Internal Quality Assurance System Manual

Universitat Oberta de Catalunya
# General Information

<table>
<thead>
<tr>
<th>University's legal name</th>
<th>Fundació per a la Universitat Oberta de Catalunya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Office</td>
<td>Avinguda Tibidabo, 39-43 de Barcelona</td>
</tr>
<tr>
<td>Postal address</td>
<td>Avgda. Tibidabo, 39-43&lt;br&gt;08035 - Barcelona</td>
</tr>
<tr>
<td>Department name</td>
<td>All UOC departments; letters of intent have been submitted for each department</td>
</tr>
<tr>
<td>University structure</td>
<td>See section 3</td>
</tr>
<tr>
<td>Person responsible for the UOC’s IQAS</td>
<td>Josep Lladós i Masllorens.&lt;br&gt;Vice President for University Policy and Faculty</td>
</tr>
<tr>
<td>Person responsible for the IQAS of the departments</td>
<td>Department director</td>
</tr>
<tr>
<td>Members of the IQAS development team</td>
<td>See section 1</td>
</tr>
</tbody>
</table>

Internal Quality Assurance System Manual (V.1.1.0)<br>Vice President for University Policy and Faculty<br>Approved by the Governing Council, 17 June 2009<br>Universitat Oberta de Catalunya
Summary

1. Introduction .................................................................................. 7

2. The UOC ...................................................................................... 9
   2.1. Introduction ............................................................................... 9
   2.2. Organizational Model .................................................................. 12

3. UOC Departments .......................................................................... 21

4. The Internal Quality Assurance System ...................................... 29
   4.1. Introduction ............................................................................... 29
   4.2. Design Process of the Internal Quality Assurance System .......... 32
   4.3. IQAS Document Management .................................................. 34

5. The IQAS of UOC Departments .................................................. 36
   Guideline 1. Quality Policy and Goals ........................................... 37
   Guideline 2. Quality Assurance In the Educational Programmes ........ 44
   Guideline 3. Student-Oriented Education ......................................... 52
      3.1. Defining student entry / graduation, admission and enrollment profiles 52
      3.2. Student guidance and support, teaching method, and learning assessment 58
      3.3. Internship and student mobility .................................................. 67
      3.4. Career guidance for students ................................................. 75
      3.5. Allegations, claims and suggestions system ................................ 79
   Guideline 4. Assurance and Improvement of the Quality of Academic and Teaching-Support Staff . . 84
      4.1. Definition of the academic and teaching-support staff policy .......... 84
      4.2. Entry for academic and teaching-support staff .......................... 87
      4.3. Training of academic and teaching support staff ......................... 91
      4.4. Assessment, promotion and recognition of academic and teaching support staff ............... 95
   Guideline 5. Management and Improvement of Material Resources and Services and the Quality of Management Staff ................................................................. 101
      5.1. Assurance and improvement of material resources and services. 101
      5.2. Management and improvement of the quality of management staff 112
   Guideline 6. Analysis and Use of the Results ................................. 116
      6.1. Analysis and use of learning results ...................................... 119
      6.2. Analysis and use of work placement results .............................. 121
      6.3. Analysis and use of the satisfaction results of the key groups ...... 124
   Guideline 7. Publication of Information on the Qualifications .......... 127
      Management of teaching staff ..................................................... 132
      Management of resources and services ..................................... 132
TOCGuidelines and Processes

The following table contains the list of processes designed based on the guidelines of the AUDIT programme:

<table>
<thead>
<tr>
<th>Process Description</th>
<th>Document Number</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and development of the Quality Policy</td>
<td>P1_D1_PQu_disseny_v.1</td>
<td>37</td>
</tr>
<tr>
<td>Assessing, reviewing and improving the Quality Policy</td>
<td>P2_D1_PQu_rev-mill_v.1</td>
<td>40</td>
</tr>
<tr>
<td>Defining the educational offer</td>
<td>P3_D2_QPr_oferta_v.1</td>
<td>44</td>
</tr>
<tr>
<td>Designing the programme</td>
<td>P4_D2_QPr_disseny_v.1</td>
<td>46</td>
</tr>
<tr>
<td>Implementing, reviewing and improving the programme</td>
<td>P5_D2_QPr_rev-mill_v.1</td>
<td>48</td>
</tr>
<tr>
<td>Definition of the entry and graduation profiles</td>
<td>P6_D3_OE_perfil_v.1</td>
<td>52</td>
</tr>
<tr>
<td>Admission and enrolment</td>
<td>P7_D3_OE_acces_v.1</td>
<td>55</td>
</tr>
<tr>
<td>Design of the UOC model</td>
<td>P34_D3_OE_model UOC_v.1</td>
<td>58</td>
</tr>
<tr>
<td>Programme tutorial plan</td>
<td>P9_D3_OE_pla Tu_v.1</td>
<td>59</td>
</tr>
<tr>
<td>Design of the teaching action</td>
<td>P10_D3_OE_disseny AD_v.1</td>
<td>62</td>
</tr>
<tr>
<td>Carrying out, monitoring, assessing and improving the teaching action</td>
<td>P11_D3_OE_rev-mill_AD_v.1</td>
<td>64</td>
</tr>
<tr>
<td>Internship</td>
<td>P35_D3_OE_pract_ext_v.1</td>
<td>67</td>
</tr>
<tr>
<td>Student Mobility</td>
<td>P13_D3_OE_mobilitat_v.2</td>
<td>70</td>
</tr>
<tr>
<td>Career guidance for students</td>
<td>P14_D3_OE_orien_prof_v.1</td>
<td>75</td>
</tr>
<tr>
<td>Allegations system</td>
<td>P15_D3_OE_alegacio_v.1</td>
<td>79</td>
</tr>
<tr>
<td>Claims and suggestions system</td>
<td>P16_D3_OE_reclamacio_v.1</td>
<td>81</td>
</tr>
<tr>
<td>Definition of the faculty policy</td>
<td>P17_D4_QPAc_politica_v.1</td>
<td>85</td>
</tr>
<tr>
<td>Faculty entry</td>
<td>P18_D4_QPAc_acces_v.1</td>
<td>87</td>
</tr>
<tr>
<td>Collaborating-lecturer entry</td>
<td>P31_D4_QPAc_acces_DC_v.1</td>
<td>89</td>
</tr>
<tr>
<td>Faculty training</td>
<td>P19_D4_QPAc_formacio_v.1</td>
<td>91</td>
</tr>
<tr>
<td>Collaborating-lecturer training</td>
<td>P32_D4_QPAc_formacio_DC_v.1</td>
<td>93</td>
</tr>
<tr>
<td>Assessment, promotion and recognition of faculty</td>
<td>P20_D4_QPAc_evaluacio_v.1</td>
<td>96</td>
</tr>
<tr>
<td>Assessment, promotion and recognition of collaborating lecturers</td>
<td>P33_D4_QPAc_evaluacio_DC_v.1</td>
<td>98</td>
</tr>
<tr>
<td>Library service</td>
<td>P21_D5_SERV_biblioteca_v.1</td>
<td>102</td>
</tr>
<tr>
<td>Student enquiry service</td>
<td>P22_D5_SERV_consultes_v.1</td>
<td>104</td>
</tr>
<tr>
<td>Management of teaching resources and materials</td>
<td>P23_D5_REC_materials_v.1</td>
<td>108</td>
</tr>
<tr>
<td>Management and improvement of the quality of management staff</td>
<td>P24_D5_PERS_gestio_v.2</td>
<td>112</td>
</tr>
<tr>
<td>Obtaining, disseminating and assessing the results</td>
<td>P25_D6_RES_gestio_v.1</td>
<td>116</td>
</tr>
<tr>
<td>Analysis and use of learning results</td>
<td>P26_D6_RES_aprentatg_v.1</td>
<td>119</td>
</tr>
<tr>
<td>Analysis and use of work placement results</td>
<td>P27_D6_RES_insercio_v.2</td>
<td>121</td>
</tr>
<tr>
<td>Analysis and use of satisfaction results</td>
<td>P28_D6_RES_satisfac_v.1</td>
<td>124</td>
</tr>
<tr>
<td>Design and assessment of the communication policy</td>
<td>P29_D7_INF_politica_v.1</td>
<td>127</td>
</tr>
<tr>
<td>Design, implementation and assessment of the information on the qualifications</td>
<td>P30_D7_INF_programa_v.1</td>
<td>129</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>P1_D1_PQu_disseny_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P2_D1_PQu_rev-mill_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P3_D2_QPr_oferta_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P4_D2_QPr_disseny_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P5_D2_QPr_rev-mill_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P6_D3_OE_perfill_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P7_D3_OE_acces_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P34_D3_OE_model UOC_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P18_D4_QPAc_acces_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P10_D3_OE_disseny AD_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P11_D3_OE_rev-mill AD_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P35_D3_OE_pract_ext_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P13_D3_OE_mobilitat_v.2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P14_D3_OE_orien_prof_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P15_D3_OE_alegacio_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P16_D3_OE_reclamacio_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P17_D4_QPAc_politica_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P18_D4_QPAc_acces_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P31_D4_QPAc_acces_DC_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P19_D4_QPAc_formacio_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P32_D4_QPAc_formacio_DC_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P20_D4_QPAc_evaluacio_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P33_D4_QPAc_evaluacio_DC_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P21_D5_SERV_biblioteca_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P22_D5_SERV_consultes_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P23_D5_REC_materials_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P24_D5_PERS_gestio_v.2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P25_D6_RES_gestio_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P26_D6_RES_aprentatg_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P27_D6_RES_insercio_v.2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P28_D6_RES_satisfac_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P29_D7_INF_politica_v.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>P30_D7_INF_programa_v.1</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
# Table of appendices

