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## PGC 12.2 MEASUREMENT, ACCOUNTABILITY, ANALYSIS AND IMPROVEMENT

### MODIFICATIONS COMPARED TO THE PREVIOUS VERSION

EDITION	DATE	REASON FOR CHANGE
01	12/12/2013	Initial version
02	14/09/2015	Updating the procedure
03	04/10/2021	Updating of the procedure. Adaptation of the name of the IQAS to IASAS.
04	20/09/2023	Complete revision of the SAIC/IQAS in Contents and form. The procedure is renumbered and renamed (until now PGC16 Analysis and Measurement of results and improvement), it is homogenised with respect to SGIC UEM (especially PGC 12.2). Incorporation of part of the Contents hitherto included in PGC22 System Review, centralisation of the requirements associated with CCT, CCC, CGC and accountability, hitherto included in different documents. Requirements associated with internal audits are eliminated (by creating a new specific procedure in this respect, PGC 12.4), PGC Indicators Control is included and the documentation of Improvement Plans is systematised.

Elaborated:



**Director of Quality**  
Date: 20/09/2023

Reviewed:




**Vice-Rector, Faculty and Research**  
Date: 20/09/2023

Approved:




**Rector**  
Date: 20/09/2023

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## **1. OBJECT**

The purpose of this procedure is to establish the methodological approach applied by the Universidad Europea de Canarias (hereinafter, UEC) for:

- collect and analyse significant results related to the performance of the Internal Quality Assurance System (IQAS/SAIC) processes, as well as of each of the Degrees offered.
- To share with the different stakeholders and jointly analyse the information in order to assess the appropriateness of the SAIC and the respective Degrees.
- ensure decision-making mechanisms, in order to:
  - o ensure the proper implementation and development of the IQAS
  - o Continuously improve the management and performance of SAIC and the qualifications offered.
  - o seeking to meet stakeholder needs
- in general, use all the information provided by the different tools established in the IQAS documentation, as well as by external Assessments, for the detection of areas for improvement, the taking of associated actions and the systematic management and monitoring of these actions (which may include the adaptation of the IQAS itself, to be carried out in accordance with PGC 11.1 Review of the IQAS and Control of documents and records).

## **2. SCOPE**


This procedure covers all processes that are part of the Internal Quality Assurance System, all Qualifications (official, unless otherwise specified) and, through accountability mechanisms, all UEC stakeholders.

## **3. RELATED DOCUMENTATION/APPLICABLE REGULATIONS**

- ✓ Mission and Vision of the Universidad Europea de Canarias
- ✓ Internal Quality Assurance System Documentation
- ✓ Organic Law 2/2023, of 22 March, on the University System.
- ✓ Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.
- ✓ Document 02 AUDIT International Model: Criteria and guidelines for the definition and documentation of Internal Quality Assurance Systems in Higher Education.

## **4. DEFINITIONS**

- ✓ **Field of improvement:** An aspect or process of the SAIC or of a specific qualification that is considered to have potential for improvement and can therefore be acted upon, either due to the detection of a non-compliance with requirements or finding an opportunity to optimise the requirement.
- ✓ **CCC:** Centre Quality Commission
- ✓ **CCT-CEAT:** Degree Quality Commission - Learning Assessment Committee

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- ✓ **CGC:** Quality Assurance Committee.
- ✓ **Indicator:** Qualitative or quantitative expression to measure the extent to which the 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).
- ✓ **Information:** transmission of data in the sender-receiver direction, with no intention of feedback.
- ✓ **Accountability:** a two-way data communication mechanism, which allows the receiver to feed back to the process by providing feedback, criticisms or suggestions to the originator. and/or issues such information. In general, accountability is achieved through adequate representation of the different interest groups in the collegiate decision-making bodies of the Centre/Institution.
- ✓ **SAIC/IQAS:** Internal Quality Assurance System.
- ✓ **UEC:** Universidad Europea de Canarias.
- ✓ **UCCA:** Quality Assurance and Academic Compliance Team.

