mechanisms are in place at different levels, regulated in a manner

detailed in PGC 12.2 Measurement, Accountability, Analysis and Improvement:

- **Quality Assurance Committee (QAC):** cross-curricular body of the University, which leads the tasks of planning, monitoring SAIC, including the establishment and review of the implementation of the UEC's policy, objectives, plans, programmes and achievements in the subject of quality.

- **Faculty/School Board: a** coordination meeting at the level of the centre that serves as a link to align the issues affecting the Degrees with the decisions taken at higher levels in the University, as well as to transfer the strategy established for the UEC to the Degrees.

- **Degree Quality Commissions-Learning Assessment Committee (CCT-CEAT):** meetings held at the beginning and end of each year with the main objective of sharing and analysing certain information among those attending, so that the Degree is reviewed in terms of its design, organisation, development, objectives, coordination mechanisms, assessment, learning outcomes and in general the alignment of the Syllabus with the institutional strategy and the needs of society, guaranteeing a manageable workload for the student and the search to satisfy their needs and expectations. The ultimate aim of this Commission review is, therefore, the improvement of the Degree in question.

- **Centre Quality Committee (CCC):** meets to review and analyse, by the different interest groups associated with a specific Faculty/School (centre), including both representatives of the centre in question and of the cross-curricular fields of the University, all relevant information derived from the period under review, which due to its high relevance or multidisciplinary nature allows for the detection of areas for improvement that affect the centre, as well as the monitoring of actions carried out.

CHAPTER 3	INTERNAL QUALITY ASSURANCE SYSTEM MANUAL (MASIC)

This manual (MASIC) is the framework document of the UEC's Internal Quality Assurance System. It is structured in 3 blocks and 14 chapters. The first of the blocks serves as an introduction to the University's IQAS and the documentary control processes, while the second develops the different operational and other support elements that affect the IQAS in accordance with the AUDIT International programme. The last section explains the methodology used by the UEC for the control and analysis of results and the taking of measures towards the continuous improvement of the training offer and the organisation itself.

AUDIT International Programme	Chapter MASIC NO.
1. QUALITY POLICY AND OBJECTIVES	
The centre must consolidate a quality culture supported by a quality policy and objectives that are known and publicly accessible, as a commitment to meeting the expectations of its stakeholders and t o continuous improvement.	5
2. TEACHING DEVELOPMENT AND OTHER STUDENT-ORIENTED ACTIONS	
The Centre must create, maintain and renew its training offer, developing methodologies for the design, approval, implementation, control and periodic review of the programmes.	6
3. ORIENTATION OF TEACHING TO STUDENTS	
The Centre must promote student learning and their access to the rules that regulate all phases of the training process, from their admission, acquisition of Competencies and Skills, to certification of the	7

Acquired learning outcomes.	
4. ACADEMIC/RESEARCH AND TEACHING SUPPORT STAFF	
The University must ensure that the access, management, development and training of its academic/research and teaching support staff is carried out with due guarantees so that they can fulfil their functions.	8
5. RESOURCES AND SERVICES	
The University/Centre must design, manage and improve support services for students, as well as the human and material resources necessary to facilitate the proper development of their learning.	9
6. R&D&I AND KNOWLEDGE TRANSFER	
The HEI/Centre should promote and develop research in accordance with the type of institution, the profile of its Degrees and the social context in which it is inserted, so that its results can be used by society.	10
7. LINKING WITH THE ENVIRONMENT	
The HEI/Centre should develop University Extension and outreach activities, in accordance with the type of institution, the profile of its qualifications, and relevant to the demands of society.	11
8. EXTERNAL DIMENSION OF THE IES	
The HEI/Centre must implement strategies to achieve in the medium term an academic and scientific reputation in its regional and national environment, as well as an international dimension to its activities.	11
9. PUBLICATION OF INFORMATION ON THE DEVELOPMENT OF ACTIVITIES AND PROGRAMMES	
The HEI/Centre should publish reliable, up-to-date and accessible information on the activities carried out in the HEI/Centre, as well as on the training programmes offered and their results.	12
10. MAINTENANCE AND UPDATING OF THE SAIC	
The HEI/Centre should design and implement an IQAS that effectively supports the achievement and continuous improvement of its results, and enables its external assessment on a regular basis.	13 y 14

Through this document, the UEC demonstrates its commitment to provide the means to guarantee the quality of the Degrees offered and responds to the need for compliance and continuous improvement of the expectations demanded by its stakeholders.

Alongside the MASIC, a number of SAIC documents are developed and referred to throughout this document, whose relationship to the AUDIT International Programme guidelines and criteria are shown in **Annex** *I/List of procedures and cross-references*.

The MASIC is available to all stakeholders through the University's website. Likewise, these groups participate in its review and improvement, together with the rest of the SAIC documents, as described in the procedure PGC 11.1 *Review of the SAIC and control of documents and records*.

CHAPTER 4	**SYSTEM DOCUMENTATION**

4.1 GENERAL

The UEC is aware that, in order to maintain and develop an IQAS, it is necessary to standardise those procedures and instructions that have a direct influence on the quality of t h e products and services offered and to document them to the relevant level of detail. In the UEC, these are subject to the documentation control established in the IQAS:

- • Quality Policy.
- • Internal Quality Assurance Manual (IQAM).
- • Procedures and Working Instructions of the SAIC.
- • Academic guidelines (Syllabus).
- • Applicable internal and external regulations.
- • Complementary documentation considered relevant.

4.2 DOCUMENT CONTROL

The SJU has defined in the procedure PGC 11.1 *Review of the IAS and control of documents and records* how to carry out documentary control, including guidelines for:

a) Develop, review and approve the SAIC documents for adequacy prior to issuance, so that they accurately and up to date describe the processes carried out in the SJU.

b) Modify the IAS documentation ensuring that changes and current revision status are identified.

c) Ensure that the relevant versions of applicable documents are available at the points of use.

d) Ensure that documents remain legible, protected, retrievable and easily identifiable.

e) Ensure that documents of external origin are identified and their distribution controlled.

f) Prevent unintended use of obsolete documents and apply appropriate identification to them in case they are kept for any reason.