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Guideline</th>
<th>Document location</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The UOC’s Quality Policy</td>
<td>Appendix 1</td>
<td>1</td>
<td>Page 40</td>
<td>Approved</td>
</tr>
<tr>
<td>2008 Objectives of the VP Faculty and Academic Organization</td>
<td>Appendix 2</td>
<td>1</td>
<td>Page 39</td>
<td>Approved</td>
</tr>
<tr>
<td>Lecturer in Charge of Subject Objectives</td>
<td>Appendix 3</td>
<td>1</td>
<td>Page 42</td>
<td>Example</td>
</tr>
<tr>
<td>Academic Year 2006/07 Assessment</td>
<td>Appendix 4</td>
<td>1</td>
<td>Page 42</td>
<td>Approved</td>
</tr>
<tr>
<td>Protocol for Designing the Degrees/Master’s Degrees</td>
<td>Appendix 5</td>
<td>2</td>
<td>Page 48</td>
<td>Implemented</td>
</tr>
<tr>
<td>Training of EHEA Staff</td>
<td>Appendix 6</td>
<td>2</td>
<td>Page 48</td>
<td>Example</td>
</tr>
<tr>
<td>Lecturer Subject Report</td>
<td>Appendix 7</td>
<td>2</td>
<td>Page 50</td>
<td>Example</td>
</tr>
<tr>
<td>Programme Director Subject Report</td>
<td>Appendix 8</td>
<td>2</td>
<td>Page 50</td>
<td>Example</td>
</tr>
<tr>
<td>Programme Director Institutional Report</td>
<td>Appendix 9</td>
<td>2</td>
<td>Page 50</td>
<td>Example</td>
</tr>
<tr>
<td>Student Incorporation Survey</td>
<td>Appendix 10</td>
<td>3.1</td>
<td>Page 57</td>
<td>Implemented</td>
</tr>
<tr>
<td>Tutorial Plan</td>
<td>Appendix 11</td>
<td>3.2</td>
<td>Page 62</td>
<td>Implemented</td>
</tr>
<tr>
<td>Learning Plan</td>
<td>Appendix 12</td>
<td>3.2</td>
<td>Page 65</td>
<td>Example</td>
</tr>
<tr>
<td>Career Guidance—Networking</td>
<td>Appendix 13</td>
<td>3.4</td>
<td>Page 78</td>
<td>Example</td>
</tr>
<tr>
<td>Faculty Policy</td>
<td>Appendix 14</td>
<td>4</td>
<td>Page 87</td>
<td>Approved</td>
</tr>
<tr>
<td>Academic Year Training Plan</td>
<td>Appendix 15</td>
<td>4</td>
<td>Page 94</td>
<td>Example</td>
</tr>
<tr>
<td>Use of the Library</td>
<td>Appendix 16</td>
<td>5.1</td>
<td>Page 106</td>
<td>Example</td>
</tr>
<tr>
<td>IT Help Monitoring</td>
<td>Appendix 17</td>
<td>5.1</td>
<td>Page 111</td>
<td>Example</td>
</tr>
<tr>
<td>Institutional Survey</td>
<td>Appendix 18</td>
<td>6</td>
<td>Page 123</td>
<td>Implemented</td>
</tr>
<tr>
<td>Web Metrics</td>
<td>Appendix 19</td>
<td>7</td>
<td>Page 138</td>
<td>Example</td>
</tr>
</tbody>
</table>

*The appendixes are not included in this edition*
1. Introduction

The framework of convergence of the European Higher Education Area (EHEA) and recent changes to Spanish legislation stipulate that universities must assure and continually seek to increase compliance with the objectives for the education they provide. To achieve this, universities must have officially-defined and publicly-available internal quality assurance systems (IQAS) and policies.

Spanish university legislation covers all the main guidelines set out by the ENQA\(^1\) for the policies and actions of European universities on quality issues. To this end, section 31 of Organic Law 6/2001 on Universities (LOU, Ley Orgánica de Universidades, 21 December, on quality assurance amended by Organic Law 4/2007, 12 April) states the need to define quality assurance criteria that facilitate assessing, certifying and accrediting education in Spanish universities. It also regards quality assurance as an essential objective of university policy. Spanish Royal Decree 1393/2007 (29 October), which sets out the organization of official university education, combines greater university autonomy and capacity for organizing the courses provided with the defining of quality assurance systems that makes quality in universities accountable.

In line with the quality policy that it has always had in place, the Universitat Oberta de Catalunya (UOC, Open University of Catalonia) decided to take part in the AUDIT programme for designing an internal quality assurance system (IQAS) that, being applicable to all departments, facilitates integrating all the activities the UOC currently or intends to carry out to assure the quality of its education, broadening the participation mechanisms of the different key groups and creating mechanisms for review and continual improvement.

Owing to the characteristics of its distance-learning model, the UOC has only one centre for the entire University, although it organizes the different disciplines into fields of knowledge in accordance with the University’s Organization and Operation Regulations approved in 2003.\(^2\) The Internal Quality Management System Manual (Manual del sistema de gestión interna de la calidad, MSGIC), which is a reference document for UOC departments, was given an overall assessment of positive for Law and Political Science in the 2007 call.

---


2 This structure is presented in section 3 of this document under the heading of “Departments”.

The manual was based on the following guidelines:

1. Quality policy and goals.
2. Quality assurance in educational programmes.
3. Student-oriented education.
4. Assurance and improvement of the quality of teaching-support and academic staff.
5. Management and improvement of physical resources and services and the quality of administration staff and services.
6. Analysis and use of results.
7. Publication of information on qualifications.

The vice president for University Policy and Faculty is responsible for implementing the internal quality assurance system in the UOC and the department directors are responsible for implementing it in the framework of the qualifications in the different fields.

The 2009 call of the AUDIT programme represented an opportunity to export the results of the assessment of the general model defined in the previous call to all the University’s centres. The UOC’s participation in this entailed a review of the model with all of the department directors who confirmed the suitability of the general model and their acceptance of the established guidelines.

The revised manual will affect all official UOC qualifications running when the IQAS is implemented and all those authorized for after academic year 2008-09.

The proposal was submitted by the following team:

Vice President for University Policy and Faculty: Josep LLadós Masllorens.
Vice President for Academic Organisation: Pere Fabra Abad.
Assistant Director to the Vice President’s Office for University Policy and Faculty: Mar Sabadell i Bosch.

Department directors

- Arts and Humanities Department: Carles Sigalés Conde.
- Information and Communication Sciences Department: Lluís Pastor Pérez.
- Economics and Business Studies Department: Antoni Meseguer Artola.
- IT, Multimedia and Telecommunications Department: Rafael Macau Nadal.
- Psychology and Educational Sciences Department: Josep M. Mominó de la Iglesia.
- Programme management.
- Department administration.
- Planning and Assessment Area.

Heads of areas that directly participate in the development of the qualifications and the services provided to students also took part in the review of the guidelines.
2. The UOC

2.1. Introduction

The UOC is a university of initiative and public service that was set up with the legal structure of a private foundation under public control.

The La Fundación para la Universitat Oberta de Catalunya (FUOC, Foundation for the Open University of Catalonia) was born out of a Catalan government initiative on the 6 October 1994 aiming to provide the region with its own distance university-education. Following its setting up, the UOC was unanimously approved by Law 3/1995 (6 April) that recognizes the UOC, published in the DOGC (Official Gazette of the Catalan government) n.º 2040 on 21/04/95.

The UOC is also recognized in Law 1/2003 on Catalan Universities (LLUC, 19 February) and in Organic Law 6/2001 on Universities (LOU, 21 December) and is internally structured as per the Organization and Operation Regulations approved in Decree 273/2003 (19 November). Along with all public and private universities recognized by the Catalan Parliament, the UOC takes part in the Inter-University Council of Catalonia (Consell Interuniversitari de Catalunya). The main aim of this coordinating, consultative and advisory body for the Catalan university system is to facilitate the coordination between the university community and the education administration.

The FUOC ensures the correct and effective leadership and management of the University. It carries out the inspection, assessment and control tasks required to assure the highest level of quality in the education process.

The UOC opened its doors to students in academic year 1995-96 with two educational programmes: Business Sciences and Educational Psychology (second cycle) with only 200 "pilot" students. In academic year 2007-08, the UOC offered 19 first and second cycle qualifications and had over 40,000 students enrolled and 10,000 graduates.

Up until present, the UOC organized its educational programmes into official first- and second-cycle degrees, official master’s degrees, postgraduate courses, open education and in-company training, offering the following programmes:
For academic year 2008-09, the degrees in Law, Humanities and Psychology were offered, adapted to the new European Framework, as degree qualifications.

The following are the official master’s degrees designed based on the guidelines set out in Royal Decree 56/2005 (21 January 2005):

- Education and ICT (e-learning)
- Occupational Risk Prevention
- Free Software
- The Information and Knowledge Society

Since academic year 2000-01, the UOC has also offered a PhD on the Information and Knowledge Society.

Postgraduate education is structured into the following knowledge areas:

- Health Sciences
- Communication and Information
- Humanitarian Cooperation, Peace and Sustainability
- Law and Political Science
- Economics and Business Studies
- Global Executive Education
- Humanities
- IT, Multimedia and Telecommunications
- Languages and Culture
- Psychology and Educational Sciences
- The Information Society
Tourism
Urbanism and Town Planning

Open education is structured into the following programmes:

- University @thenaeum
- Summer Virtual University
- Winter Courses
- Seminars
- UOC entrance courses for people of 25
- Open Catalan

In-company training and programmes provide a solution for the highly-competitive current climate and the business, economic and technological complexity that calls for training on specific content and competences for each company and sector. This training is adapted to the characteristics of the organization: geographic decentralization, with offices and branches around the world; common projects with partners, suppliers and clients in the national and international arenas; highly-mobile professionals from different countries and cultures, and with the support of increasingly-sophisticated information and communication technologies. The most notable of these programmes includes joint initiatives with the Catalan government, the Aragonese government, the Leche Pascual Group, MC Mutual, the Catalan Down Syndrome Foundation and the Catalan Agency for Health Technology Assessment and Research.

The UOC has been in operation for more than 13 years. The following table illustrates the growth of the UOC and its current size:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Official programmes(^{(1)})</td>
<td>15</td>
<td>17</td>
<td>18</td>
<td>18</td>
<td>20</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>UOC-specific postgraduate and master’s programmes(^{(2)})</td>
<td>43</td>
<td>58</td>
<td>78</td>
<td>95</td>
<td>134</td>
<td>107</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UOC-specific postgraduate and master’s programmes</td>
<td>902</td>
<td>1.259</td>
<td>1.680</td>
<td>2.234</td>
<td>2.458</td>
<td>2.146</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and research staff</td>
<td>94</td>
<td>126</td>
<td>129</td>
<td>134</td>
<td>139</td>
<td>153</td>
<td>187</td>
</tr>
<tr>
<td>Number of teaching and research staff employed (% doctor)</td>
<td>38.3</td>
<td>32.5</td>
<td>41.9</td>
<td>41.8</td>
<td>51.8</td>
<td>52.3</td>
<td>46.0</td>
</tr>
<tr>
<td>Collaborating teaching staff</td>
<td>1.113</td>
<td>1.438</td>
<td>1.747</td>
<td>1.967</td>
<td>1.969</td>
<td>1.952</td>
<td>2.043</td>
</tr>
<tr>
<td>Management staff</td>
<td>385</td>
<td>385</td>
<td>345</td>
<td>333</td>
<td>444</td>
<td>550</td>
<td>565</td>
</tr>
</tbody>
</table>

\(^{(1)}\) Includes bachelor’s and master’s degrees, PhDs and the Organic Law of University Reform courses (LRU, Ley Orgánica de Reforma Universitaria).
\(^{(2)}\) Does not includes specializations, open education and in-company training.
The UOC is thus a university born out of the knowledge society with a mission to provide people with lifelong learning and education.

In 2007, the University began a process of strategic reflection that culminated in the 2007-2010 strategic plan, which was approved by the Board of Trustees of the FUOC on 15 July 2007. In this plan, the University opts for strengthening its distinguishing features and advancing in quality and innovation. Testament to this is the updating of its mission and strategic objectives, which are available on the UOC’s website and can be summed up as follows:

“The UOC’s mission is to be a state-of-the-art technology university, have a highly-innovative learning model and be a leader in academic and research quality.”

