

**Template for the Self-  
Assessment report**

**Official university Bachelor's  
and Master's study programmes**

a **[QU]**ib | Agència de  
**Qualitat**  
**Universitària**  
de les *Illes Balears*

## Index

<b>DIMENSION 1. THE MANAGEMENT OF THE STUDY PROGRAMME</b> .....	2
<i>Criterion 1. DEVELOPMENT AND DEPLOYMENT OF THE CURRICULUM</i> .....	2
<i>Criterion 2. INFORMATION AND TRANSPARENCY</i> .....	5
<i>Criterion 3. QUALITY ASSURANCE, REVIEW AND IMPROVEMENT</i> .....	7
<b>DIMENSION 2. RESOURCES</b> .....	8
<i>Criterion 4. ACADEMIC AND TEACHING SUPPORT STAFF</i> .....	8
<i>Criterion 5. LEARNING RESOURCES</i> .....	10
<b>DIMENSION 3. RESULTS</b> .....	12
<i>Criterion 6. LEARNING RESULTS</i> .....	12
<i>Criterion 7. PERFORMANCE AND EXIT</i> .....	13

## Table of acronyms and abbreviations

Acronyms and abbreviations used in this text are listed alphabetically in this table. Note that all of them come from its Spanish translation.

<b>AQUIB</b>	Balearic Agency for Quality Assurance in Higher Education
<b>CGQ</b>	Responsible for the quality management of the training programme
<b>CURSA</b>	University Commission for the Regulation of Follow-up and Accreditation
<b>DTIE</b>	Simultaneous academic programmes for double degrees with a specific itinerary
<b>ECTS</b>	European Credit Transfer and Accumulation System
<b>EEES</b>	European Higher Education Area
<b>EOP</b>	Optional evidence
<b>EQAR</b>	European Register of Quality Agencies
<b>ESG</b>	Criteria and Guidelines for Quality Assurance in the EEES
<b>EV</b>	Evidence of site visit
<b>IA</b>	Self-Assessment report
<b>IDS</b>	Final follow-up report
<b>IFA</b>	Final ex-post accreditation report
<b>IPA</b>	Provisional ex-post accreditation report
<b>IPS</b>	Provisional follow-up reports
<b>MV</b>	Verified report
<b>REACU</b>	Spanish Network of University Quality Agencies
<b>RUCT</b>	Register of Universities, Centres and Degrees
<b>SIGC</b>	Internal Quality Assurance System
<b>TFG</b>	Bachelor's Degree Final Project
<b>TFM</b>	Master's Degree Final Project

## PROGRAMME DATA SHEET

Name of the study programme	
Specialties / Mentions	
Number of ECTS	
Univeristy/ies	
Teaching centre(s) or site(s) <i>to be fulfilled individually for each center/site</i>	
Centre/Site's name	
Specialities or mentions taught in each center/site	
Programme's teaching modality at each center or site along with the teaching methods for specialties or mentions, if applicable	<ul style="list-style-type: none"> <li>- Presencial.</li> <li>- Semi-presencial or blended.</li> <li>- Virtual.</li> </ul>

## INTRODUCTION

- **Information and performance of the center to which the degree belongs.** The section encompasses details regarding the information and performance of the center affiliated with the study programme. It provides a comprehensive overview of the center(s) associated with the programme, including any pertinent information about headquarters and teaching modalities. Each center, headquarters or modality must be addressed individually in this section. Furthermore, the narrative should highlight the centers' perspectives on their contributions to meeting the dimensions and evaluation criteria integral to the analysis of the respective study programme.
- **Description of the development of the self-assessment process.** This section aims to articulate the self-assessment process in a detailed manner, specifically focusing on the drafting of its report. It is crucial to outline the steps involved in the process, shedding light on the preparation stages and the approval mechanisms. Additionally, it is imperative to identify and specify the stakeholders actively participating in the drafting of the Self-Assessment Report, elucidating their roles and contributions.

- **Adherence to the project outlined in the Validation report.** This entails providing specific details for each center, headquarters, or modality including:
  - Evaluation of adherence to the project outlined in the Verified Report and any approved modifications thereafter.
  - Actions or responses taken in response to recommendations from the Follow-up and Accreditation Renewal Reports, if applicable.
  - Identification of reasons impeding full compliance with the Verified Report and its subsequent modifications, if any.
  - Assessment of challenges encountered during the initiation and progression of the study programme, or following the most recent accreditation renewal.
  - Implementation and effectiveness of corrective measures in the aforementioned instances.
  
- **Strengths and weaknesses of the study programme, and proposals for its improvement.** Assessment of the strengths and weaknesses of the study programme, along with anticipated actions to improve its overall quality.