## 5. DEVELOPMENT OF THE PROCESS


### 5.1 PROCESS INDICATORS AND OTHER SOURCES OF INFORMATION

The UEC collects and analyses academic results or results with an impact on academic quality, as well as other information to assess the performance and adequacy of the Degrees offered and, in general, of its SAIC, to the applicable internal and external reference requirements.

The Quality Assurance Team centralises the information derived from this measurement, ensuring that it is properly analysed and taken into consideration for decision-making in order to continuously improve the Degree or SAIC process under study.

In general, academic data/results at the level of the Degree and the institution will be taken into account (see PGC 12.3 Academic Performance), as well as other relevant information regarding:

- Learning outcomes (obtained from the systematic approach described in PGC 7.1 Assessment of Learning, as well as in PGC 4.2 Teaching Development, PGC 5.2 Management of Internships and PGC 5.5 University Life Activities)
- Job placement results and satisfaction data from Alumni and internship centres
- Training, Assessment, Promotion and Recognition results of teaching and non-teaching staff (PGC 1.3 HR Policy Management as well as HR Management Procedures, PGC 8.1 to 8.5)
- Stakeholder Satisfaction Results (PGC 12.1 Stakeholder Satisfaction)
- Results in the resolution of claims, complaints and suggestions (PGC 9.1 Student Affairs)
- Results of the internal and external assessment processes to which both the degrees offered and SAIC are subjected: internal audits (PGC 12.4), academic compliance studies (PGC 12.5), internal monitoring/self-assessment reports, as well as external reports on accreditation renewal/monitoring/innovation/modification of degrees or SAIC audits

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- UEC policies and their implementation, management of resources and services, publication and dissemination of information, external dimension of the UEC, links with the social, economic and territorial environment, etc.

Depending on the information concerned, it will be analysed with a certain minimum frequency, which is detailed in the following chapter of this procedure.

In any case, at least once a year and prior to the meeting of the Quality Assurance Committee (CGC, see next chapter), the results of the measurement of the indicators established in the different SAIC procedures are assessed by the corresponding process managers, together with the Quality Assurance and Academic Compliance Unit, taking as a reference the Quality Policy of the UEC and the objectives approved in accordance with PGC 1.1 procedure, as well as any other applicable external or internal requirement (reference regulations, requirements of the regulator, requirements established in the associated procedure, etc.). On the basis of these results, it will be decided, in agreement with the CGC and the corresponding review of the adequacy of the SAIC, whether to consider the validity of the indicators or to propose their modification, as well as the taking of any other relevant action, which will be transferred to the corresponding Improvement Plan (of centre, Qualification or other, see chapter 5.3).

For all those indicators that do not have a measurement system already described in the corresponding procedure (as is the case, for example, of those associated with satisfaction surveys, regulated in PGC 12.1 Stakeholder satisfaction) and software associated with the recording and management of the data derived from their measurement (for example, through Power BI), the Academic Quality and Compliance Unit will use the **PGC Indicators Control** register, where the frequency and person responsible for measurement will be established for each of them, as well as the data of the year analysed. This record will be issued, therefore, at least on an annual schedule before the review described in the previous paragraph.


## 5.2 ACCOUNTABILITY, ANALYSIS AND IMPROVEMENT

The UEC has established a series of decision-making mechanisms (in addition to those established at Department or Degree level, in accordance with PGC 4.2 Teaching development), in which the different stakeholders participate and where the information compiled in accordance with the previous chapter is reviewed and shared, with the aim of carrying out joint analysis and continuous improvement of the training programmes, their centres, as well as SAIC in general, thus guaranteeing the improvement of the University at all levels.

### 5.2.1 CCT-CEAT: Degree Quality Commission - Learning Assessment Committee

#### ➤ General objective

The CCT-CEAT are a series of meetings held with the main objective of sharing and jointly analysing information, so that the Syllabus 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.

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The meetings are convened and led by the person responsible for the qualification (Vice-Dean or person delegated by him/her: Bachelor's Degree Coordinator or Postgraduate Management Board).

#### ➤ **Frequency**

At least one CCT-CEAT shall be held at the beginning (preferably two months after the start) and another at the end of the year (recommended during the last month of the academic cycle). An intermediate follow-up CCT-CEAT may be held during the year, if the person responsible for the Degree deems it appropriate.