The UOC aims to use this strategic plan to reinforce its commitment to people through quality distance-education that promotes:

- Innovative teaching that facilitates personalized learning.
- Technological leadership that facilitates interaction and collaborative work.
- Academic research related to the information society.

In this strategic plan, the UOC makes a commitment to promoting internal quality assurance systems, making the Vice President’s Office for University Policy and Faculty responsible for quality in the University.

It is, therefore, responsibility of the Vice President’s Office for University Policy and Faculty to promote the actions for assuring quality in the programmes and academic staff. It also leads the design proposal for the internal quality assurance systems.

### 2.2. Organizational Model

The FUOC is run by the Board of Trustees, which comprises entities with a strong presence and social prestige throughout Catalonia. It is formed by:

- The Catalan government, which holds the majority.
- The Federación Catalana de Cajas de Ahorro (Catalan Federation of Savings Banks).
- The Cámara Oficial de Comercio, Industria y Navegación de Barcelona (Barcelona Chamber of Commerce).
- The Cámara de Comercio de Reus (Reus Chamber of Commerce).
- La Corporación Catalana de Radio y Televisión (Catalan Radio and Television Corporation).
- The Fundación Enciclopedia Catalana.
- The Fundación Telefónica.

The Board of Trustees is the Foundation’s maximum body of representation, government and administration, as set out in the Statutes of the FUOC (article 14.1, section 1).
With respect to the UOC, the main functions of the Board of Trustees consist in:

- Approving and, if necessary, making changes to the UOC’s Organization and Operation Regulations.
- Appointing and removing the president and the general manager.
- Approving the budget and balance sheets of the University.
- Approving the action plan presented by the president and assessing the results.

The president of the Board of Trustees is the Catalan government’s Minister for Innovation, Universities and Business.

The UOC’s Organization and Operation Regulations define:

1. A governing structure of individual members centred on the President.
2. An internal structure of collective governing bodies with the Governing Council as the maximum body (president, vice presidents and general manager) and specific committees for the two main areas of University operation: teaching and management.
3. The participation of students in university life (the university community), which entails democratic elections via telematics, face-to-face participation on committees in the Virtual Campus, systematic opinion polls and activity aimed at positively influencing the opinion of students, as users of the University, in their assessment of the service they receive. This participation is carried out via representative committees: department committees, the Campus Committee and support centre committees.
4. The University’s commitment to systematically assessing the results of its activity as a guarantee to progress.

The President is UOC’s maximum authority, having the maximum responsibility in representing, governing and administering the University. The president is assisted by the vice presidents and the general manager who is responsible for the ordinary management of the University.

Internally, the Governing Council is the UOC’s highest governing body. Its function is to guide, plan and assess University activity and define general guidelines for University operation in all areas.

The Governing Council, as the UOC’s maximum governing body, approves:

- University regulations.
- Curricula.
- The academic calendar.
- Teaching, research and management staffing.
- The defining of teaching career-paths, pay and the requirements for entering in selection processes.
Decisions on staffing, teaching career paths and pay levels must always be in line with the general action plan defined, approved by the Board of Trustees of the FUOC and within the University’s budget.

The Council debates and approves the following for submission to and final approval by the Board of Trustees:

- Changes to the Organizational and Operational Regulations.
- Accords the UOC wants to formalize.
- University budget and balance sheets.
- The UOC action plan.
- The report on the teaching and research activities carried out by the University.
- Internal regulations.
- Prices of University materials and services.
- Proposals for new departments.
- UOC entry rules for students.

Current composition of the Governing Council:

**President**
Dra. Imma Tubella i Casedevall

**General Manager**
Dr. Òscar Aguer Bayarri

**Vice President for Research**
Dr. Eduard Aibar i Puentes

**Vice President for Postgraduate Studies and Lifelong Learning**
Dr. Josep Maria Duart i Montoliu

**Vice President for Academic Organisation**
Dr. Pere Fabra i Abad

**Vice President for Innovation**
Dr. Begoña Gros i Salvat

**Vice President for University Policy and Faculty**
Dr. Josep Lladós i Masllorens

**Vicerrector de Tecnología**
Dr. Llorenç Valverde Garcia
The UOC’s ombudsman (síndic de greuges) is appointed by the Board of Trustees on the proposal of the president. The ombudsman acts independently and autonomously of other University bodies and authorities. The ombudsman’s functions are to:

- Defend the rights and liberties of all members of the UOC community against any action or situation that may be discriminatory or arbitrary, protect the right to a defence and ensure compliance with the University’s Organization and Operation Regulations and all other University regulations.
- Provide, before the competent bodies, non-binding proposals to resolve issues brought before the ombudsman and formulas for conciliation or agreement that facilitate a rapid resolution.
- Produce reports on specific subjects, on own initiative or at the request of the UOC’s Board of Trustees or Governing Council.
- Present an annual activity report that includes any suggestions relevant to UOC operation that may arise out of this activity.

The UOC has an academic structure organized into departments and a fixed management structure organized into areas to guarantee the day-to-day running of the University.

The academic structure is formed by the faculty who are organized into departments for each of the knowledge areas defined in the University. Faculty are responsible for the academic management of the educational programmes offered at the UOC, which involves designing, planning and assessing the education. Faculty are also responsible for coordinating the more than two thousand tutors and counsellors who take part in the running of the courses, accompany and guide students in their learning, and assure learning objectives are met, as is explained further on.

The UOC currently has six departments:

- Arts and Humanities
- Information and Communication Sciences
- Law and Political Science
- Economics and Business Studies
- IT, Multimedia and Telecommunications
- Psychology and Educational Sciences

The department director is responsible for academic and department management. Department directors are appointed by the UOC’s Governing Council out of the lecturers in the departments.
The **Academic Committee**, in accordance with article 16 of the Operational Regulations, is headed by the president and is formed by the members of the Governing Council, the department directors and the director of IN3. The Academic Committee’s functions are to:

- Monitor and coordinate the execution of the academic activity as per the UOC’s strategic plan and the annual objectives plan.
- Strategically align and coordinate University teaching, research, dissemination and technology transfer.
- Promote interdisciplinary programmes.
- Promote the development of the academic community and its members.
- Assess the president, the Governing Council and the Strategic Committee in all areas of academic life.

The **Programmes Committee** is presided over by the vice president for Academic Organisation and comprises the programme directors, the academic directors of the post graduate areas and the director of the Teaching Management Operations Area. It convenes fortnightly to deal mainly with issues related to the running of the educational programmes and make a joint assessment.

The **Lecturers Council** is the representative body for UOC faculty. It meets annually to debate and share opinions over aspects of University life, paying special attention to academic life and the development of the scientific community.

The **department commissions** are the bodies for student representation. Headed by the department directors, they are made up by the programme directors and student representatives. They convene once every semester and provide information on the reflection for the proposal for the programme. They also take part in the external evaluation of the results and the improvement proposals.

The **Campus Committee** is headed by the president, who may delegate presidency to a vice president, and comprises a lecturer from each department, chosen from faculty; a student from each department, chosen from the members of the department and support centres committees; and three members from management staff. The Campus Committee is informed beforehand on the academic programming, regulations for entering and continuing in courses, regulations that affect student rights and obligations, and regulations on participation and the election of representatives. This committee also assesses University operation and conveys the opinions and proposals of different groups in the UOC.

The **support centre committees** promote the participation of students in the region and are presided over by the head of each support centre and comprise student representatives from the local area. Their function is to propose activities to centre managers and assess the centres in their operation, services and activities.

Postgraduate, open and in-company education is coordinated by the UOC’s International Graduate Institute, created to promote, at a domestic and international level, flexible and modular academic courses of quality; guarantee cross curricularity between UOC departments for generating and delivering teaching actions, and assure the economic and academic sustainability and viability of all the courses it coordinates.
The UOC’s management structure has eight management areas and a number of coordinating bodies that assure that all the resources and services are cross-cutting for the entire educational offer while also catering for the diversity of needs, which is fruit of the individual characteristics of the programmes.

The UOC is organized into these areas:

- Alumni Area
- Library
- Communications (currently the Communication Office)
- Management Control Area
- Economic and Financial Management Area
- Student Incorporation and Monitoring Area
- Teaching Management Operations Area
- Organization and Applications Area
- Human Resources Area
- Planning and Assessment Area
- Student Services Area
- Information Systems Area

There is also an International Relations Office and an Institutional Relations Office.

The Management Committee is presided over by the general manager and comprising the deputy managers, assistant directors of the vice president’s offices, and directors of areas and offices. The committee convenes monthly to monitor the activity of the management areas.

The coordinating bodies facilitate communication and debate on cross-curricular processes. The Coordinating Committee is made up of the members of the Academic and Management Committees. The president heads this committee that convenes monthly. The issues dealt with primarily have to do with the objective plans and monitoring and coordinating their execution in the different sectors of the UOC.
2.2.1. Educational Model

Value

The UOC’s educational model has been its main distinguishing characteristic since the University’s inception. It was born out of a desire to meet the educational needs of people committed to lifelong learning and make maximum use of the potential offered by the Web for educational purposes.

Characteristics

The UOC model is dynamic and flexible. It is designed to adapt and evolve constantly over time as the Internet and the knowledge society evolve. The model assures that students learn in a similar way to how they work, communicate and spend free time on the Web. As a result, one of the added values of this model is that it assures the digital skills of students.

It is a model that revolves around the design of spaces, resources and dynamics that promote learning. Students and their learning activity are central to the educational process.

Assessment is a strategy that is perfectly integrated in the learning process: it is seen as a mechanism for learning and feeding back into the process. This is why UOC assessment is described as continual and formative. Assessment activities foster the achievement of learning objectives and skill acquisition. Students are assessed while carrying out activities and acquiring skills.

The model is oriented toward participation and collective knowledge building using an interdisciplinary approach open to the students’ formative, social and working experiences. It opts for collaborative learning through methodologies that involve problem solving, jointly carrying out projects and creating products, discussion, and enquiry.

The student is accompanied at all times by specialized faculty whose main functions are to guide, advise, support and make dynamic the educational process.

All these elements meet and interact in the UOC’s Virtual Campus. It is in the Campus where the life of the entire university community—students, lecturers, researchers, collaborators and administrators—takes place. It is via the Campus that students access the virtual classrooms, which are the learning spaces in which students interact with lecturers, classmates, content, activities and communication tools necessary for studying and learning.
Description

The learning activity is central to the educational model. There are three main elements for student learning: resources, collaboration and accompaniment.