## COMPLIANCE WITH CRITERIA AND GUIDELINES

In this section, the university is required to address the criteria and guidelines delineated in the document titled *Self-Assessment guide for ex-post accreditation of official university Bachelor's and Master's degree courses* (refer to sections 4 and 5). The information presented should encompass evidence and/or indicators illustrating the degree of compliance with the specified criteria.

In instances where the study programme is offered across multiple centers, universities, or teaching-learning modalities (including face-to-face, distance, or blended formats), it is essential to provide information both in an aggregate manner for the entire programme and in a disaggregated fashion. Regardless, the assessment (A, B, C, or D) must be unified and aligned with the evaluation of the center or modality receiving the lowest assessment.

## DIMENSION 1. THE MANAGEMENT OF THE STUDY PROGRAMME

### Criterion 1. DEVELOPMENT AND DEPLOYMENT OF THE CURRICULUM

**Standard.** The curriculum has been implemented in accordance with the conditions established in the last verified report.

#### Development in guidelines

- 1.1** The implementation of the curriculum and the organisation of the programme are consistent with the objectives and intended learning results set out in the verified report (MV).

##### DESCRIPTIVE ASSESSMENT

##### IDENTIFIED BEST PRACTICES (IF ANY)

##### SEMI-QUANTITATIVE ASSESSMENT

A	B	C	D	Not applicable

##### LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE:

- Table 1. Curriculum subjects and teaching staff.
- Table 2. Results of the subjects that make up the curriculum.
- Tables 4-A. Evolution of indicators and overall data for the study programme.
- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students, graduates and teaching staff and, where applicable, actions derived from the analysis of this satisfaction.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- The list of the fundamental results of the training and learning process where each learning result is identified, with reference to its classification (knowledge or content, competences and skills).
- Good practices identified in the study programme.

**1.2** The number of new admission places respects the number established in the last verified report.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 4. Evolution of indicators and global data of the study programme.
- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Last mv, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the programme.

**1.3** The study programme has teaching coordination mechanisms that allow both an adequate allocation of the workload to students and an adequate time planning, ensuring the acquisition of the learning results.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Table 5-E02. Minutes or documents relating to academic coordination.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the programme. Assessment of students, graduates and teaching staff on teaching coordination.
- Last mv, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

- 1.4** The admission criteria applied ensure that the student body has the appropriate entry profile to begin these studies and are in line with what is established in the verified report.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. *(If applicable)* Improvement plan follow-up document(s).
- Table 5-E03. Results of the application of the admission criteria.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. In Master's degrees with complementary training, assessment/perception of students, graduates and teaching staff on their effectiveness and, where applicable, actions derived from the analysis of this satisfaction.
- Table 5-E19. Admission tests to the study programme.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

- 1.5** The application of the different academic regulations (permanence, recognition, internships, TFG/TFM, etc.) is carried out in an appropriate manner and allows for an improvement in the values of the academic performance indicators.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Table 5-E04. Students who have obtained credit recognition.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Students' assessment/perception of the application of academic regulations.
- Table 5-E17. University or faculty regulations on continuance and/or progress.
- Table 5-E18. Regulations governing external placements or Bachelor's or Master's Degree Final Projects.
- Table 5-E20. (If applicable) Structure and recognition of ECTS of the DTIE.
- Last mv, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.
- *If applicable, the following documentation may be provided:* Table 6-EOP.01. If available, studies carried out on the application of the university's continuance and/or progression regulations and their impact on the different graduation, drop-out, success rates, etc.

**Criterion 2. INFORMATION AND TRANSPARENCY**

**Standard.** The institution has mechanisms in place to adequately communicate to all stakeholders the characteristics of the programme and the processes that ensure its quality.

**Development in guidelines**

**2.1** Students have access in a timely manner, before and after enrolment, to information relevant to the development of the curriculum and the intended learning results

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable



*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 1. Subjects of the curriculum and their teaching staff, including links to the teaching guides.
- Website(s) of the study programme. When some of the required information is not found therein, the link to it.
- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders. Assessment/perception of students, graduates and teaching staff regarding the website, the information published by the training programme in relation to its characteristics, its development and results. Where appropriate, actions derived from their analysis.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.
- Table 6-EOP.02. Intranet, virtual campus or other similar learning resources made available to students (in the case of hybrid or combined learning and/or virtual or distance learning, it is compulsory for the Panel to be able to access these).

**2.2** Those responsible for the degree publish adequate and up-to-date information on the official nature of the degree, its development and results, including information on the follow-up and accreditation processes.