#### ➤ **Assistants**

The CCT-CEAT is a forum in which at least the following stakeholder representatives participate:

- Vice-Dean
- Head of Department
- Bachelor's Degree Coordinator or Postgraduate Director
- A reference teacher, usually the internship and TFG/TFM coordinator.
- Online tutor (if applicable)
- Head or Coordinator of Academic Approach (at least at the closing CCT-CEATs)
- One student representative from each year (in general, the delegates and whenever possible, otherwise, one representative from the first two years and one from the rest). Students who belong to the University staff or who collaborate with the organisation as commercial staff or with any other type of commercial interest will be excluded.
- Student Affairs/Academic Advising
- Assessment of Learning Unit
- Quality Assurance Team


If, for justified reasons, any of the persons proposed are unable to attend, they shall subsequently receive the minutes and may comment on the matters discussed. They may also make suggestions prior to the meeting so that they can be considered on the agenda.

In the case of intermediate meetings, if held, at least the following should attend: Vice-Dean, Department Management Board, Degree Coordinator or Director and Quality Assurance Team.

#### ➤ **Contents of the meeting**

By default, the content of the meetings will seek to address the following issues related to the quality of the Degree and based on the Assessment criteria of the reaccreditation processes:

- *Planning and Strategy*: Aligning strategic challenges of the Faculty/School with the programmes.
- *Degree results*: main performance and satisfaction indicators.
- *Programme design*: Based on what information the Innovation/modification of a Degree has been decided (if applicable). The implementation of the Degree is reviewed.

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- *Compliance with the memory*: whether in terms of Teaching Staff; Syllabus; Recognitions and Validations; Admission; Mode, Language, number of places, etc.
- *Externships*: Coordination between internal and external tutor; Student Monitoring; Assessment; Satisfaction of external tutors and students.
- *TFG / TFM*: Regulations and Learning Guide; Selection of topics; Assessment rubrics; Selection of the defence panel.
- *Public Information*: Updated website with available and relevant information (minimum to comply with regulatory requirements).
- *Information Management*: Ordered and identified evidence available in the information repository.

Specifically, the agenda for each meeting shall be structured as follows:

**a) CCT-CEAT at the beginning of the year:**


The following topics will be discussed during the meeting:

- Review of actions agreed/implemented in the previous CCT-CEAT (Status of the Degree Improvement Plan, see chapter 5.3)
- Review of indicators from the previous year (tuition fees and survey results).
- Analysis of external/internal assessment reports (if applicable)
- Learning outcomes Assessment of learning from the previous year
- Information gathered by the participants since the beginning of the year in relation to aspects of improvement or strong points of the qualification (complaints/proposals, reflections on the development of the beginning of the year, etc.).
- Incidents reported by students since the start of the year, in relation to:
  - Pre-access information and initial management
  - Validations
  - Contents of the courses
  - Online platform/campus
  - Software
  - Facilities
  - Information about Internships and TFG/TFM

**b) CCT-CEAT at the end of the year:**

During the meeting, attendees will provide and analyse all relevant information to assess the development of the year, addressing at least the following issues:

- Review of actions agreed/implemented in the previous CCT-CEAT (Status of the Degree Improvement Plan, see chapter 5.3)
- Available results of Satisfaction Surveys and external or internal assessment processes
- Assessment of Learning: Interim Report Card (Ordinary Exam period)
- Outcomes of the UEC Academic Approach
- Reflection by all participants at the end of the year, regarding:
  - Pre-access information and initial management

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- Contents of the courses. Learning guides, Contents, Learning outcomes and Assessment systems.
- Teaching staff
- Online Platform/Campus
- Software
- Facilities
- Internships and TFG/TFM
- Graduate research and knowledge transfer
- Support and guidance services, tutorials, administration/secretariat, etc.
- Proposals for improvement actions for the next year

#### ➤ **After the meeting**

Once the CCT-CEAT is finalised (either at the beginning or at the end of the year, as well as in-between), the Bachelor's Degree Coordinator/Master's degree Management Board:

- prepares and sends the **minutes of the CCT-CEAT** to the persons convened for their review and consideration, and an attendance sheet shall be signed (except in the case of an online meeting, in which case this shall be recorded both in the application used and in the minutes of the meeting itself).
- updates the **Degree Improvement Plan** (see chapter 5.3), including any decisions taken during or after the meeting, in relation to the circumstances and proposals put forward, as well as any new comments on the follow-up of existing actions.
- those areas of improvement or information that go beyond the scope of the Degree will be centralised by the Vice-Deans and the Quality Assurance Team, to be dealt with by the corresponding body (see following sections).