4.3 RECORD KEEPING

From the IQAS documents and as described therein, a series of records or evidence is generated as a result of their application and implementation. When it is considered necessary for the effective operation of the IQAS, formats will be developed to collect the information generated by the system that needs to be filed as evidence of compliance with the requirements established by the system itself.

The SJU has defined in the procedure PGC 11.1 *IAS Review and Control of Documents and Records,* the treatment to be given to established records, so that they remain legible, easily identifiable and retrievable. It also includes the necessary controls for identification, storage, protection, retrieval, retention time and disposition.

CHAPTER 5	**QUALITY POLICY AND OBJECTIVES**

5.1 STRATEGY

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

Values

Collaborative. We retain the hallmarks of our entrepreneurial spirit: we are purposeful and bold, and we put the student first. We collaborate and work together to implement best practices in our institution.

International. We have a global vocation and reach while retaining deep local roots. We offer international resources to support and strengthen local education. We are an inclusive, multicultural organisation that values diversity and respects all points of view and cultural traits.

Analytical. Through rigorous self-assessment, we constantly seek to expand our information and knowledge to improve our performance. This reflective approach, based on data analysis, distinguishes us as an institution.

Trustworthy. If we are to be "here for good", we must earn the trust of our students and their families, employers and the communities in which we operate. At all levels of our organisation, we hold ourselves to the highest standards, act with integrity and take responsibility for our actions.

Bold. We are entrepreneurial, willing to act boldly and take calculated risks while our decisions are based on rational and thoughtful planning. We move quickly to seize opportunities and bring about positive change to enrich the experience of our learners. We seek new ways to enhance borderless learning and transform the traditional educational model. We are innovation-minded and provide members of the university community with the opportunity to challenge the status quo. We apply creative approaches in education and in business. We never stop exploring new approaches, new technologies, new business models and new theories. We are leaders, not followers.

Accountability. Taking responsibility for learner outcomes is the cornerstone of the revolution we are bringing about in the subject of education. We focus on learners and employers to tailor our programmes to their needs. We strive to maintain high retention, Graduation and employability rates, so that our students enter the marketplace with a positive social impact.

5.2 MANAGEMENT BOARD COMMITMENT

The University Governing Bodies of the UEC are aware of the importance of educational quality management, of the evidence and commitment involved in the development and implementation of SAIC and of continuous improvement. For this reason, it has established a series of principles that are reflected in its Quality Policy, for the activities included in the scope of the SAIC.

It also undertakes to carry out reviews of the IQAS and to ensure that the necessary resources are available to ensure that the quality objectives are met.

All this reinforces the quality assurance and continuous improvement of the Degrees offered, facilitating the accreditation process and placing the UEC in a favourable position in terms of competitiveness with other universities in the region.

These principles are communicated to all its staff, as the people whose functions are related to the system's processes are involved in carrying out the activities associated with the IAS. Thus, each of them is responsible for the implementation, in their specific field of activity, of the system presented in this MASIC.

Therefore, the UEC Board of Trustees requires all persons in the university to a c t diligently and carefully, so that there is no deterioration in the specified quality of the services it provides, partially or totally affecting the system in place.

5.3 POLICY

The University Governing Bodies of the UEC are aware of the importance of determining a frame of reference that frames the SAIC, allowing it to establish its objectives focused on the mission, vision and values that the UEC understands as its own.

The commitment to the quality of university education offered by the UEC to its users and stakeholders is reflected in its Quality Policy, in the objectives that are deployed from it and, by extension, to the entire system in place.

This public and written statement is based on four pillars:
- The satisfaction of its stakeholders.
- The commitment to comply with the applicable regulations and requirements.
- Continuous improvement of the effectiveness of the SAIC.
- The guidelines of its Strategic Plan.

The Policy and objectives are applied to all the Degrees implemented at the University and for which it is responsible, but also reach the rest of the services necessary for the development of the same, forming a global framework on which the rest of the SAIC is developed. Thus, the SAIC is configured as a system made up of different elements (bodies, procedures, processes, indicators, records, etc.) that enable the policy to be deployed in the institution and in the associated activities.

The University's Quality Policy is disseminated to all members of the University, through

different channels to ensure that it is understood by all of them and is published on the University's website. It is also expected that they feel that they share the principles set out in it and are motivated to include them in their objectives in the organisation.

For the establishment and revision of the Quality Policy, the opinion of the following stakeholders in particular is taken into account:
- Students
- Faculty
- Support Staff and Services
- Alumni
- Employers
- Society at large

The participation and decision-making mechanisms involved in the definition, implementation, review and improvement of the Quality Policy are set out in the procedure PGC 11.1 *Review of the QAS and Control of documents and records*. The channels of participation in the design, implementation and maintenance of the Policy and the whole of the QAIS of the QAU are described in this procedure, as well as in PGC 12.2 Measurement, Accountability, Analysis and Improvement.

As explained in the PGC 2.1 *Public Information* procedure, this information is made available to the general public and remains accessible to all stakeholders.

5.4 OBJECTIVES AND PLANNING

The University Governing Bodies of the UEC determine a set of objectives for the quality of the service offered, deploying them through its processes, so that, by achieving them, the satisfaction of all stakeholders associated with the university's higher education is increased and the effectiveness of SAIC is continuously improved.

In order for the Quality Policy to be deployed, it is necessary to specify its guidelines in measurable objectives, as described in the procedure PGC 1.1 *Definition of quality objectives and strategic planning*.

Similarly, in the event of a new service to be provided, changes in processes or the incorporation of new facilities, the persons designated by the University Governing Bodies shall carry out the necessary studies to verify the Ability of the material and human resources, as well as that of the system itself, to ensure that the changes do not affect the integrity of the system, proceeding, where appropriate, as explained in PGC 10.1 *Management of resources and services.*

In the case of the implementation and accreditation of Concurrent Bachelor's Degree and Master's Degree studies, the actions described in the procedures associated with the design and development of training programmes, PGC, will be taken.
4.1 *Design of the Training Offer* and PGC 4.2 *Development of the Teaching*.

CHAPTER 6	QUALITY ASSURANCE OF TRAINING PROGRAMMES

In order to ensure the quality of the training programmes and associated services, the UEC establishes the necessary procedures in this respect, taking into account the requirements and expectations that students and other stakeholders seek in the Bachelor's Degree and Postgraduate programmes, deploying the necessary resources to achieve this, from the review, verification and validation of their designs, to the measurement of results and the coordination of actions in response to the improvement needs detected.