- **The resources** are the content, spaces and tools necessary for the learning activities and their assessment.
- **Collaboration** is the communicative and participative dynamics that foster the collective building of knowledge among classmates and lecturers through teamwork for solving problems, doing projects and creating shared products.
- **Accompaniment** is the group of actions carried out by teaching staff to monitor students and support them in planning their work, finishing activities, assessment and decision making. It is through this accompaniment that students receive personalised treatment, benefit from on-going guidance throughout their academic path and establish close ties and relations with the educational community.
The model is also flexible as it is open to a very diverse range of learning activities to suit the competences, knowledge area and level of specialization of the education the student is undertaking.

This means that the dynamics and resources of these activities also need to be very diverse, varied and adaptable to a large range of learning needs and situations. To this end, the UOC is committed to providing student learning-activity with the most advanced technological and communication elements, such as:

- **social tools** that facilitate collaborative work (blogs, wikis, social markers, etc.),
- **multimedia content** for presenting course content in different formats,
- **advanced communication systems**, both synchronous and asynchronous, that provide flexible and clear communication adapted to each situation (video conferencing, collective intelligence systems in forums, etc.),
- **3D virtual environments** based on video games that support interacting with people and objects and simulate real-life situations, and
- access to education through **mobile devices** to support mobility.
3. UOC Departments

UOC faculty and researchers are organized into departments. Each department represents a large field of knowledge that is in turn structured into knowledge areas. Each department has faculty (which includes the department director and programme directors) and management staff (department administrators, programme management technicians, secretary’s office).

The UOC currently has six departments:

- Information and Communication Sciences
- Law and Political Science
- Economics and Business Studies
- Arts and Humanities
- IT, Multimedia and Telecommunications
- Psychology and Educational Sciences

Since 2007, following the approval of the faculty policy, the following categories with their respective duties have been in use:

a) Trainee lecturer
b) Lecturer
c) Senior lecturer
d) Professor

Faculty carry out a basic teaching activity that derives primarily from their functions as lecturers in charge of subject and specialize in facilitating learning in virtual environments.

In the academic structure of the departments, there are three academic roles for UOC faculty:

1. Department management: manages and develops the knowledge field and faculty.
2. Programme management: meets student needs and ensures the quality of the programmes.
3. Lecturer in charge of subject: carries out the teaching, research and social dissemination of the knowledge.
In addition to these academic roles, there are the tutors and counsellors who orient, advise and accompany the students. They also collaborate with the lecturers in charge of subject with the teaching.

So, the UOC makes an organizational distinction between faculty, who work exclusively for the University, and the tutors and counsellors, who are high-regarded professionals in their fields, mainly academics although some come from industry, who teach the subjects.

These collaborating lecturers are hired under service-provider contracts or the agreements the UOC has with other universities.

In addition, the departments have management staff (department administration, programme management technicians and secretary’s office) who support—in performing their duties—all teaching, research and dissemination tasks carried out in the departments while also liaising with management services and areas, which are centralized in the University.

The organigram of the departments is as follows:

**STRUCTURE OF THE DEPARTMENTS**

<table>
<thead>
<tr>
<th>Academic structure</th>
<th>Management structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department management</td>
<td>Department administration</td>
</tr>
<tr>
<td>Programme management</td>
<td>Programme management technicians</td>
</tr>
<tr>
<td>Lecturers in charge of subject</td>
<td>Department secretary</td>
</tr>
<tr>
<td>Tutors</td>
<td>Counsellors</td>
</tr>
</tbody>
</table>
The responsibilities and duties of department faculty, for the roles identified, are as follows:

1. **Department director**: Department directors are responsible for the academic direction and management of the departments. They are selected by the UOC’s Governing Council from the lecturers in the department.

In accordance with article 20.2 of the UOC’s Operational Regulations, the duties of department directors are to:

2. Promote and direct department actions.
3. Facilitate the professional development of department lecturers.
4. Assure the coherence of the teaching, research, knowledge dissemination, transfer and innovation activities.
5. Lead relations with the professional sector.
6. Represent the University in events they attend by virtue of their post or representing the president.

Department directors form part of academic and coordinating committees in which they:

- Provide a joint vision of the departments on teaching, research, innovation and dissemination.
- Participate in designing the UOC’s global academic policy—on teaching, research, innovation and dissemination.
- Develop and implement specific actions of an institutional nature that the Governing Council or the Academic Committee may instruct them to undertake.

Department directors are responsible for promoting the teaching, research, innovation and dissemination strategy of the department’s field of knowledge (and, in collaboration with the other department directors, the possible cross-curricular areas). They:

- Keep abreast of current matters and possible-future developments that affect the department’s branch of knowledge, from the academic, research and professional standpoints.
- Contribute, in the Academic Committee, to action lines that cut across different departments.
- Analyse potential new teaching approaches in their field or in cross-cutting fields and promote their implementation.
- Design and promote the innovation and research strategy in their field. Basically, the department director is responsible for the department’s strategic plan.

Department directors are also responsible for fostering, monitoring and assessing the academic and professional development of faculty and, therefore, must lead their teams, which entails:

- Identifying the defining/critical fields of knowledge for developing the department and specific professional profiles based on competences.
- Maintaining ties with academic and professional spheres so as to always be able to hire professionals with the most adequate profiles, thus assuring academic excellence.
- Agreeing with each lecturer on a specific plan for professional development.
- Agreeing with each lecturer on the workload for each academic year.
- Agreeing with each lecturer on the personal objectives plan (POP) for the academic year.
- Systematically monitoring the allocation of tasks and activities, POP objectives, and the development
Internal Quality Assurance System Manual

plan for faculty.

- Communicating regularly with their teams to transmit, share and implement UOC policies.
- Monitoring and carrying out a systematic and personalized assessment of the professional progression of each lecturer and maintain the information systematized.
- Being an ex officio member on selection committees for all department posts and on the faculty assessment committees for faculty in their departments.

Department directors also fosters ties between collaborating lecturers and the UOC. They:

- Set, in line with UOC guidelines, the general criteria for hiring collaborating lecturers.
- Design, along with the programme directors and in coordination with the rest of the organization, a standard strategy of communication and specific actions that strengthens and assures ties between collaborating lecturers and the UOC.

Department directors represent the UOC in academic and professional spheres related to their departments and act to reinforce and expand this network. They:

- Represent the UOC in the events they attend by virtue of their posts or representing the president (article 20 of the Operational Regulations).
- Carry out all University representative functions assigned to them by the Governing Council.
- Are participating members of the UOC as set out in the Operational Regulations.
- Maintain regular contact—appropriately and strategically prioritized—with academic and professional institutions, companies, and individuals, both nationally and internationally, that play an important role in their fields.
- Foster ties between the UOC and graduates in their fields.
- Look for opportunities to develop the diverse axes of their departments and staff under their management, nationally and internationally.

The department director, as the person responsible for the department, reports to the vice president for Academic Organization.

2. Programme director: Programme directors are appointed by the Governing Council on the proposal of Department Management. They manage and provide academic leadership for the programmes and represent the programmes internally and externally; are ex officio members of the Qualifying Committee and, therefore, take part in the design of the qualifications and are responsible for their design, planning and implementing (with the assistance of the programme management technicians).

Programme directors:

- Are responsible for incorporating UOC strategic guidelines into the programmes (internationalization, adaptation to the EHEA, innovation, teaching, etc.).
- Are responsible for adapting the programmes to the profile and educational needs of students.
- Are responsible for the overall coherence of the programmes. They promote the cross curricularity of competences and contents.
- Coordinate the counsellors.
Promote processes of on-going improvement and innovation and ensure the correct evolution of the programmes and the education opportunities that arise from them.

Assure quality, in its differing aspects, and the maximum possible performance in the different subjects.

Adapt and apply the general criteria for the recognition of prior learning and professional experience to the programmes as required.

Coordinate the department faculty teams through the lecturers in charge of subject.

Assess, along with the department director, the teaching objectives of the qualifications that form part of faculty objective plans.

Work in close collaboration with the management staff who support the diverse teaching processes.

Are ex officio members of the Programmes Committees, which establish the general operating criteria of UOC programmes.

Programme directors, in their role as lecturers, report to their department directors.

3. Faculty: Faculty lead and keep up to date fields of knowledge that form the core for teaching, research and dissemination activities. Faculty are integrated in a department in line with their field of knowledge.

Each lecturer in charge of subject is responsible for a group of subjects within a knowledge area and assuring the teaching the students receive. They are, therefore, present in the entire teaching–learning process.

As lecturers in charge of subject they:

- Identify the competences and objectives of the subjects they coordinate.
- Plan the subject through designing, supervising and reviewing the learning plan.
- Design, supervise and review teaching materials.
- Propose the selection of and coordinate and supervise collaborating lecturers.
- Plan the activities for the semester and the assessment of student learning.
- Are responsible for closing the assessment-board records for each of the subjects.

As faculty they:

- Head or participate in research and innovation projects, taking into account the main thematic areas of the UOC.
- Head or take part in dissemination projects, which aim to take knowledge to the professional and general community.

Faculty report to their department director for agreeing on yearly objectives and priorities in accordance with UOC and department strategy and on their duties and personal objectives for professional development.

With respect to their teaching activity, as lecturers in charge of subject, faculty report to their programme directors.
The duties of collaborating lecturers are defined in the following two roles:

4. **Tutors**: Tutors guide, stimulate and assess student learning and guarantee personalized education. Their role entails:

- Helping students identify learning needs.
- Motivating to sustain and reinforce the perseverance and effort required for learning.
- Providing guidance and advice on the process students need to follow.
- Identifying to what degree learning objectives are being meet and proposing measures to improve this.
- Clearing up doubts and guiding study.
- Correct the assessment activities done over the course of the academic year.

Jointly, with the lecturers in charge of subject, tutors also play a part in designing a subject’s learning plan in:

- Defining learning objectives in accordance with the defined competences.
- Proposing continuous assessment activities.
- Providing resources that complement subject materials.
- Proposing improvements to subjects at a fundamental level.
5. **Counsellors**: Counsellors welcome students and monitor and support learning. From day one, counsellors provide students with academic support on all department-related matters, help them integrate into the University community and give them career advice when they finish their studies. Counsellors:

- Welcome students to facilitate their integration into the University community and introduce them to the Virtual Campus and the UOC’s educational model.
- Present curricula to students and help them with enrolment, both for the semester and in working out their academic pathway.
- Monitor academic progress and guide and advise students.
- Provide resources and strategies to stimulate learning.
- Motivate students to sustain and reinforce their perseverance and effort in their studies.
- Orient students on the services and resources offered by the UOC and how to use them.
- Collaborate with programme management to assure correct teaching and learning.

Jointly, with the programme director, counsellors also create and revise the tutoring plan. At the end of the semester, counsellors take part in student assessment and provide their opinions on students and the needs identified to be able to define actions for improvement.

**Management staff**, who also form part of the departments, are organized into these roles:

1. **Department administrators**: Department administrators primarily fulfil a management function in the design and support of the quality assurance of the programmes. Their management duties entail taking part in the design, monitoring and assessment of teaching programmes and in quality analysis and assurance activities.

   In their support role to the UOC’s Academic Organization and Department Management, they also take part in managing teams and in the raising of social awareness or dissemination that this entails to help achieve academic, research and knowledge-dissemination objectives.