## 5.2.2 CCC: Centre Quality Commission

#### ➤ **General objective**

The JAC meets with the main objective of reviewing and analysing, by the different stakeholders associated with a given Faculty/School:


- the course of studies of the qualifications of this centre, at a global level and with the aim of detecting cross-curricular areas for improvement or which, due to their high relevance and multidisciplinary Type, should be dealt with in this forum (i.e. we will not go into the detailed analysis for the improvement of each Degree that corresponds to the CCT-CEATs),
- any other information or situation detected that could be improved in relation to the centre and the different cross-curricular fields involved in its proper management,
- as well as the actions taken in this respect in the period under review.

The meetings are convened and led by the Vice-Dean, as the person responsible for the centre (Faculty/School).

#### ➤ **Frequency**

At least one CCC shall be held annually, coinciding with the end of one year and the beginning of the next. An intermediate follow-up CCC may be held during the year, in the case of



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as the Vice-Dean deems appropriate. The CCCs shall be held after the CCT-CEAT at the end of the year.

#### ➤ **Assistants**

The JAC shall consist of:

- Vice-Dean
- Head of Department of the centre
- Registrar's Office
- Admissions
- Marketing
- Finance
- Planning
- HR
- Quality and Compliance
- Learning Innovation and Assessment
- Internships
- Mobility
- ICT
- Student services
- Operations
- OL operations
- University Life
- Educational guidance and attention to diversity
- Teachers' representative(s)
- Student Representatives
- Employer representatives
- PAS representatives

#### ➤ **Contents of the meeting**

During the meeting, the degree of compliance with the existing **Improvement Plan** (see chapter 5.3) will be analysed and the corresponding new actions will be established or at least the weaknesses identified or opportunities for improvement to be acted upon will be agreed upon.

Thus, guests will be informed in advance, for their proper preparation, that:

- each of the attendees during the meeting will provide information on the status of those actions of the school's Improvement Plan for which he/she is responsible and which do not appear in the plan as closed.
- will be the forum for sharing new needs that have arisen or proposals (relevant at the level of the institution, not all the improvements already discussed in the CCT-CEAT for specific Degrees).
- The meeting will end by outlining actions to be carried out (or to be assessed) and included after the meeting in the school improvement plan.


Specifically, the agenda to be taken into account will be:

1. Welcome and purpose of the meeting (Vice-Dean, 2 min)
2. Introduction of participants (Vice-Dean, 2 min)
3. Summary of the status of compliance with the actions of the Improvement Plan (intervention of those responsible for the actions whose closure is not documented).
4. Debate to identify main areas for improvement (all, 45 minutes)
5. Summary of actions to be carried out (Vice-Dean, 10 minutes)

#### ➤ **After the meeting**

Once the CCC ends:

- the Quality Assurance Team draws up the **minutes of the CCC**, which will be disseminated to all attendees,

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- On the basis of the conclusions drawn, the Vice-Dean, with the support of the Quality Assurance Team, will specify and document the actions to be carried out, updating the **Centre's Improvement Plan** (see chapter 5.3),
- the Academic Quality Assurance Team prepares a **Centre Summary Report** in order to promote the dissemination of the actions of the Faculty/School, so that information on the results of the CCCs is published annually on the centre's website.
- Those areas of improvement or information that go beyond the scope of the Degree will be centralised by the Vice-Deans and the Quality Assurance Team, to be dealt with by the GGC (see section 5.2.4).

### 5.2.3 Faculty Board/School

#### ➤ Objective and general Contents


The Faculty Board/School is a coordination mechanism that allows cross-curricular issues to be dealt with. It serves as a link that allows the issues affecting the Degree to be aligned with the decisions taken at higher levels in the university.