As effective programme management is essential for quality supply and service delivery, the UEC ensures, through various procedures:

❧ The design, approval, planning, development and periodical review of the Degrees, their objectives and associated competencies, as well as their eventual termination, determining the responsible bodies and
the stakeholders involved (PGC 4.1 *Design of the Course Offering;* PGC 4.2 *Teaching Development;* PGC 7.1 *Assessment of Learning;* PGC 5.2 *Academic externships and* PGC 1.2 *Life Cycle of University Education*). The latter, together with PGC 4.1 *Design of the Training Offer*, allow the objectives of the Syllabus to be aligned with the institutional strategy and the needs of society, establishing an acceptable workload for the student, and seeking to satisfy their needs and expectations.

❧ The collection and analysis of information, including from the national and international environment, through appropriate methodologies, to assess the health of its programmes and the potential for
need to update or renew them (PGC 12.2 *Measurement, Accountability, Analysis and Improvement).*

❧ The necessary systematics to implement improvements in both its processes and its qualifications (PGC 12.2 *Measurement, Accountability, Analysis and Improvement).*

❧ The definition of the criteria for the eventual suspension of the Degree (PGC 1.2 *Life Cycle of University Degrees*).

❧ The methods used to account to stakeholders for the design, organisation, development, review and improvement of training programmes (PGC 12.2 *Measurement, Accountability and Accountability* (PGC 12.2)).
analysis and improvement).

As a result of this organisation, the UEC obtains a vision of its current situation in terms of its training offer and the trend it is following, which allows it to adapt to the reality that the market demands.

CHAPTER 7	ORIENTATION OF TEACHING TO STUDENTS

The UEC establishes the necessary procedures so that, once the characteristics of the programmes to be taught and the methodologies with which to carry them out have been defined, the orientation of its teaching towards the achievement of learning in higher education appropriate to the expectations of students and society is ensured. To this end:

❧ It has a system for obtaining, assessing and using information on the support and guidance needs of students, according to their diversity and in order to design, implement and
establish improvement actions in the subject of:

- Support and guidance to students on the development of their studies (PGC 5.3 *Educational Guidance and Diversity;* PGC 9.1 *Student Affairs).*

- Recruitment, access, admission (including balancing and levelling of the required and provided entry profile) and Enrolment of students and recognition of grades, credits or previous qualifications (PGC 4.1 *Design of the Learning Offer;* PGC 3.1 *Selection, Admission and Credit Recognition).*

- Complaints, complaints and suggestions or compliments (PGC 9.1 *Student Affairs).*

- Teaching planning and coordination (PGC 4.2 *Teaching Development).*

- Development of teaching and learning with a view to the integral training of the student (PGC 4.2 *Development of Teaching*; PGC 5.2 *Academic externships;* PGC 5.5 *University Life Activities*).

- Assessment of Learning and Competencies (PGC 7.1 *Assessment of Learning*)

- Academic externships, student and faculty mobility (PGC 5.2) *Academic Externships*; PGC 5.1 *International Mobility*)

- Career Guidance (PGC 5.4 *Entrepreneurship and Employability;* PGC 9.1 *Student Affairs)*

❧ Organises and establishes various events and channels of liaison with Alumni, as well as taking into consideration their opinion in the analysis of information for improvement and decision making. (PGC 12.2 *Measurement, Accountability, Analysis and Improvement*)

❧ Determines the sequence of actions that guarantee decision making in the processes related to Student Affairs (PGC 9.1 *Student Affairs*) and their learning (PGC 9.1 *Student Affairs*).
4.1 *Design of the Training Offer;* PGC 4.2 *Teaching Development*; PGC 5.1 *International Mobility*; PGC 5.2 *Academic Externships*; PGC 5.3 *Educational Guidance and Diversity*; PGC 5.4 *International Mobility*; PGC 5.4 International Mobility; PGC 5.5 International Mobility; PGC 5.5 International Mobility; PGC 5.5 *International Mobility*; PGC 5.2 *Academic Externships*; PGC 5.3 *Educational Guidance and Diversity*; PGC 5.4 *Entrepreneurship and Employability*; PGC 5.5 *University Life Activities*; PGC 7.1 *Assessment of Learning*)

❧ It establishes mechanisms that regulate the guidelines that affect the student body: regulations (exams, sanctions, requests for certifications, validations, etc.), rules of use (of facilities), calendars, schedules, timetables and benefits offered by the UEC, as well as their dissemination (PGC 4.2 *Education Development*; PGC 2.1 *Public Information*).

❧ It regulates the processes to promote student learning and their access to the rules governing all phases of their Training, from Admission, acquisition of Competencies and Skills, to the certification of acquired Learning outcomes (PGC 3.1 *Selection, Admission and Credit Recognition*; PGC 2.1 *Public Information;* PGC 12.2 *Measurement, Accountability, Analysis and Improvement*)

❧ It establishes the Methodological used to control these processes, assess their current state and determine the improvement actions in relation to the student body, derived from the reviews. (PGC 12.2 *Measurement, Accountability, Analysis and Improvement).*

❧ It defines how stakeholders are involved in the design and development of the processes and the channels used to hold them accountable for the results achieved. (PGC 2.1 *Reporting Public;* PGC 12.2 *Measurement, Accountability, Analysis and Improvement*).

The UEC pays special attention to the human team that works in the organisation and that constitutes one of the main axes to guarantee the excellence of the Training offered and the services provided, becoming the main ally to achieve an efficient organisation and to reach the objectives with regard to the integral training of the students.

It therefore establishes all the necessary processes in terms of access, management, development and training of its academic/research and teaching support staff. The experience, Skills and Competencies of the staff determine the achievement of the organisation's objectives, so the Human Resources policy focuses on attracting, developing and retaining the people who work at the institution.

A series of documented procedures are established for the management of the UEC's human resources:

꩜ Establish a personnel policy, with the participation of stakeholders, especially faculty and teaching support staff, and define the system that allows it to monitor, review and revise the personnel policy. and continuously improve its adequacy (including its linkage to the Strategic Plan) and that of all actions carried out accordingly (PGC 1.3 *Human Resources Policy Management)*.