   They also take part in the coordination to assure the execution of teaching and administrative management processes defined in the departments.

2. **Programme management technicians**: Programme management technicians primarily manage programme development. They provide support to department faculty in the management of different elements related to the teaching activity. They also provide technical and information support in the framework of the departments to contribute to the correct operation of the processes and facilitate the decision making of department and programme directors.

   The number of technicians in a department depends on the number of programmes offered and their credit weightings.

3. **Department secretaries**: Department secretaries manage department administration and support the different academic and management functions in the departments.
With respect to the governing bodies in the departments, there are three types: those representing students (referred to in section 2 of this document), internal coordination bodies and external evaluation bodies.

1. Department Managing Council

This body comprises the department director, programme directors and department administrator. It meets on a weekly basis and its main functions are the:

- On-going monitoring of department research, teaching and dissemination activities.
- Carrying out, on the suggestion of the department director, the educational proposals for UOC degrees, master’s degrees and postgraduate courses related to the department.
- Drawing up the improvement proposals for the semester coming from feedback from lecturers in charge of subject.

2. Department Plenary Committee

This body of internal coordination comprises all the department faculty and management staff. It convenes monthly and its main functions are the:

- Reflecting on the educational offer provided by the department.
- Internal assessing of the results for the academic year.
- Monitoring department-related activities (teaching, research and dissemination).

3. The external evaluation body is the Advisory Council or the Department Committee

Comprising professionals and experts in the department’s field of knowledge, this body meets annually. Its main functions are the:

- Taking part in the reflection for constructing the educational offer.
- Taking part in the reflection for designing the educational programmes.
- Assessing the yearly results obtained for the educational programmes.
4. The Internal Quality Assurance System

4.1. Introduction

Since its inception, the UOC has been based on two key, differentiating, foundations. On the one hand, on a learning methodology, based on the intensive use of new information and communication technologies, and, on the other, on an organizational model that meets the needs of the university model. These distinguishing traits of the UOC have been widely recognized in recent years, testament to this are the awards won by the UOC, which include:

- The European Union’s Bangemann Challenge Award 1997 for the best European distance education initiative.
- The WITSA Award 2000 from the World Information Technology and Services Alliance (WITSA) for the best digital initiative (Digital Opportunity Award)
- The ICDE Prize of Excellence 2001 from the International Council for Open and Distance Education (ICDE) recognizing the UOC as the world’s best on-line and distance university.
- Being named Sun Center of Excellence in 2003 and 2006 out of a worldwide selection of educational institutions for the use and integration of ICTs in education.
- The Award for Educational Quality 2004 from the Organization of American States’ (OAS) Institute of Advanced Studies for the important contribution of Dr Ferraté, as the UOC’s President, to the expansion and consolidation of the knowledge society through his virtual metacampus initiative.
- The EFQM Golden Seal of Excellence 2004 from the European Foundation for Quality Management (EFQM) for the positive evolution in the overall management of the University.

In 1997, the UOC adopted a process management model. The effort in designing these processes required an extensive process of participation and reflection that also enabled the training of the members of the different teams on the processes. These processes have been shaped and adapted to arising needs and teams receive on-going support for the reflection on and updating of the processes.

Since 1998, the UOC has had several strategic plans that have allowed it to orientate its vision and establish objectives for improving in all areas of its activity. In addition, since 1999, the UOC has had consecutive programme contracts that have allowed it to define and update its quality commitments with the Catalan government.

One of the most important agreements incorporated in 2005 in the programme contract was the assessing of the qualifications in the same way as the rest of the Catalan university system had been doing since 1996 through the Agency for Quality Assurance in the Catalan University System (AQU). This assessment was made possible owing to the Agency’s creating of the evaluation guidelines adapted for distance-education models.

In academic year 2006-07, the UOC began an evaluation process of its qualifications in what was an ideal moment for considering the diagnosis that was carried out as an element of reflection for designing the new degrees.
In addition and owing to the moment in time, these new guidelines take the European Higher Education Area as a reference and, therefore, incorporate the assessment of the quality assurance mechanisms as well as the following aspects:

The Self-Evaluation Committee’s institutional evaluation report found the current internal quality assurance mechanisms to be “adequate”. The Quality Assessment Committee’s report coincides with this assessment, although both reports highlight a series of weaknesses that the UOC needs to address with an improvement plan that is also oriented toward the requirements of the internal quality assurance systems established by AUDIT.
Based on these assessments and the consideration of the results of the evaluation of the qualifications analysed using this model with the AQU, the UOC presented its IQAS proposal via the AUDIT programme.

With regard to programme assessment, it is important to note that prior to the current evaluation guidelines for e-learning programmes, the following qualifications had been assessed under the ProQU programme: Humanities and Catalan Language and Literature (2000-01) and Documentation (2002-03).

The following programmes were assessed under the e-learning model:

- Academic year 2006-07: Law, Educational Sciences, Psychology and Political Sciences and Administration.

In the AUDIT programme’s 2007 call, the UOC submitted the Law and Political Science programme, which had already been assessed by the AQU and had been submitted for verification as a law degree for academic year 2008-09.

As the internal system of quality assurance submitted for Law and Political Science was the model for the University, in the AUDIT programme’s 2009 call, the UOC decided to submit an IQAS manual for the University, which is a model that can be used for all the departments that satisfies AQU requirements:

- One campus
- Single and centralized decision-making bodies
- Cross-cutting internal services

The UOC is also having its Tourism programmes assessed by the Themis Foundation under the TedQual Certification System model.
4.2. Design Process of the Internal Quality Assurance System

As already mentioned in this section, the valuable contribution of the process of institutional evaluation has been vital for undertaking the design process presented. The process permitted validating strengths and identifying the main weaknesses, after which the necessary improvement proposals were made.

To assure wide consensus on the proposal presented and, more importantly, to guarantee its implementation, in accordance with the documents put together by the agencies responsible for the AUDIT programme, the UOC undertook a new diagnosis following guideline criteria and taking into account all institutional levels: strategic, management and operational. The Law and Political Science department and the Assessment and Quality Unit jointly carried out this diagnosis, which followed a simple and very visual methodology.

The diagnosis was first presented to the main UOC committees: the Coordinating Committee and the Academic Committee. After it was assessed, it was extended to all the areas implicated to validate all the processes identified.

This involved forming teams that were given guidelines for designing proposals for the processes detected. These guidelines, established as an internal work methodology, have facilitated, owing to their simplicity, the wide-spread involvement of managers.

To assure the adaptation of the model to the running of departments and identify specific aspects to take into account for when implementing, the Law and Political Science’s IQAS—having already received a favourable report—was presented to the faculty of departments that had not taken part in the defining process. Each department defined the procedure for making its contributions to the document and for identifying the specific aspects to take into account at the implementation stage.

The Planning and Assessment Area also met with the management teams to see what implications the implementation of the IQAS had for their operation and the indicators and documents required for internal and external accountability.

The following diagram illustrates the work process:

**Design of the Law and Political Science’s IQAS 2007**
Design of the UOC IQAS 2009

- IQAS Manual - Law
- Final assessment report on the design of the Law IQAS
- Method for adapting to entire UOC
- Planning and Assessment Area

- Submission of the action plan for the design of the UOC IQAS to the Academic Committee
- VP for University Policy and Faculty
- Presentation of Law IQAS to all UOC departments
- VP for University Policy and Faculty
- Identify specific aspects of the departments for applying the model
- Departments Planning and Assessment Area

- Export the IQAS to the UOC
- VP for University Policy and Faculty Planning and Assessment Area

- UOC IQAS design
- VP for University Policy and Faculty
- Departments Planning and Assessment Area
- Submission of the UOC IQAS to the Academic Committee
- VP for Faculty and Academic Organisation

- Approval of UOC IQAS
- Governing Council

- Specific aspects to take into account for IQAS implementation
- UOC IQAS manual proposal
- UOC IQAS manual
4.3. IQAS Document Management

Essential for any internal management system, document management is a vital tool for guaranteeing the quality and management of documents. To respond to the needs of the IQAS, the UOC created a task force and set up the Document project. The aim of this project is to develop a document management system that guarantees the correct management of the documents required for the accreditation process for the bachelor’s and master’s degrees.

The task force’s work is structured into the following phases:

1. **Analysis**

   In this phase, a study was carried out on the processes related to the adaptation to the EHEA; the documents to be generated in each process and document flows and life-cycles were identified. Key people for document production and the profile of document access were also identified.

2. **Design** of the DMS (document management system)

   In this phase, document management policies and rules are to be established via the definition of procedures that cover from the criteria for deciding when to incorporate documents in the system to the criteria for the deletion or transfer to a historical archive of documents.

3. **Selecting support technology**

4. **Implementation**

In the framework of the AUDIT programme, the aim of document management is to:

- Carry out an effective and systematic control of all documents, in any media or format, created and received by the organization in its operation.
- Define a document management policy; assign responsibilities for documents; define procedures; and design, implement and administer a document management system.
- Integrate document management with the organization’s information processes and systems.

System design and implementation must comply with these **standards**:


The general criteria for document management are to enable:
- Determining what documents need to be created in each process and what information they are to contain.
- Deciding the form and structure in which the documents are created and what technology is to be used.
- Determining the metadata to be generated with the documents throughout the document processes.
- Determining the requirements for retrieving, using and transferring documents between different business processes.
- Deciding how to organize documents to facilitate access and use.
- Assessing the risks involved in not having documents that provide evidence for activities carried out.

Information access and preservation criteria comprise:
- Defining security profiles and access levels.
- Criteria for incorporating the documents in the system.
- The time each transcript is closed.
- Criteria for preserving or deleting documents.
- Defining search criteria within the document manager, for both transcript and content management, for exploiting the information and knowledge. This assures streamlined and efficient document retrieval, use and transfer between different management units and processes.

**Technology selection criteria:**

To facilitate the application of these criteria, the UOC will create the following tools for guaranteeing the correct operation of the document system:
- A classification scheme for the documents generated.
- A preservation and access calendar.
- A system manual outlining and documenting all the procedures to be followed.
- Compiling quality indicators of the system.
5. The IQAS of UOC Departments

As per the structure established in the Audit programme manuals, for each of the guidelines, the processes, their description, the bodies responsible (appearance order is not based on hierarchy) and the documents or evidence that support the process assurance are outlined.

The information for each guideline is structured into the following sections:

1. Introduction
2. Process description
3. Review and improvement
4. Responsibilities
5. Supporting documents

The diagrams attached contain the following elements:

- Guidelines and rules for carrying out the activity

  Guideline 1

- Supporting documents generated

  Document 1

- Support processes for carrying out the activity

  Process 1
  Body responsible
  Participating body

- Decision making

- Activities that assure compliance with the guideline

  Activity
  Body responsible
Guideline 1. Quality Policy and Goals

1- INTRODUCTION

This guideline comes under the UOC’s strategic planning process and comprises clearly-defined processes of reflection, participation, implementation and review.