The main functions of the Faculty Board/School (Centre) are:

- ✓ Defining, implementing and assessing the strategy of the centre with the collaboration of the Bachelor's Degree Coordinators or Postgraduate Directors and Heads of Department.
- ✓ Establish, drive and assess the school's performance in terms of cross-curricular quality criteria.
- ✓ Maintain and improve the SAIC.
- ✓ Lead, together with the Quality Assurance Team, the process of data collection and processing of key information for the proper management of the centre.
- ✓ Leading the implementation process of the Degree improvement plans and ensuring that the objectives set are in line with those set by the University.
- ✓ Leading the achievement of distinctions, certifications and accreditations both nationally and internationally by the centre.

#### ➤ Attendees:

- Vice-Dean. Presides over the Faculty Board/School. Submits any problems, suggestions or good practices detected to the Vice-Chancellor's Office. Ensures the proper functioning of the centre with regard to the Training of students at all educational levels and their overall satisfaction.
- Bachelor's Degree Coordinators or Postgraduate Directors. They report progress and problems detected in the development of the improvement actions in each training programme to the Faculty/School (Centre) Boards. They act as Quality Managers for each of the programmes and are responsible for the different fields of knowledge within the Department/Centre.
- Heads of Department: They bring to the Board issues that primarily affect the work of teachers.
- Students or student representatives are invited to participate in faculty boards if necessary.
- And any other member necessary in relation to the issues to be addressed.

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#### 5.2.4 QGC: Quality Assurance Committee

The CGC is a cross-curricular body that acts as a vehicle for internal Communication of the UEC's policy, objectives, plans, programmes, responsibilities and achievements in the subject of Quality, as well as for analysis and decision-making in this respect.

A CGC meeting shall be held at least once a year, coinciding, as far as possible, with the time of closure and the start of a new Academic year and taking into account the holding of the closure meetings mentioned above. In this way, as much information as possible can be made available to address quality and operational issues across the university.

The functions of the GCC are

- Verify the planning of the SAIC of the UEC, so as to ensure compliance with the requirements of the Internal Quality Assurance System Manual (MASIC), the quality policy and the quality objectives.
- Coordinate the formulation of the annual quality objectives of the SJU and monitor their implementation.
- Identify cross-curricular actions for the improvement of the University that affect both the academic and service areas.
- Monitor the effectiveness of processes and update them, if necessary, as well as communicate changes related to the IAS documentation.
- To study and, where appropriate, approve the implementation of the SAIC improvement proposals suggested by the other members of the University.


##### ➤ **Attendees:**

The following persons are members of the GCC:

- Office of the Pro-Vice-Chancellor for Teaching Staff and Research and/or on his/her behalf the Director of Academic Quality and Compliance
- Representatives from different Fields of the university, who participate by passing on information from their Department and, in turn, gathering information to be communicated in their areas. These representatives may vary depending on the topics dealt with in the CGC, but in any case must include figures from:
  - Teaching Field: Vice-Deans or Heads of Department; Bachelor's Degree Coordinators or Programme Directors; Teaching Staff.
  - Non-teaching Field: Academic Quality and Compliance, Student Experience; Academic Guidance; Admissions; Human Resources; Finance; Library; Operations; Career Guidance; Marketing; ICT.
- Other stakeholders:
  - Students or student representatives
  - Employer group
  - Alumni

##### ➤ **Development:**

When approaching the closing and beginning of an academic cycle, the Academic Quality Assurance Team collects analysed information about the level of compliance with the

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Quality objectives, main results achieved during the year and any other strategic considerations to be addressed in the agenda of the meeting.

The Quality Assurance Team convenes interested persons together with an agenda of the topics to be discussed. The convened persons may suggest other points to be discussed.

The meeting shall be held on the day and at the time indicated. In the event that any of the persons summoned should have difficulty in attending, they should inform the meeting and, as far as possible, delegate their presence to another person.