꩜ To collect and assess information on academic/research staffing needs, in accordance with the institution's staffing policy and the official regulations in force. Also, to ensure that teaching assignments are made taking into account the characteristics of the courses and the experience and Ability of the teaching staff (PGC 8.1 *Recruitment and Selection*).

꩜ To have the means to collect and analyse information on the Competencies and current performance of its academic/research staff in order to improve access processes, (PGC 8.5 *Personal Performance Management*; PGC 8.4 *Talent Management and Internal Mobility*; PGC 8.3 *Staff Training*; PGC 8.1 *Recruitment and Selection;* PGC 12.2 *Measurement, Accountability, Analysis and Improvement*).

꩜ To have mechanisms in place to enable its academic/research and teaching support staff to strengthen the link between teaching and research, as well as to access new teaching methods. and learning, Assessment and use of new technologies (PGC 8.3 *Training of staff*; PGC 6.1 *Research*).

꩜ Define, review and continuously improve the institutional policy and actions related to its academic/research and teaching support staff (PGC 1.3 *Management of Academic/Research* and Teaching Support *Policy*). *Human Resources)*.

꩜ Be accountable for the results of the implementation of its teaching and research staff policy and actions (PGC 12.2 *Measurement, accountability, analysis and improvement*).

By means of the records generated as evidence of the processes described above, the European University of the Canary Islands ensures that all its staff meet the necessary Training, Skill and experience criteria to provide quality training programmes and provide service in accordance with the requirements established by the stakeholders.

Likewise, the European University of the Canary Islands ensures staff awareness of the influence of its activities on the achievement of objectives, making them aware of this through the systems established for internal communication (PGC 2.1 *Public information*).

CHAPTER 9		RESOURCE MANAGEMENT AND SERVICES

The European University of the Canary Islands deploys the necessary processes to ensure the adequacy and availability of the relevant human and material resources to carry out its activities and, in particular, to facilitate the appropriate development of student learning.

As a whole, for all facilities and equipment, the European University of the Canary Islands establishes a series of procedures for:

- To have a system in place for the definition, regular review and continuous improvement of the institutional policy and actions related to administrative and service staff, ensuring that it Qualification and Competencies development (PGC 1.3 *Human Resources Policy Management;* PGC 8.3 *Staff Training).*

- Channelling channels for stakeholder participation in the management of material resources and the provision of services (ERP 10.1 *Resource and service management*; ERP 12.2 *Measurement, reporting and accountability*).
  analysis and improvement).

- Obtain, assess and use information for the provision of material and non-material resources and support and guidance services, adapted to the type of teaching provided and to diversity (PGC 10.1 *Management of resources and services*; PGC 10.2 *Allocation of spaces and materials;* PGC 5.3 *Educational guidance and diversity;* PGC 12.2 *Measurement, accountability, analysis and improvement;* PGC 12.1 *Stakeholder satisfaction;* PGC 9.1 *Student Affairs*).

- Regulating and ensuring decision-making processes related to material resources and services (ERP 10.1 *Resource and service management;* ERP 12.2 *Measurement, accountability, analysis and reporting;* ERP 12.3 *Measurement, accountability, analysis and reporting;* ERP 12.3 *Measurement, accountability, analysis and reporting;* ERP 12.3 *Measurement, accountability, analysis and reporting).* *improvement).*

- To guarantee the adequacy, maintenance, updating and improvement of the support and welfare resources and services offered by the University, as well as their accessibility and use by the different groups of users (PGC 10.1 *Management of resources and services;* PGC 5.3 *Educational guidance and diversity;* PGC 12.2 *Measurement, accountability, analysis and improvement*).

- To be accountable for the adequacy, level of use and degree of user satisfaction with the resources and services made available to them (PGC 12.2 *Measurement, accountability, analysis and improvement*).

All classrooms, study and meeting areas, laboratories, practice spaces, workstations and all equipment are kept clean and tidy. Likewise, those workstations that require special infrastructure and environmental characteristics to ensure compliance with the requirements are fitted out to maintain the suitability of the service provided, as stated in the job profile lists (HR).

CHAPTER 10		R&D&I AND KNOWLEDGE TRANSFER

The European University of the Canary Islands promotes and develops research in line with the profile of its students.

Degrees, to the institution itself and to the social context in which it is located, so that its results can be used by society in general.

The Research Unit and the University's Office for the Transfer of Research Results are responsible for defining, monitoring and executing the policies, objectives and actions to be carried out in the subject of R&D&I and transfer of results. Thus, the necessary procedures are established for:

❧ Stakeholder involvement in decision-making (PGC 12.2 *Measurement, Accountability, Analysis and Improvement;* PGC 6.1 *Research).*

❧ Regulating and ensuring decision-making with regard to the approval and execution of R&D&I projects and assessing these and their results (PGC 6.1 *Research).*

❧ Transferring R&D&I results to the different social agents, as well as assessing their impact, influence and visibility (PGC 2.1 *Public Information;* PGC 12.2 *Measurement, accountability, analysis, etc.*) *and Improvement;* PGC 6.1 *Research;* PGC 12.1 *Stakeholder Satisfaction;* PGC 9.1 *Student Affairs).*

❧ To implement the improvements derived from the periodic review of the policies, actions and results in the subject and lines of R&D&I, as well as to be accountable for the results of its R&D&I activities. and knowledge transfer (PGC 12.2 *Measurement, Accountability, Analysis and Improvement).*

CHAPTER 11	LINKAGE WITH THE ENVIRONMENT AND EXTERNAL DIMENSION

11.1 LINKING WITH THE ENVIRONMENT

The European University of the Canary Islands promotes a planned, systematic and sustained interaction with entities in the social, economic and territorial environment. This link with the environment favours the development of relevant projects for the welfare of the community, which also have a favourable impact on the Training of its students or the professional practice of its Alumni. Thus, the University develops University Extension and social projection actions, in accordance with the profile of its Degrees and the institution itself, and relevant to the demands of Society.

The Pro-Vice-Chancellor's Office of the Pro-Vice-Chancellor for Students and University Life leads the approach of the policies and objectives of the outreach and social projection actions, with the support of the Pro-Vice-Chancellor for Teaching Staff and Research. At the European University we firmly believe in the importance of education in people's lives and in the progress of societies, which is why we are firmly committed to the communities where we are present in order to have a positive impact on them. Furthermore, we assume the mission of helping our entire University Community (students, alumni, teachers and professionals that make up our institution) to develop Competencies that will enable them to become generators of social change.