The UOC has a defined and developed process for designing the strategic plan and implementing it in all areas of the Institution and assessing, reviewing and improving it.

The University’s strategic plan (there have been four since the UOC’s inception in 1994) is prepared based on an internal diagnosis and an external analysis, and takes as a reference the programme contract the University ratifies on a regular basis with the Catalan government in which the main objectives of the University are stated. These objectives, as with those in the strategic plan, are structured based on strategic-action and strategic-cross-cutting axes.

The current structure of cross-cutting axes is formed by the axes of:

- Innovation
- Quality
- Inter-university cooperation

The current strategic plan was approved by the Governing Council in July 2007 and also by the University’s Board of Trustees.

To design it, a team comprising the members of the Governing Council, department directors, programme directors, office managers and area directors, over 40 people in total, was formed. Several key groups (e.g., employers and academics) were interviewed during the design process.

Once approved, the entire strategic plan was disseminated and communicated to all UOC members.

2- PROCESS DESCRIPTION

A. DESIGN AND DEVELOPMENT OF THE QUALITY POLICY

(P1_D1_PQu_disseny_v.1)

This process is based on the existing mechanisms for designing and developing strategy in the University. After the strategic plan is approved, the vice presidents define and contrast their strategic axes and the development of these for the current academic year. The vice president for University Policy and Faculty is responsible for quality at the UOC, and it is this office that defines the quality axes and objectives (appendix 2). The Governing Council debates and approves these axes, which are accompanied by main objectives to pursue in the current academic year and the indicators for assessing them.
These axes and objectives are part of the **quality policy** (appendix 1). The UOC, in line with its basic principles, values and mission, identifies the quality of its educational programmes as one of the main strategic objectives. To this end, the UOC has a specific policy for fostering quality along with the necessary resources and instruments.

Added to the demand for quality that is to be expected of a recently-founded university that makes use of innovative learning methods and is geared toward a different type of student, are the requirements of the guidelines for the adaptation to the European Higher Education Area, which regards quality assurance processes as an essential complement to teaching–learning models that aim to be efficient and sustainable.

Thus, quality assurance based on processes of continual improvement is the raison d’être for the University and a point of differentiation for an open and innovative distance-learning educational offer that aims to respond to new social needs.

For the UOC, the policy for supporting quality in turn benefits other strategic axes. On the one hand, it represents the chance to progress toward a more transparent management model and greater accountability. On the other hand, it provides a cultural change in the organization that changes attitudes and perceptions and promotes shared responsibility, commitment, internal communication and the decentralizing of operations.

The University’s quality policy is the responsibility of the Governing Council and, by delegation, is driven by the Vice President’s Office for University Policy and Faculty. The quality policy is defined and developed as part of the strategic planning for 2009-2014 period.

After implementation and as part of the strategic plan, the process of reviewing and improving the quality policy is carried out.

The following diagram illustrates the design and development of the quality policy as part of the design and development of the strategy.
Design and development of the Quality Policy

1. Internal diagnosis
   - External diagnosis
   - Programme Contract

2. Design of the strategic plan
   - Governing Council
   - GC Approval

3. Dissemination and communication of the strategic plan
   - Communications Area

4. Support process for defining the quality axes
   - Planning and Assessment Area

5. Planning and Assessment Area
   - General Manager’s Office

6. Planning by objectives system
   - Faculty
   - Areas and Departments

7. Defining of the annual objectives
   - Approval
   - Yes

8. Definition of personal objectives
   - Personal objective plans
   - Faculty

9. Sequence:
   - Yes: Strategic plan
   - No: GC Approval
   - Yes: Communication plan
   - No: GC Approval
   - Yes: Annual plans
   - No: GC Approval
   - Yes: Quality plan
   - No: GC Approval
   - Yes: Area and department annual objectives
   - No: GC Approval
   - Yes: Personal objective plans
B. ASSESSING, REVIEWING AND IMPROVING THE QUALITY POLICY

(P2_D1_PQu_rev-mill_v.1)

At the end of the first semester of the academic year, the academic and satisfaction results for the subjects are assessed. In line with guideline 6, these results, which cover all areas—department, programme, subject, classroom—permit reviewing the objectives set and, where necessary, redirecting the actions to achieve these objectives (appendix 3). This review is agreed upon by the lecturer, programme director and department director.

At the end of the academic year, the above-mentioned results, along with those of the rates defined in section 8 of Royal Decree 1393/2007 and the satisfaction results are submitted to the programme director for assessing in the Qualifying Committee. These results are presented to the Programmes Committee and are discussed and assessed by the programme directors with the vice president for University Policy and Faculty.

A summary of the results, which are also broken down by programme (appendix 4), is also prepared and submitted to the Academic Committee for assessment.

Once all the results have been considered and evaluated, they are sent to, along with the assessments, to the Department Commission (see section 2 for its composition).

The results are also made available to the University community via the different communication mechanisms, the most important of which is the statement issued at the start of the following academic year. This statement also includes the specific actions to be carried out to improve the programmes and subjects.

Once the results have been communicated and assessed in all areas, the extent to which set objectives are complied with is reviewed. This review means the annual axes and objectives can again be defined to chart their implementing in all areas.

The Governing Council assesses the results to determine the degree to which the strategic plan has been implemented and carried out to review it and adapt it to the results and scenarios that have arisen.

The programme-contract indicators are also used for demonstrating accountability before the Catalan government in terms of the extent to which the quality objectives of the Institution are being achieved. This assessment and revision are carried out as illustrated in the following diagram:
Internal Quality Assurance System Manual

Assessment, review and improvement of the Quality Policy

1. Guideline 6
   - Assessment of semester results
     - Lecturer in charge of subject
     - Programme director
   - Academic assessment of the academic year
     - Qualifying Committee
     - Programme Committee
     - Academic Committee
   - Assessment reports
     - Yes
     - No
     - Areas and Departments
       - Personal objectives plans
         - Human Resources
       - Definition of annual objectives
     - No
     - Definition of the annual strategic axes
       - Governing Council
     - Yes
     - Governing Council
       - Internal dissemination of the results
         - Departments
       - External dissemination of the results
         - Communications Area
       - Guideline 7
         - Planning and Assessment Area
       - Support process for defining the quality axes
         - Governing Council
       - Process assessment
         - Process report
         - Communication Plan
         - Report for the Board of Trustees
         - Academic year report
         - Reports

Universitat Oberta de Catalunya
17 de june 2009
3- PROCESS REVIEW AND IMPROVEMENT

On an annual basis, once the results for the different areas have been collected, a report is prepared to assess the effectiveness of the process with respect to compliance with the quality policy and goals. Implementation, the extent to which the goals are achieved and improvement proposals that come out of the result evaluation are assessed.

This report is assessed by the vice president responsible and the Governing Council in relation to compliance with the quality plan and the strategic plan approved by the UOC.

4- RESPONSIBILITIES

The responsibility for quality assurance lies with the departments. The department director ensures the quality of faculty, programme directors and Qualifying Committee activity.

- It is the Academic Committee’s responsibility to define the yearly quality axes for the educational programmes so the department directors can implement them in the activity areas in which the programme directors and lecturers in charge of subject act. The results are also evaluated at the end of each cycle (academic year) in the academic year assessment. This assessment is also evaluated by the Programmes Committee.

- The Qualifying Committee is responsible for designing the educational programme and yearly review of the results, which the Committee (guideline 2) uses to assess the results for the programme and define improvement actions.

- The Department Commission assesses the results and the actions proposed by the Qualifying Committee.

Different bodies assure the availability of tools and resources that facilitate ensuring the quality of the programmes and deciding how to improve and evolve them.

- The Governing Council is responsible for impelling the processes of strategic reflection, approving these processes and assessing the results. Based on this assessment, the Governing Council defines the review and improvement actions of the strategic reflection process. It also approves the quality plan submitted by the vice president responsible for education quality.

- The Board of Trustees is responsible for approving the strategic plan and assessing, annually, the main results of the Institution.

- The vice president for University Policy and Faculty is responsible for quality in the UOC and defining the annual axes to be developed into quality goals in the educational programmes. The vice president also assesses the degree to which the quality results have been achieved and reviews the quality plan.

- The vice president for University Policy and Faculty heads the quality committee responsible for ensuring the quality of the educational programmes, exploring the needs and expectations of the key groups and assuring continual improvement.

- The Planning and Assessment Area is responsible for supporting the development, implementation and assessment of the quality policy.

- The General Manager’s Office is responsible for assuring the processes that facilitate the development and implementation of the strategic planning, and the Communications Area is responsible for disseminating the strategic plan (guideline 7).
5- SUPPORTING DOCUMENTS

- Strategic plan
- Programme contract
- Communication plan
- Annual plans
- Quality plan
- Department objectives
- Programme objectives
- Semester reports
- Academic year reports
- Academic year assessment
- Minutes from the Governing Council
Guideline 2. Quality Assurance In the Educational Programmes

1- INTRODUCTION

This guideline defines the procedure for designing, implementing, reviewing and improving the educational programmes.

Three processes are identified:

- Defining the educational offer
- Designing the programme
- Implementing, reviewing and improving the programme

2- PROCESS DESCRIPTION

A. DEFINING THE EDUCATIONAL OFFER

Firstly, a general diagram that reflects the decision-making process for the educational offer, the portfolio, takes into account the contributions of the key groups.

Since its inception, the UOC has seen educational proposals as a joint offer from the entire University. Such a strategy favours synergies between the different knowledge areas and the complementarity of the education students receive and avoids the duplication of educational proposals.

The UOC has designed a procedure that defines the actions and agents that take part in defining the portfolio and designing the programmes up until they are submitted for verification. Defining the portfolio begins with the reflection undertaken by the departments on their possible educational offer. External agents, such as the Advisory Council and the Department Committee, take part in this process, the main objective being to define portfolio proposals based on the assessment of market needs and the results, the positioning of the University, and department capacity. All these elements make up the framework for refection.

After the reflection phase, the department director submits the proposal, which is first assessed with the vice presidents for Academic Organisation, University Policy and Faculty, and Postgraduate Studies and Lifelong Learning. The proposal is then assessed by the Academic Committee. The main objective of this evaluation phase is to integrate the programmes from all the departments to consider their complementarity and coherence before submitting them to the Governing Council for approval.

Based on the Academic Committee’s evaluation, the Governing Council approves the portfolio proposal. Once approved, the Academic Committee defines the planning calendar for the design process.

This portfolio, along with the planning proposal, is announced to the entire UOC team (faculty and management staff) via the relevant committees to make the teams involved aware of the activity this portfolio involves.