*DESCRIPTIVE ASSESSMENT*

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*IDENTIFIED BEST PRACTICES (IF ANY)*

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*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Study programme website and, if any of the necessary information is not available on the study programme website, the link to that information.
- Last MV, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Table 5-E15. Reports on the level of satisfaction of the main stakeholders with the study programme. Assessment/perception of the student body on the information available on the study programme and, where applicable, improvement actions implemented in the study programme as a result of the analysis of this satisfaction.
- Good practices identified in the study programme.

### **Criterion 3. QUALITY ASSURANCE, REVIEW AND IMPROVEMENT**

**Standard.** The institution has a formally established and implemented internal quality assurance system (SIGS) that effectively ensures the continuous improvement of the study programme.

#### **Development in guidelines**

**3.1** The information obtained through the different procedures for the review and enhancement of the degree is analysed and, as a result of this analysis, the appropriate enhancement actions are established, if necessary.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 4. Evolution of indicators and global data of the study programme.
- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Table 5-E05. Documentation of the Internal Quality Assurance System.
- Table 6-EOP.03. Documents showing whether the SIGC is periodically reviewed or audited to determine whether it is in line with the analysis of the study programme. If applicable, an improvement plan is proposed to optimise it.
- Annual study programme follow-up reports (IAS) - indicators and improvement plan.
- Last mv, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme programme.
- Last mv, modification, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme programme.
- Indicators: Number of suggestions and complaints dealt with.

## DIMENSION 2. RESOURCES

### Criterion 4. ACADEMIC AND TEACHING SUPPORT STAFF

**Standard.** The academic staff that teaches, as well as the support staff, is sufficient and adequate in accordance with the characteristics of the study programme, the number of students and the commitments included in the verified curriculum report and, where appropriate, in its subsequent amendments.

### Development in guidelines

- 4.1** The academic staff linked to the degree is sufficient and appropriate to its characteristics, to the number of students and is in line with what was established in the last verified report.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 1. Curriculum subjects and teaching staff.
- Table 3. Overall data on teaching staff who have taught on the study programme.
- Table 5-E0. *(If applicable)* Improvement plan follow-up document(s).
- Table 5-E06. *(In the case of private universities)* Structure of teaching staff teaching on the study programme.
- Table 5-E07. Existence of teaching innovation and improvement plans or pedagogical training plans for teaching staff, mobility programmes for teaching staff, training courses on computer platforms, etc. and participation of teaching staff in them.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of the student body on the suitability of the teaching staff profile of the training programme and, where applicable, actions derived from the analysis of this satisfaction. Assessment/perception of the academic staff regarding their workload and, if applicable, actions derived from the analysis of this satisfaction. Assessment/perception of graduates of the teaching staff and, if applicable, actions derived from the analysis of this satisfaction.
- Table 6-EOP.04. *(If applicable)* Plan for the incorporation of academic staff.

- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.
- Indicators: percentage of doctoral and permanent teaching staff; total number of six-year periods of the study programme's teaching staff; ratio of students enrolled/teacher.

**4.2** The support staff is adequate and sufficient for the development of the study programme and in accordance with the commitments made in the last verified report.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E08. (In the case of study programmes with a significant practical load). List of technical support staff in the practical activities of the study programme.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students, graduates and teaching staff on the teaching support staff and, where applicable, actions derived from the analysis of this satisfaction.
- Table 6-EOP.05. (If applicable) Plan for the incorporation of support staff.
- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

**Criterion 5. LEARNING RESOURCES**

**Standard.** The material resources, infrastructures and support services made available for the development of the degree are adequate according to the nature and modality of the degree, the students enrolled and the expected learning results, in accordance with the commitments included in the last verified report.

**Development in guidelines**

**5.1** The material resources, infrastructures and services made available to students and teaching staff are sufficient and appropriate to the characteristics of the curriculum, the number of students and the teaching methods..

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. (If applicable) Improvement plan follow-up document(s).
- Table 5-E09. Infrastructures available for the delivery of the study programme.
- Table 5-E10. (For virtual or non-face-to-face teaching) IT platform to support teaching.
- Table 6-EOP.06. (if applicable) Resourcing plan.
- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students, graduates and teaching staff on the material resources available for the study programme, and where applicable, actions derived from the analysis of this satisfaction.
- Good practices identified in the study programme.