The agenda shall be followed during the meeting. For the establishment of the agenda, as well as during the meeting, the following matters shall be taken into account, as appropriate and for the purpose of review/ratification or accountability:

- Quality policy and objectives: so that stakeholders are involved in defining, implementing, reviewing and improving them and are accountable for their achievement.
- Findings from the analysis of indicators, satisfaction surveys and other sources, as well as those derived from the relevant CCT-CEAT/JACs at SCU level.
- Adaptation of the IAS. New processes or management and improvement of existing processes
  - Results of the activities developed by the UEC and/or its centres, for external dimensioning:
    - o University Extension and Social Outreach Actions of the UEC
    - o Actions for the contribution to the development of national or international education, science and development and innovation policies, through the teaching, research, transfer and extension activities of the UEC.
    - o Other related actions and improvements in the regional, national or international context
      - Research, development and innovation and knowledge transfer

➤ **After the meeting:**

Minutes will be drawn up by the Quality Assurance Team, which will then be circulated among those attending. The conclusions to be submitted to the Academic Council will be submitted through the Vice-Chancellor's Office.


After an assessment of the results and aspects discussed at the meeting, appropriate actions will be determined (e.g. in the case of the review of the policy and objectives: modification of the Quality Policy, addition of new objectives or planning of improvement actions in the corresponding Centre or Degree improvement plan, as appropriate, see chapter 5.3).

Similarly, if, when dealing with any of the other agenda items, needs for improvement or action are identified, these will be transferred to the corresponding Improvement Plan, maintaining traceability between the information analysed and the decisions taken (for example, by referring to the minutes of the corresponding GSC in the corresponding Improvement Plan and vice versa, whenever possible).

### 5.3 IMPROVEMENT PLANS

The Improvement Plans are records that describe and regulate in detail the actions planned for the improvement of the quality of the Degrees or of the centres, based on situations, aspects of special attention or opportunities for improvement detected in the Degree:

- external assessment processes (follow-up, Returning Student Enrolment),

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- the different meetings described in this procedure,
- internal audits or other internal assessment processes (see PGC 12.5),
- and, in general, from any other source, internal or external, that can be used as a source of action.

### **Graduate Degree improvement plan**

For each of the Degrees offered by the UEC there will be a single **Degree Improvement Plan** (see template in the Appendix to this procedure), which will include all the actions associated with the improvement of the Degree. The person in charge of the Degree, with the collaboration of the Quality Assurance Team, will be responsible for compiling the necessary information and evidence and documenting the monitoring and closure of these actions in the Improvement Plan established and filed in SharePoint, within the corresponding subfolder of the qualification.

The Vice-Deans, Heads of Departments or Bachelor's Degree Coordinators/Directors of Postgraduate programmes will submit to the corresponding body or commission/committee those actions that require a decision to be taken at a higher level.

### **Centre improvement plan**

For each of the centres there will be a **Centre Improvement Plan** (see template in the Appendix to this procedure), which will include all those actions associated with the improvement of the Faculty/School in question, not including those specifically related to a Degree, which are regulated in accordance with the section described above.

The Vice-Dean or the person delegated by him/her, with the collaboration of the Quality Assurance Team, will be responsible for compiling the necessary information and evidence and documenting the monitoring and closure of these actions in the Improvement Plan established and filed in SharePoint, within the subfolder corresponding to the centre.

The Vice-Deans shall refer to the corresponding body or commission/committee those actions that require a decision to be taken by higher levels.

### **Other Improvement Plans**

If the Quality Assurance and Academic Compliance Unit deems it necessary, improvement plans may be drawn up at the global level of the QAU (for example, following a QGC in which actions applicable to more than one centre are established and for which it would not be of interest to establish individual monitoring per centre because they are cross-curricular actions).

In these cases, the template to be used will be the same as that of the centre, with the relevant adaptations but maintaining in any case the minimum fields established for the planning and monitoring of each action.

## **6. SPECIFICITIES PER CENTRE**

School of Architecture:


Not applicable.

School of Social Sciences:

Not applicable.

School of Health Sciences:

Not applicable.