The following diagram illustrates the activities involved in defining the educational offer.
Defining the educational offer

- Strategic plan
- Department strategic position
- System capacity
- Professional needs
- Market opportunities
- Alliances and collaborations

Reflection on the educational offer

Departments

Definition of the offer

Departments

Offer assessment
- VP Academic Organization
- VP University Policy and Faculty
- VP Postgraduate Studies and Lifelong Learning

Integration of the offer

Academic Committee

GC Approval

Yes

Submission of the portfolio

Academic Committee

No

Internal communication of the portfolio

Coordinating Committee Management Committee
B. DESIGNING THE PROGRAMME

(P4_D2_QPr_disseny_v.1)

The portfolio’s implementation calendar defines the priorities for programme design; in accordance with UOC regulations, the qualifying committees are appointed by the Governing Council for carrying out this calendar.

To design the educational programme, the Qualifying Committee makes use of the contributions that came out of the reflection process on the portfolio undertaken by the Advisory Council, faculty contributions, national and international models, and the identification of the needs of students and the professional sector.

The Qualifying Committee has a specific procedure for designing the proposal for the educational programme (appendix 5). This process specifies that the Qualifying Committee is to head the developing of the educational programme’s design.

In this educational programme design-process, a series of steps and tests are identified that ensure that the final proposal complies with legal requirements, is economically feasible and that the UOC structure and infrastructure will be able to meet all the requirements of the proposed study programme. This process is headed by the departments, which receive support from the different management teams and specific training (appendix 6). The UOC makes all the documents related to this process publicly available on the Web.

The vice presidents for Academic Organisation, University Policy and Faculty, and Postgraduate Studies and Lifelong Learning are again responsible for assessing the different proposals and submitting them to the Academic Committee for final approval.

The Governing Council approves the proposal for the new programme and proceeds to have it verified by the Spanish Ministry for Education.

Actions for publicizing and communicating the new programme are stated in the communication plan and are detailed in guideline 7 of this document.

The following diagram illustrates the designing of the programmes:
Designing the programme

1. University Regulations
   - Portfolio programming authorization

2. Faculty contributions
   - Professional models
   - University models (national and international)
   - Needs and expectations
   - Students and lecturers

3. Design process of the educational programme

Planning and Assessment Area

4. Appointment of the Qualifying Committee
   - Governing Council

5. Programme proposal

6. Programme design
   - Qualifying Committee

7. Academic validation
   - VP Academic Organization
   - VP University Policy Faculty
   - VP Postgraduate Studies and Lifelong Learning

8. GC Approval

   8.1. Yes
      - Programme report proposal

   8.2. No
      - Verification

9. Communication of the verification results
   - Governing Council

10. Programme implementation plan
   - Qualifying Committee

11. Programme dissemination
    - Departments

12. Guideline 7

13. Communication plan

14. Record of appointment

15. Professional profile

16. Programme report
C. IMPLEMENTING, REVIEWING AND IMPROVING THE PROGRAMME

(P5_D2_QPr_rev-mill_v.1)

Once the educational programme has been verified, its operational design is drawn up so the UOC teaching systems can apply it.

The process for planning the semester arrangement is started based on the criteria defined by the Vice President’s Office for Academic Organisation. This programming process helps to determine what is to be offered in each semester, so it is available when students enrol.

The Teaching Management and Operations Area has the job of assuring teaching support actions that are carried out at the beginning and during the semester and also the learning-assessment activities. For all this activity, there are monitoring indicators that provide information on activity at all levels.

At the end of each semester, the programme directors (appendix 8 and 9) and the lecturers in charge of subject (appendix 7) use the academic and student-satisfaction results to assess the teaching activity in accordance with guideline 6; at the end of each academic year, the semester and yearly results are obtained and assessed by the Qualifying Committee, the Programmes Committee and the Academic Committee.

The Qualifying Committee is responsible for assessing the degree of satisfaction in the results and establish and prioritize the necessary improvement actions, which are developed as set out in guideline 1.

The results and planned actions are evaluated by the Department Commission and by the Advisory Council or the Department Committee; programme management informs the students of the results and actions.
Implementing, reviewing and improving the programme

1. Design and maintenance plans
   - Operational design
     - Technical Committee
     - Created plans
   - Programming
     - Semester offer
   - Start of semester
     - Programme director
     - Lecturer in charge of subject
   - Running of semester
     - Programme director
     - Lecturer in charge of subject
   - Learning assessment
     - Programme director
     - Lecturer in charge of subject
     - Minutes of Assessment Board
2. Management of teaching action
   - Teaching Management Operations
   - Assessment
     - Teaching Management Operations
     - Guideline 6
     - Guideline 6
     - Guideline 3
   - Guideline 7
     - Academic year assessment
       - Department director
       - Programme director
       - Lecturer in charge of subject
       - Implementation report
       - Improvement plan
     - Review and improvement
       - Qualifying Committee
       - Dissemination of results and improvement actions
         - Departments

Guideline 6
3- REVIEW AND IMPROVEMENT

The Qualifying Committee, as the body responsible for designing the educational programme, must assess the development of the programme and the results. This process is covered in guideline 2; the results for the evaluation are defined in guideline 6.

Based on the results already evaluated by the bodies responsible for them, the Qualifying Committee must prioritize the actions for improving the quality of the educational programmes.

4- RESPONSABILITIES

- The **Governing Council** approves the educational offer in accordance with the UOC’s strategic lines. It approves the qualifying committees that design the educational offer and approves the programme report to be submitted for programme verification.

- The **vice president for Academic Organisation** assess all the educational programme proposals submitted by the department directors in the framework of the Academic Committee and coordinates the entire offer to be presented to the Governing Council.

- The **Academic Committee** is responsible for assessing the entire offer for approval by the Governing Council and is also responsible for the academic validation of the programmes designed for their verification.

- The **Advisory Council** or the **Department Committee**, made up of professionals and experts in the sector, take part in the reflection process for designing the new programmes and assess the results obtained during their implementation, and provide an external and strategic view of the qualification.

- The **department directors** propose the educational offer to be promoted from their departments to the vice president for Academic Organisation, take part in the qualifying committees that are undertaken within the departments and validate the information used for publicizing the educational programmes. They also jointly assess the development of the programme and the results obtained with the faculty involved.

- The **Qualifying Committee** is responsible for designing the educational programme, annually assessing the implementation and academic-year results, and for proposing improvement actions.

- The **Managing Councils** develops the proposal for the educational offer so it can be submitted to the department director.

- **Department faculty** actively take part in identifying student and labour-market needs and lend their knowledge of the real world to the defining of the educational programme. They take part in the qualifying committees at the proposal of the department directors.

- The **Technical Committee** is responsible for collaborating with the Qualifying Committee on the design of the educational proposal and the prior academic-validation; technically assessing the proposal: its structure, content, feasibility, appendices, etc., and ensuring the operational design for development and implementation.
5- SUPPORTING DOCUMENTS

- Meeting minutes: reflection, proposals
- Department portfolio proposal
- Portfolio approved by the Governing Council
- Record of appointment of the qualifying committees
- Professional profile report
- New-programme report proposal (provisional)
- Minutes of monitoring meetings
- Final report for the new programme
- The Spanish Ministry of Education, Culture and Sport’s (MECD) communication of the verification of the new programme

UOC-Approved Criteria for Discontinuing a Qualification

A qualification is discontinued when:

- A new qualification that replaces it is implemented.
- There is a continual reduction of newly-enrolling students in the course when this constitutes a critical situation in terms of economic feasibility (as a guide, this situation could arise when less than 15 students enrol for two consecutive semesters).
- Changes occur in the direction of the profession, and the qualification’s career profile does not meet the needs of the market.

The UOC’s Governing Council is responsible for regularly determining and reviewing the criteria for discontinuing a qualification. It is also the body that, at the proposal of the qualifying committee, assesses and decides if a qualification is to be discontinued.
Guideline 3. Student-Oriented Education

In this guideline, eleven processes are defined for the student support systems that facilitate learning. As per the AUDIT documents, these are:

- Defining student entry/graduation, admission and enrolment profiles
- Student support and guidance, teaching method and learning assessment
- Internship and student mobility
- Career-guidance for students
- Allegations, complaints and suggestions systems

The regulations available from the UOC’s Virtual Secretary’s Office also have an impact on student-oriented education. These regulations are approved by the Governing Council. Once approved, the mechanisms for dissemination and publication defined in guideline 7 are followed.

The Teaching Management and Operations Area is responsible for the Secretary’s Office of the University. In accordance with the Student Services Area, how the contents of the regulations are communicated to the key groups, primarily the students, is assessed.

The effectiveness of this information is evaluated based on the enquiries students make to the Student Enquiry Service, outlined in guideline 5.

3.1. Defining student entry / graduation, admission and enrolment profiles

1- INTRODUCTION

In the design process of the educational programme, defined in guideline 2, the entry and graduation profiles are defined. This is the responsibility of the Qualifying Committee.

The Student Incorporation and Monitoring Area is in charge of student enrolment processes; admissions are also the responsibility of the Secretary’s Office, which validates this academic procedure.

2- PROCESS DESCRIPTION

A. PROCESS FOR DEFINING THE ENTRY AND GRADUATION PROFILES

(P6_D3_OE_perfil_v.1)

During the designing of the educational programme (guideline 2) the entry and educational profiles are defined. The Qualifying Committee is responsible for this definition, which is included in the programme report that is submitted for verification.

The information in the report is core to developing the information the students receive in accordance with guideline 7. The programme director is responsible for approving the public information for the entry and graduation profiles. The Operational Marketing team is in charge of information content, how it is treated and the channels for its external publicizing; the Student Information team takes care of internal dissemination to students.
The Student Incorporation and Monitoring Area is responsible for all the processes of monitoring, support and management involved in new-student admission and enrolment applications. These processes are covered in greater detail below.

The Operational Marketing team is responsible for tracking those interested in educational programmes, putting together their personal and academic profiles and preparing the reports for the programme directors so as to assess the profiles of those who have approached the UOC for information and students who ended up enrolling. The programme director, in conjunction with the Qualifying Committee, uses this information to determine if the profiles of enrolled students match the previously-defined entry profile. This evaluation is used to regularly review communication and publicity actions and the public information to tailor it for those it is aimed at. More generally and as part of the broader-assessment processes for the educational programme (see guideline 2), the need to redefine the entry profile described in the educational programme report is assessed.

With respect to the graduation profile of students, as stated in guideline 6 (Section “6.2 - Analysis and Use of Work Placement Results”), recently-graduated students are asked to give an overall assessment of the education they received and state their work expectations. Three years after graduation, students are asked to assess the usefulness of the education they received and the evolution of their careers after graduating. The comparison of these two snapshots and the comparative analysis carried out by the Agency for Quality Assurance in the Catalan University System between the different universities identify the profile of graduates and the evolution of their perceptions of the education received and their personal and professional evolution. Employers are also asked for their assessment of the graduate profile and to what extent it is in line with the duties assigned to graduates.