**5.2** The academic, professional and mobility support and guidance services made available to students once enrolled are in line with the expected learning results and the degree modality and facilitate the teaching-learning process.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

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*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E11. Academic, professional and mobility support and guidance services for students, and student mobility indicators.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students, graduates and teaching staff on the academic, professional and mobility guidance services and, where applicable, actions derived from the analysis of this satisfaction.
- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.
- Indicators: percentage of students in the training programme who have undertaken mobility actions (distinguish between incoming and outgoing)

**5.3** In the event that the study programme includes external placements, these have been planned in accordance with the provisions of the last verified report and are appropriate for acquiring the degree’s learning results.

*DESCRIPTIVE ASSESSMENT*

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*IDENTIFIED BEST PRACTICES (IF ANY)*

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*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E12. *(In the case of external placements, both compulsory and optional)* List of students and placement centres.
- Table 5-E15. Reports on the level of satisfaction of the main stakeholders with the study programme. If any, assessment/perception of students, graduates and teaching staff with regard to external placements and, if applicable, actions derived from the analysis of this satisfaction.
- Documentation accrediting recognition of external internships for professional

experience, if any.

- Last MV, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

## DIMENSION 3. RESULTS

### Criterion 6. LEARNING RESULTS

**Standard.** The learning results achieved by the graduates are in line with the curriculum, are coherent with the graduate profile and correspond to the level of the Spanish Qualifications Framework for Higher Education (MECES) of the study programme.

### Development in guidelines

- 6.1** The training activities, teaching methodologies and evaluation systems used are adequate for students to achieve the expected learning results.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 1. Curriculum subjects and teaching staff.
- Table 2. Results of the subjects that make up the curriculum.
- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E13. Evaluation tests of the reference course.
- Table 5-E14. Final Degree or Master's Degree Projects in the reference year.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of students and graduates on the training activities and evaluation system of the study programme and, where appropriate, actions derived from the analysis of this satisfaction.
- Last MV, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

**6.2** The learning results achieved meet the objectives of the training programme and are appropriate to their level in the MECES.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 1. Curriculum subjects and teaching staff.
- Table 2. Results of the subjects that make up the curriculum.
- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E12. (In case of external placements, both compulsory and optional) List of students and placement centres.
- Table 5-E13. Evaluation tests of the reference course.
- Table 5-E14. Final Degree or Master's Degree Projects in the reference year.
- Table 5-E15. Reports on the level of satisfaction of the main stakeholders with the study programme. Results of surveys and/or other types of studies on the satisfaction of graduates and employers with the level of achievement of the learning results established for the study programme, and where applicable, improvement actions implemented as a result of the analysis of this satisfaction.
- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

**Criterion 7. PERFORMANCE AND EXIT**

**Standard.** The performance results of the study programme, the professional career of the graduates and the graduate profile are coherent with the training objectives and meet the social demands of their environment.

**Development in guidelines**

**7.1** The results of the different performance indicators of the study programme are analysed and, if necessary, improvement actions are established.



*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 2. Results of the subjects that make up the curriculum.
- Table 4. Evolution of indicators and global data of the study programme.
- Table 5-E0. Improvement plan follow-up document(s).
- Table 6-EOP.01. (If available) Studies carried out on the application of the university's continuance and/or progress regulations and their impact on the different graduation, drop-out, performance, etc. rates.
- Information from the sigc and/or the different study programme committees in which the study programme indicators are analysed and, where appropriate, improvement actions are established to try to improve the results indicators.
- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.
- Indicators: graduation rate, drop-out rate, efficiency rate, performance rate, success rate.

**7.2** The graduate profile defined in the curriculum maintains its relevance and is updated according to the requirements of its academic, scientific and professional field.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E01. Minutes or documents of the review of the graduate profile.
- Table 5-E15. Reports on the degree of satisfaction of the main stakeholders with the study programme. Assessment/perception of the stakeholders on the relevance and updating of the graduate profile and, if applicable, actions derived from the analysis of this satisfaction.
- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.

**7.3** The values of the indicators of labour market integration of graduates of the degree are appropriate to its socio-economic and professional context.

*DESCRIPTIVE ASSESSMENT*

*IDENTIFIED BEST PRACTICES (IF ANY)*

*SEMI-QUANTITATIVE ASSESSMENT*

A	B	C	D	Not applicable

*LIST OF EVIDENCE AND INDICATORS SUPPORTING COMPLIANCE WITH THE GUIDELINE*

- Table 5-E0. Improvement plan follow-up document(s).
- Table 5-E16. Reports on labour market results of graduates.
- Analysis and actions derived from the satisfaction of graduates in relation to the learning results acquired.
- Analysis and actions derived from the satisfaction of employers with the learning results of graduates.
- Actions implemented by the university in terms of employability and labour market integration of students and graduates.
- Last mv, amendment, follow-up and, where appropriate, ex-post accreditation reports.
- Good practices identified in the study programme.