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## **7. RESPONSIBILITIES**

- Process Owner: Quality Assurance and Academic Compliance Team

- Participants in the process:

- Academic Council:
  - ✓ Review the proposals, results and actions arising from the application of this procedure as appropriate, Passing them when it deems them appropriate.
- Rector:
  - ✓ Review the proposals, results and actions arising from the application of this procedure as appropriate, Passing them when it deems them appropriate.
  - ✓ Raise, as appropriate, the necessary issues to the Academic Council.
- Director of Quality:
  - ✓ Define the most appropriate methods for collecting and analysing results.
  - ✓ Establish on the basis of the results obtained in previous periods the results whose study is a priority for the SJU.
- Quality Assurance and Academic Compliance Team:
  - ✓ Ensure that the collection of data by those responsible involved is carried out in an objective manner and in representative quantities.
  - ✓ Analyse the results and collaborate in drawing the main conclusions that can be drawn from them.
  - ✓ Collaborate with those responsible for improvement plans in the establishment and documentation of these plans during all phases, including the monitoring and closure of the improvement plans. their actions.
  - ✓ Convene the GCC.
  - ✓ Prepare the minutes of the CCC and GCC and distribute them to the relevant members.
  - ✓ Act as a liaison between the Faculty/School and the Management Board of the Quality Assurance Team and Academic Compliance.
- Vice-Dean:
  - ✓ Transfer information discussed in the CCT-CEATs to the Faculty/School Boards and/or to the CCCs/CGCs
  - ✓ Collect information to be discussed at the different meetings regulated in this procedure.
  - ✓ Convene the CCT-CEATs or designate the appropriate person for this purpose.
  - ✓ Convene the CCCs.
  - ✓ Establishing and documenting school improvement plans and their follow-up.
- Bachelor's Degree Coordinators/Directors of Postgraduate Studies:
  - ✓ Define and document, on the basis of the results obtained and data analysed, the improvement plans for their Degree.
  - ✓ Coordinate the collection of evidence, the participation of those involved and the monitoring of the implementation of the actions included in the improvement plan for their Degree.

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- ✓ Prepare the minutes of the CCT-CEATs of their Degree.
- ✓ Transferring those areas of improvement or information that go beyond the scope of the Degree to the Vice-Deans and the Quality Assurance Team and Academic Compliance, for processing by the relevant body.
- Faculty
  - ✓ Participate in coordination mechanisms by contributing their vision of teaching delivery, expressing needs and proposals based on their experience.
- Academic advisors
  - ✓ To convey the recurrent needs of the student body and their own needs based on their daily experience, and to formulate suggestions for change to improve the processes in the involved, whether at Degree, Faculty/School or global level.

## 8. INDICATORS

- PGC12.2-IND01 "Indicators from the Indicators tab", which includes the following:
  - Total number of students
  - Total number of new students
  - Total no. of new students in 1st<sup>(er)</sup> year
  - % International students
  - Total teachers
  - % PhDs
  - % Accredited Total Teachers FTE
  - % FTE PhDs
  - % credited FTE
- PGC12.2-IND02 "Main rates reported in the Degree Indicator Sheet", which includes the following:
  - Rate of Return
  - Success Rate
  - Assessment rate
  - Graduation Rate
  - Drop-out rate
  - Efficiency rate
- PGC12.2-IND03 NPS (Net Promoter Score), including the following:
  - University NPS
  - NPS of each Graduate Degree

## 9. RECORDS

In the implementation of the procedure described above, the following records are generated:

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RECORDS			
<b>RECORD NAME</b>	<b>WHO ARCHIVES</b>	<b>SUPPORT</b>	<b>CONSERVATION TIME</b>
Indicator Sheets and Satisfaction Reports	UCCA	Digital	5 years
Control PGC_Indicators	UCCA	Digital	10 years
CCT-CEAT Proceedings	Degree/UCCA	Digital	10 years
JAC Minutes	Centre/UCCA	Digital	10 years
Minutes of the CGC	UCCA	Digital	10 years
Degree improvement plan	Degree/UCCA	Digital	Indefinitely
Centre improvement plan	Centre/UCCA	Digital	Indefinitely

## 10. ANNEXES

- Template CCT-CEAT Minutes
- Degree Improvement Plan Template
- Template CCC Minutes
- Template Centre Improvement Plan
- CGC Minutes Template
- Control PGC\_Indicators