Universidad Europea has an Environmental Management System implemented on the basis of the ISO 14001 standard and which includes all the procedures to guarantee the maintenance and continuous improvement of this management. It is a structured system, integrated into the general management activity of the organisation, which covers all aspects that have an impact on environmental protection: measures to prevent pollution and reduce environmental impacts, waste reduction and efficient use of resources or periodic review of the environmental objectives set, among others.

others.

Throughout the year, the University carries out different social awareness campaigns, including actions to collect clothes, food, hygiene products, etc., as well as carrying out certain actions to raise awareness of certain illnesses or disadvantaged groups, and other activities aimed at raising funds for specific social projects.

On the other hand, through its Foundation, the European University has been organising the Young Social Entrepreneurs Awards since 2008, which, in addition to the associated economic amount, provide the winners with the combination of three Core factors that are essential for making a social entrepreneurial venture sustainable and achieving long-term benefits: Training, the support of a network and the visibility of the initiative.

On the occasion of the celebration of the 10th anniversary of the Young Social Entrepreneurs Awards, the European University Foundation produced the documentary "Inspired. Small stories that change everything", whose central theme is the daily reality of three projects born from the JES Programme and which have won awards in previous editions. This is the first documentary film on social entrepreneurship carried out by a university in Spain.

The European University's commitment to the comprehensive Training of its students, with the aim of building a more equitable society for the benefit of the common good, is materialised through curricular sustainability. Our institution integrates Training in values and sustainability in the study programmes of all its Bachelor's Degrees, not as independent subjects, but in a cross-curricular way. The aim is to train global professionals who are aware and able to understand how their activity interacts with society and thus apply their knowledge in accordance with ethical and deontological principles, in order to redirect society towards more sustainable development.

The Universidad Europea offers students, employees, teachers and Alumni volunteering opportunities with different NGOs that meet the requirements of quality and commitment with which we work, in the different places where our university is present. The European University Foundation also implements international cooperation micro-projects where both professors and students collaborate with NGOs and associations in developing countries on specific projects related to their Field of study or knowledge.

Within the framework of the IAS, the necessary procedures are in place to:

❧ Ensure the availability and adequacy of resources to carry out all these actions (PGC 10.1 *Management of resources and services;* PGC 5.5 *University Life Activities).*

❧ Ensure that social outreach actions are disseminated and communicated to the entire university community and other stakeholders (PGC 2.1 *Public Information;* PGC 5.5 *Life Activities*). *University*; PGC 12.2 *Measurement, Accountability, Analysis and Improvement).*

❧ Implement improvements derived from the measurement and periodic analysis of the results and impact of outreach and social projection actions and report on them (PGC 12.2 *Measurement, reporting and* accountability) *analysis and improvement).*

11.2 <u>EXTERNAL DIMENSION</u>

The University also applies strategies to achieve an academic and scientific reputation in its regional and national environment, as well as an international dimension to its activities. Thus, there is a Field of strategic marketing and social networks and events, a Field of marketing, operations and business development and a Field of international business development, which are responsible for the definition, monitoring and development of the university's activities.

implementation of the regional, national and international outreach strategy of its activities.

For its part, the International Mobility Office in the Canary Islands carries out activities to internationalise the University, such as organising events to promote multiculturalism, attending conferences and congresses, among others.

Overall, the European University of the Canary Islands has established the necessary procedures and mechanisms for:

❧ Include among its objectives the contribution to the development of national or international policies on education, science and development and innovation, through its teaching, research, training and training activities.
and outreach and establish the channels for stakeholder participation in the above processes (PGC 1.1 Definition of quality objectives and strategic planning; PGC 12.2 *Measurement, accountability, analysis and improvement).*

❧ The identification and coordination of all the activities of the different Centres and Departments that project the University at regional, national or international level and insert them in the sectors
This is achieved through the bodies responsible for the established organisational structure, with the special support of the aforementioned Marketing Fields, in addition to the coordination mechanisms defined in PGC 12.2 *Measurement, Accountability, Analysis and Improvement.*

❧ Collaboration and integration in national or international networks, aimed at developing external activities and creating synergies in the achievement of objectives in line with its mission, vision and/or values.
institutional bodies, through the bodies indicated in the previous point.

❧ Implement improvements derived from the measurement and analysis of the results achieved, in terms of their external dimension in the regional, national or international framework and be accountable for the results of
the activities carried out (PGC 12.2 *Measurement, Accountability, Analysis and Improvement).*

CHAPTER 12	INFORMATION AND COMMUNICATION WITH STAKEHOLDERS

In order to ensure that the communication processes within the European University of the Canary Islands are appropriate and effective, the university establishes and uses different means of communication and publication of information related to the development of its activities and programmes.

12.1 COMMUNICATION

In order to make the documentation of the Internal Quality Assurance System (SAIC) available to University staff, both teaching and non-teaching, it is published on the Intranet, in the Quality area for which the Quality Assurance Team and Academic Compliance Unit is responsible. This space is reviewed periodically by the person in charge of the Quality Assurance Team and Academic Compliance Unit, in order to ensure its continuous adaptation and, in any case, after the reviews carried out to the SAIC in accordance with the provisions of the procedure PGC 11.1 *Review of the SAIC and Control of documents and records*.

Other information of interest will be made available to staff on the Quality Assurance Team website as it becomes available throughout the year. Thus, there is a link to the application on satisfaction with the teaching staff, where each teacher can consult the results of their evaluations.

In addition, the people in charge of the Faculties/Schools, as well as those responsible for non-teaching bodies and representatives of existing interest groups, are informed about the evolution and results of the monitoring of the system and its objectives through the meetings of the Quality Assurance Committee, Centre Quality Committees or Degree Quality Commissions developed (PGC 12.2 *Measurement, accountability, analysis and improvement*), internal communications, e-mail, access to data management tools, other informative meetings, etc.

Procedure PGC 2.1 *Public Information* sets out in detail the channels of communication and transmission of information relevant to the quality of the programmes offered and the conformity of the associated processes.

12.2 <u>PUBLIC INFORMATION</u>

The European University of the Canary Islands establishes the necessary mechanisms to guarantee the transmission, in a reliable, updated and accessible way, to the different interest groups, of all the information related to the main results of the processes included in the scope of its SAIC, as well as the programmes offered by the University and their results.

To this end, the University establishes the necessary procedures in order to:

❧ Obtain information on the development and results of the programmes delivered, as well as on other activities related to the fulfilment of the AUDIT International Model criteria, as follows set out in this Manual and in the University's set of SAIC procedures.

❧ Regulating and ensuring decision-making processes related to the publication o f current and reliable information on the programmes offered and other activities carried out.
(PGC 2.1 *Public information*).

❧ Reporting in an understandable way to s t a k e h o l d e r s , including the different levels of t h e University's organisational structure (PGC 2.1 *Public information;* PGC 12.2 *Measurement, reporting and accountability*).
The auditors should be able to provide information (e.g., on the following points, at least, on all the points indicated in guideline 9.3 of the AUDIT International Model and which include:
- Training offer
- Degree objectives, Syllabus and course guides
- Learning outcomes achieved by the Alumni
- Access policies, admissions (recommended entry profile) and student guidance
- Teaching-Learning methods and Assessment systems (Grade criteria, including externships)
- Mobility
- Claims, complaints/ allegations and suggestions
- Possibilities in relation to further studies and/or various employment opportunities and fields of professional practice
- Access, Assessment, Promotion and Recognition of Academic and Teaching Support Staff
- Services and resources offered by the University
- Learning outcomes, both intended and actually achieved
- Results of the external assessments carried out on the Degrees offered

- Results of R&D&I activities and knowledge transfer (Excluding those that should be protected under the figure of business secrecy)
- Results and Impact of University Extension and Social Outreach Activities
- Results of the External Dimension Activities.

❧ Control, periodically review and continuously improve the public information provided to stakeholders (PGC 2.1 *Public information).*

❧ To be accountable for the results of the publication and dissemination of programme information and other related activities carried out (PGC 12.2 *Measurement, Accountability, analysis and improvement;* PGC 11.1 *IAS review and control of documents and records).*

CHAPTER 13	MAINTENANCE AND UPDATING OF THE SAIC

13.1   GENERAL

The implementation and continuous development of the SAIC results in a set of data which, after collection and analysis, allows for the assessment of the effectiveness and suitability of the SAIC itself, the programmes offered and the provision of associated services. The University has defined a series of procedures that ensure the analysis of the results obtained in the application of the SAIC, in order to make decisions aimed at the continuous improvement of the training products offered and of the European University of the Canary Islands in general.

This valuable study for the European University of the Canary Islands is based on multiple sources which, interrelated, give a global vision of the state of the system and, consequently, of the University.

Thus, the European University of the Canary Islands has established the necessary processes for:

❧ Carry out the design, approval, control, review and continuous improvement of the IAS and its supporting documentation, implementation and maintenance (PGC 12.2 *Measurement, Reporting and Accountability*). *accounts, analysis and improvement;* PGC 11.1 *IAS review and control of documents and records).*

❧ To guarantee user access to SAIC documentation, ensuring that it accurately describes and updates the processes carried out at the University, as well as the processes that are carried out at the University.
measurement, analysis and improvement mechanisms (PGC 12.2 *Measurement, Accountability, Analysis and Improvement;* PGC 11.1 *IQAS Review and Control of Documents and Records).*

❧ To achieve a working knowledge of the provisions of the IAS documentation by the different stakeholders to whom it applies, with the depth and detail appropriate to each case.
(PGC 11.1 *Review of IAS and control of documents and records;* PGC 8.3 *Training of staff;* PGC 2.1 *Public information).*

❧ Ensure that records generated during the implementation of the IACS are retained on a medium that ensures their integrity, accessibility and traceability for the period specified as required (PGC 11.1 *IAS review and control of documents and records).*

❧ To carry out periodic internal audits of the SAIC, in order to objectively assess its degree of actual implementation in the University (PGC 12.4 *Internal audits).*

❧ Periodic assessment by an external body of the SAIC, so that its recognised status contributes to

to increase stakeholder confidence in the quality of the activities carried out (PGC 1.2 *Life cycle of university education*).

13.2   STAKEHOLDER SATISFACTION

To ensure the effectiveness and consolidation of SAIC, it is necessary to identify the requirements of the different stakeholders, whether explicit or implicit, in relation to our products and services, in order to meet them, achieving their satisfaction and continuously increasing it.

The European University of the Canary Islands ensures that the requirements of internal and external customers and other stakeholders are identified and met through the processes of the system, as reflected in the application of procedures PGC 12.1 *Stakeholder Satisfaction* and PGC 9.1 *Student Affairs.*

The European University of the Canary Islands, backed by its governing bodies, firmly believes in the need for the active participation of all its stakeholders, and in the establishment of an effective flow of communication to hold them accountable for its achievements.

Although all the procedures directly or indirectly define the stakeholders they are aimed at, the following table sets out, in a generic way, the needs and expectations that SAIC addresses.

Grupos de interés Internos	Alumnos actuales	Egresados	Profesionales de la organización
Interés	Procesos de selección y admisión de estudiante. Organización y desarrollo de la enseñanza. Sistemas de apoyo al aprendizaje. Innovación educativa y calidad educativa. Resultados de la formación y orientación laboral. Movilidad e internacionalidad. Información pública. Prácticas externas, empleabilidad	Calidad educativa. Información pública. Innovación educativa.	Reclutamiento y selección. Formación, evaluación de su desempeño. Promoción y reconocimiento, gestión del talento.
Indicadores	Indicadores de satisfacción Tasa de Rendimiento Tasa de Eficiencia Tasa de Abandono Tasa de Graduación Tasa de Éxito	Número de nuevos títulos verificados	Plan de desarrollo profesional. Resultados de satisfacción. Actividad docente y PAS

Grupos de interés externos	Alumnos potenciales	Accionistas e instituciones	Sociedad en General
Interés	Oferta y demanda educativa. Selección y admisión de estudiantes. Organización y desarrollo de la enseñanza. Sistemas de apoyo al aprendizaje. Resultados de la formación y orientación laboral. Innovación educativa y Calidad educativa. Movilidad e internacionalidad. Prácticas externas. Información pública.	Oferta formativa. Calidad educativa. Empleabilidad. Prestigio de la universidad. Resultados de investigación. Innovación educativa Eventos formativos.	Oferta y demanda educativa. Calidad educativa, innovación educativa. Empleabilidad. Resultados de la formación y orientación laboral. Información pública. Internacionalidad
Indicadores	Solicitudes de información Solicitudes de admisión Matrículas realizadas Satisfacción de estudiantes Convenios Satisfacción de entidades colaboradoras	Guías docentes Indicadores de empleabilidad Información pública Plan estratégico	Guías docentes Indicadores de empleabilidad Información pública Reconocimientos oficiales

The participation of these groups in the SAIC is materialised through two mechanisms:

✓ With the presence of stakeholder representatives in the various established information analysis and accountability bodies (PGC 12.2 *Measurement, Accountability, Analysis, Reporting and Reporting*).
and improvement).

✓ With the expression of stakeholder needs and expectations through the collection of information from surveys, meetings, *focus groups*, mailings, etc., the following activities have been carried out in order to identify the needs and expectations of the stakeholders.
of the Quality Assurance Team, market studies, etc.

The Quality Assurance Team and Academic Compliance collects information regarding the needs and expectations of each internal and external stakeholder group, and communicates the degree to which the European University of the Canary Islands is responding to them, as defined in the procedures PGC 12.2 *Measurement, Accountability, Analysis and Improvement*; PGC 2.1 *Public Information*.

The University Governing Bodies are aware of the importance of involving all the people who form part of the university in the culture of quality, which is why they facilitate and provide the necessary tools to improve internal efficiency and effectiveness.

They also maintain a permanent invitation to participate proactively in the evolution of SAIC, including making proposals for improvements that help to enhance processes and quality outcomes.

ANNEXES

ANNEX I.- List of procedures and cross-references

PGC no.	PROCEDURE	INTERNATIONAL AUDIT CRITERIA AND GUIDELINES									
		QUALITY POLICY AND OBJECTIVES	PROGRAMME QUALITY ASSURANCE	GUIDANCE FOR STUDENTS	ACADEMIC/ RESEARCH. AND SUPPORT STAFF	RESOURCES AND SERVICES	R&D+I AND KNOWLEDGE TRANSFER OF KNOWLEDGE	LINKING WITH THE ENVIRONMENT	EXTERNAL DIMENSION	PUBLICATION OF INFORMATION	MTO. AND UPDATE OF THE SAIC.
1.1	Definition of quality objectives and strategic planning	X	X			X	X	X	X		X
1.2	Life cycle of university education		X							X	X
1.3	HR policy management				X						
2.1	Public information	X	X	X	X	X	X	X	X	X	X
3.1	Selection, admission and credit recognition			X						X	
4.1	Design of the training offer		X	X			X				X
4.2	Teaching Development		X	X						X	
5.1	International Mobility			X							
5.2	Academic externships		X	X							
5.3	Educational guidance and diversity		X	X							
5.4	Employability and entrepreneurship										
5.5	University Life Activities		X	X			X	X			
6.1	Research				X		X				
7.1	Assessment of Learning			X						X	
8.1	Recruitment and Selection				X						
8.2	Collaboration of external personnel				X						

PGC no.	PROCEDURE	INTERNATIONAL AUDIT CRITERIA AND GUIDELINES									
		QUALITY POLICY AND OBJECTIVES	QUALITY ASSURANCE OF THE PROGRAMMES	ORIENTATION TEACHING A STUDENTS	ACADEMIC STAFF/ RESEARCH. Y OF SUPPORT	RESOURCES AND SERVICES	R&D+I AND TRANSFER. OF KNOWLEDGE TO	LINKING WITH THE ENVIRONMENT	EXTERNAL DIMENSION	PUBLICATION OF INFORMATION	MTO. AND UPDATE OF THE SAIC.
8.3	Staff training				X		X			X	
8.4	Talent management and internal mobility				X						
8.5	Staff performance management				X						
9.1	Student Affairs		X	X						X	X
10.1	Management of resources and services					X		X			
10.2	Allocation of Space and Materials					X					
11.1	Review of the SAIC and control of documents and records	X	X	X	X	X	X	X	X	X	X
12.1	Stakeholder satisfaction		X	X	X					X	X
12.2	Measurement, Accountability, Analysis and Improvement	X	X	X	X	X	X	X	X	X	X
12.3	Academic Performance		X	X						X	X
12.4	Internal Audits		X	X						X	X
12.5	Academic compliance study		X	X						X	X

ANNEX II.- System Definitions

- **ACCUEE**: Canary Islands Agency for University Quality and Educational Assessment
- **Accreditation:** Process by which an agency ensures that education leading to an accredited degree meets pre-established quality requirements.
- **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.
- **Quality assurance:** all those activities aimed at ensuring internal/external quality. In this case, it includes the actions aimed at ensuring the quality of the

  The Centre's teaching, as well as to generate and maintain the confidence of the students,

  teaching staff and society.
- **Subject: A** teaching unit that administratively makes up the S y l l a b u s . Academically, it is a constituent part of a subject.
- **Audit:** a systematic, independent and documented process of obtaining audit evidence and assessing it objectively to determine the extent to which audit criteria are met.

  established criteria.
- **Competencies:** The set of skills, a b i l i t i e s , attitudes, values, emotions and motivations that each individual or group puts into action in a specific context in order to cope with the challenges they face.

  to the demands of each situation.
- **Guideline: A** set of instructions that help to understand an aspect of a criterion, model or system.
- **Document:** Information and its support medium.
- **ECTS:** European Credit Transfer and Accumulation System used to quantify a student's work in relation to a subject in order to pass it.
- **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, other credits are included.

  Directed academic activities and the amount of work that the student must do to pass the subjects,

  courses or equivalent and thus achieve the educational objectives.
- **Strategy:** Set of actions and behaviours of the people, team and responsible body, coordinated and oriented towards the achievement of the established objectives.
- **Student:** person Enrolled, in the reference period, in at least one course of the Training programme to be accredited. The following are not included as students of the training programme

  Training for those coming from exchange programmes.
- **Incoming student: A** student from another university who is taking an academic year at the European University of the Canary Islands.
- **Outgoing student: A** student of the European University of the Canary Islands who is spending a year at another university abroad.
- **Evidence:** Evidence that proves the veracity of the data provided.
- **Stakeholder:** Any person, group or institution that has an interest in the performance or success of the university, its teaching or r e s u l t s , including students,

  teachers, parents, public administrations, employers and society in general.
- **Indicator:** Qualitative or quantitative expression to measure the extent t o which previously set objectives are achieved, in relation to the different criteria to be assessed for a process.

  (each criterion can be assessed with one or more associated indicators).

- **Internal Quality Assurance System Manual:** Document that specifies the IQAS of an organisation**.**

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

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

- **Continuous improvement**: Concept used in management models, which implies a continuous effort by the organisation to advance in quality.

- **Module:** Academic unit comprising one or more subjects that constitute an organisational unit within a Syllabus.

- **Mobility: The** possibility or action of students, faculty and staff to spend a certain period of time studying or working in another educational institution.

  higher education institutions in their own country or abroad. In the case of students, the mobility programme must be accompanied by a requirement for academic recognition of the subjects taught during the stay.

- **Quality objectives:** List of aspects, proposals and intentions to be achieved in order to improve the institution, the training offer, the unit or services being evaluated.

- **Objectives of the training programme:** Aspects, proposals and intentions to be achieved and previously defined in the training programme, among which are the graduate profiles.

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

- **Processes**: A set of mutually related or interacting activities that transform inputs into outputs.

- **Procedure**: A specific way of carrying out a process or activity.

- **Entry profile**: Conceptual description of the desirable characteristics of incoming students in terms of knowledge, Skills and attitudes favourable to study and complete the course with

  The study programme also gives an account of the academic options taken, the academic marks obtained and sociological data of interest. In addition, it also gives an account of the academic options taken, academic marks obtained and sociological data of interest.

- **Teaching staff:** Staff who carry out teaching and research activities.

- **Non-teaching staff:** Non-teaching staff who make up the administrative, management and service structure of the university.

- **Planning: The** process by which the team, persons or bodies responsible for education design the strategies for achieving the objectives of the education (it must be systematic and schedule).

- **Quality policy: The** overall intentions and orientation of an organisation regarding the commitment to service quality towards the user and stakeholders.

- **Academic externships:** A set of training activities carried out by students in public or private companies or institutions, aimed at developing the student's academic skills.

  practical and professional aspects of the Training programme. These may be Compulsory or voluntary and recognised or not as part of the curriculum.

- **Job placement programme:** Regulated project aimed at guiding students in their final years in finding their first job.

- **Material resources**: Facilities (classrooms, study rooms, computer rooms, laboratories, meeting rooms, library reading stations) and equipment, bibliographic resources, material.

  scientific, technical, welfare and artistic needs of the University in order to carry out the

Introduction of your service.

- **Bibliography:** Systematic and classified set of collections in all formats - **Bibliographic resources:**

  Systematic and classified set of collections in all formats - **Bibliographic resources:** Systematic and

  classified set of collections in all formats
  books, magazines, videos, CD-ROMs, DVDs, databases, multimedia, etc. - and which respond to the needs arising from teaching, research, cultural activities and non-teaching departments.

- **Record:** Document that presents results obtained or provides evidence of the activities carried out.

- **Requirement**: A generally implicit or Compulsory stated need or expectation.

- **Results:** Consequences of the processes related to the activities carried out by the Centre.

- **Review:** Activity undertaken to ensure the suitability, appropriateness and effectiveness of the subject under review in achieving stated objectives.

- **Internal Quality Assurance System:** A set of activities carried out by the Centre to guarantee the quality of teaching, as well as the relationship between the Centre and the students.

  between these Activities.

Annex III.- Process map

MAPA DE PROCESOS Ed. 04

Universidad Europea CANARIAS

POL Política de Calidad UEC

Necesidades y expectativas de los GI

ESTRATÉGICOS

1. GESTIÓN DE LA ESTRATEGIA

PGC 1.1 Definición de Objetivos de Calidad y Planificación estratégica
PGC 1.2 Ciclo de vida de las Enseñanzas Universitarias
PGC 1.3 Gestión de la política de Recursos Humanos

2. INFORMACIÓN PÚBLICA

PGC 2.1 Información Pública

CLAVES

3. ADMISIÓN Y RECONOCIMIENTO DE CRÉDITOS

PGC 3.1 Selección, Admisión y Reconocimiento de Créditos

4. GESTIÓN DE LA OFERTA FORMATIVA

PGC 4.1 Diseño de la Oferta Formativa
PGC 4.2 Desarrollo de la Enseñanza

5. ENSEÑANAZA - APRENDIZAJE

PGC 5.1 Movilidad internacional
PGC 5.2 Prácticas académicas externas
PGC 5.3 Orientación educativa y diversidad
PGC 5.4 Empleabilidad y emprendimiento
PGC 5.5 Actividades de Vida Universitaria

7. EVALUACIÓN DE APRENDIZAJES

PGC 7.1 Evaluación de Aprendizajes

6. INVESTIGACIÓN

PGC 6.1 Investigación

Satisfacción de los GI

APOYO

8. PERSONAS

PGC 8.1 Reclutamiento y selección
PGC 8.2 Colaboración Personal Externo
PGC 8.3 Formación del Personal
PGC 8.4 Gestión del Talento y Movilidad Interna
PGC 8.5 Gestión del Desempeño del Personal

9. ATENCIÓN AL ESTUDIANTE

PGC 9.1 Atención al Estudiante

10. RECURSOS

PGC 10.1 Gestión de Recursos y Servicios
PGC 10.2 Asignación de espacios y materiales para el aprendizaje

11. CONTROL DE DOCUMENTOS Y REGISTROS

PGC 11.1 Revisión del SAIC y Control de Documentos y Registros

12. MEDICIÓN, ANÁLISIS Y MEJORA

PGC 12.1 Satisfacción de los grupos de interés
PGC 12.2 Medición, rendición de cuentas, análisis y mejora
PGC 12.3 Rendimiento Académico
PGC 12.4 Auditorías internas
PGC 12.5 Estudio de Compliance académico

Evaluar y perfeccionar