The programme directors, in conjunction with the Qualifying Committee, assess to what extent the graduation profile meets societal needs and adapt the programmes accordingly.
Definition of the entry and graduation profiles

Current legislation
University regulations
Assessment of the entry and graduation profiles
Analysis of the labour-market needs
Previous results

Definition of entry/graduation profiles
Qualifying Committee

Approval
Yes
No

Information dissemination
Marketing
Student information

Guideline 7

Guideline 6

Guideline 6

Analysis of the entry profile
Student Incorporation and Monitoring Area

Programme report proposal
Web portal
Virtual Campus
Doc. dissemination

Start of semester report
End of academic-year report

Programme director

Annual assessment of the programme
Qualifying Committee

Admission and enrolment process

Admission and enrolment
B. ADMISSION AND ENROLMENT PROCESS

(P7_D3_OE_acces_v.1)

This section outlines the admission and enrolment process, which entails the enrolling of new students in the UOC.

The information communicated and published on the Web portal and in other documents is reviewed every semester.

The departments prepare the information on the qualifications, entrance paths, requirements, faculty, and other academic matters in accordance with the qualification reports, ensuring the coherence of all the information that appears on the qualifications. Once the information content is prepared, the Operational Marketing and Student Information teams are responsible for putting it together and publicizing it. Where the information changes substantially from one semester to another, a training plan is developed for all those involved in the process to ensure the correct information is transmitted. Testament to this are the current sessions that representatives from the qualifying committees for qualifications starting in academic year 2009-10 are running with the different groups that attend to students to facilitate the new-admission campaign that is being carried in the UOC for academic year 2009-10.

Once the information is prepared, it is publicized to start the influx of admission applications. The applications are authorized by the admissions procedure carried out by the Secretary’s Office, after which students are allocated counsellors who guide them through their enrolment and integration into the UOC.

At the end of each admission campaign, global reports on the admission and enrolment process are compiled, which include reports on student satisfaction on the incorporation process (appendix 10) and the results for each of the programmes. The information is communicated to the Programmes Committee.
Admission and enrolment

- Design of the admission and enrolment process
- Admission and enrolment

- Guideline 7

- Publicising and communicating admission information
- Operational marketing
- Student information

- Tutoring
  - Tutorial function

- Capture and information
  - Admission and enrolment
  - Regional services

- Academic procedures
  - Teaching Management
  - Operations
  - Student Services

- Admission request
  - Secretary’s office

- New-student information, capture and guidance
  - Student Incorporation and Monitoring Area

- Admission processing
  - Enrolment and incorporation

- Analysis of new entries
  - Student Incorporation and Monitoring Area

- Assessment of new-entry results by programme
  - Programmes Committee

- Process assessment
  - Student Incorporation and Monitoring Area

- All requests
- Total admissions

- Monitoring reports
- Results report

Admission and enrolment process satisfaction survey results
3- REVIEW AND IMPROVEMENT

The Qualifying Committee, which is responsible for the programme proposal, defines the entry and graduation profiles. The information that is regularly analysed and assessed by the programme director is used to revise the definition of this profile.

The UOC accepts new students every semester, i.e., twice every academic year. Information on entry and graduation profiles and curriculum structure and subjects is available via the mechanisms defined in guideline 7. The new-entry profiles are assessed each semester. The Operational Marketing team prepares this information and assesses it with the programme director. The analysis of this information is used to assess information content and channels.

Once the new-student entry process has concluded, the Student Incorporation and Monitoring Area assesses the results of the process: number of applications, number accepted, number enrolled, average number of credit points enrolled for—overall and for each programme. The results for student satisfaction with the incorporation process are also analysed. This assessment is used to define improvement actions.

4- RESPONSIBILITIES

- The programme director is responsible for assessing admissions and enrolment, which includes the profiles, every semester.
- The Qualifying Committee defines and assesses the profiles using the information and relevant assessments provided at the end of each academic year by the programme director.
- The Student Incorporation and Monitoring Area is responsible for student admission and enrolment and the orientation programmes for integrating new students, which includes the tutorial function.
- The Student Information team prepares and communicates all information required for admission and enrolment to the students.
- The Operational Marketing team is responsible for the external publicizing of information on the educational programmes via the University’s Website, informational documents and media spots. The Marketing team also produces the reports on the admission and enrolment process, which include information on the new-entry profile to make it available to the heads of the programmes for them to make their assessments.
- The Secretary’s Office authorizes the student admission procedure and makes available the results of this process.

5- SUPPORTING DOCUMENTS

- Programme report
- Public information: Website, informational documents
- Report on entry, admission and enrolment results.
- Results of the satisfaction questionnaire
- The Qualifying Committee's assessment report on the profiles.
3.2. Student guidance and support, teaching method, and learning assessment

1- INTRODUCTION

Since its inception in 1994, the UOC has been aware of the need for an orientation programme for serving the specific needs of students in e-learning programmes. This model must evolve in line with the arising needs of the university system and technological innovations.

Right from when students first request admission to the UOC, they receive support from Student Services; they are assigned counsellors, who guide them through the subject enrolment processes, and are provided with a Web-based information service via the UOC’s Virtual Campus. They also receive support from the tutors who accompany them through the learning process.

The Governing Council is responsible for approving the UOC’s model and making the necessary adaptations in line with the University’s mission, vision and strategic plan. It also has the responsibility for reviewing and improving it.
3.2.a. Tutorial Function

2- PROCESS DESCRIPTION

A. PROGRAMME TUTORIAL PLAN

(P9_D3_OE_pla Tu_v.1)

The UOC’s model incorporates student guidance and support mechanisms. These mechanisms comprise the actions carried out by the Student Services team and those that form part of the tutorial plan.

The programmes have tutorial plans for student incorporation, starting (appendix 11) and monitoring, in which the tutorial action in the different phases of the student’s academic path and also at different points in the semester are defined.

The tutorial plan is adapted to the unique nature of each qualification and is developed based on guidelines from the programme director. The proposed tutorial plan for the programme is prepared by a counsellor with the support of the tutorial function team. The programme director approves the tutorial plan for the semester.

The tutorial plan for a qualification is announced in the department commission in which the students are represented. It is then disseminated via the Virtual Campus to the parts of the University community affected.

It is the job of the counsellors to carry out this tutorial plan during the semester via the Virtual Campus’s tutorial classrooms. The departments coordinate and monitor the activity of the counsellor team.

Parallel to this, the tutorial function development group coordinates the counsellors of all UOC programmes and provides them with the tools and information required so they can adequately serve the needs of the students, principally in aspects that are more cross-cutting in nature and linked to UOC services and information.

This group systematically compiles data on student activity and the actions counsellors carries out to advise students.

At the end of the semester, the programme director and the tutorial function development group assess the operation and the results obtained (performance and satisfaction) so as to be able to introduce changes for the following semester in the tutorial plan for the programme, and so improve the response provided to student needs.

The programme director and the tutorial function development group are responsible for the application of the proposed improvements and to monitor results.
3- REVIEW AND IMPROVEMENT

The tutorial function team and the programme directors are the main agents involved in reviewing and improving the tutorial plan. To assess the plan, every semester the tutorial activity and satisfaction results are obtained.

4- RESPONSIBILITIES

- The **Governing Council** is responsible for approving the UOC model linked to the University’s mission and vision.

- The **Vice President’s Office for Innovation** is responsible for developing the UOC model. This office also assesses the results of the application of the model and prioritizes and promotes the improvement actions.

- The **programme director** is responsible for providing the guidelines for defining the tutorial plan for the programme and approving the final proposal. The programme director coordinates and assesses the activity of the programme’s counsellors, assesses the effectiveness of the tutorial plan and, jointly with the tutorial function team, proposes improvement actions and promotes and impels their implementation.

- The **tutorial function** team, which is part of the Student Incorporation and Monitoring Area, is responsible for supporting the entire design, implementation, and assessment process of the UOC’s tutorial plan.

5- SUPPORTING DOCUMENTS

- UOC model
- UOC tutorial model
- Programme tutorial plan
- Activity indicators
- Satisfaction indicators
3.2.b. Teaching

1- INTRODUCTION

The tutor, in an e-learning environment, carries out all the actions for facilitating the student’s teaching–learning process (see the educational model, section 2). The tutor’s function is to make dynamic the educational action from the start of the semester to the student’s final assessment.

Under the supervision of the lecturer in charge of subject, the tutor takes part in designing the learning plan and in proposing semester activities. The tutor proposes the activities the students do during the semester and monitors them, moderates discussions and debates, clears up doubts on material content, motivates students, answers student questions and assesses the activities students do throughout the semester, and provides feedback so students can meaningfully assimilate new learning.

2- PROCESS DESCRIPTION

B. DESIGN

(P10_D3_OE_disseny_AD_v.1)

The lecturer in charge of subject designs the learning programme of the subject in line with the guidelines outlined in the programme report: competences, methodology, educational activities, assessment criteria, required resources, planning. In accordance with the department director’s guidelines, the programme director—who has a global view of the qualification—assesses the lecturer in charge of subject’s proposal and its coherence with the other subjects. They jointly define the profile of the tutor and the publishing plan that is to ensure the students have all the material they need to complete the subject.

The tutor draws up the learning programme in the semester’s learning plan (appendix 12) taking into account the circumstances, criteria and calendar of each semester and applying the criteria the lecturer in charge of subject gives to them. In line with the orders they receive, the tutors, who are responsible for the running of the subjects, prepare the documents required for the semester’s teaching. The lecturer in charge of subject approves the proposal and is responsible for implementing the learning plan and guaranteeing the classroom activity to assure a quality learning–teaching process.

The departments ensure students have the academic prerequisites for the subjects.

The following diagram illustrates the activities undertaken.
Design of the teaching

UOC educational model
UOC assessment model
Curricula
Specific characteristics of subject

Design of the learning programme
Lecturer in charge of subject

Coherence of learning plan in programme
Programme director
Lecturer in charge of subject

Proposal for the learning programme
Definition of the tutor profile
Publishing plan

Learning programme

Guideline 4

Academic calendar
Preparation criteria

Semester application of learning programme
Tutor
Lecturer in charge of subject

Proposal for the learning programme
Learning plan

Publishing procedure

Learning programme content
Departments

Portal Virtual Campus Classroom

Subject prerequisites
Validation of prerequisites
Departments

1
3- REVIEW AND IMPROVEMENT

A. CARRYING OUT, MONITORING, ASSESSMENT AND IMPROVEMENT

(P11_D3_OE_rev-mill_AD_v.1)

The tutor, with the support of the lecturer in charge of subject, carries out the teaching during the semester. At all times, the tutor also has the support of the cross-cutting teams that create the e-learning spaces for the teaching of the subject. These teams provide tutors with all the required technological and material resources. The UOC also has operational groups for providing information and guidance during the semester and providing students with a system for managing queries and incidents that arise. These services are provided to students via the Virtual Campus.

The lecturers in charge of subject monitor the activities of all classrooms for which they are responsible. They have at their disposal the indicators of student and subject-tutor activity, which allows them to continually monitor the evolution of the educational action and act rapidly, getting in touch with tutors when they detect warning signs in classroom activity (e.g., students not taking part in activities).

Subject reports, along with the other indicators of educational activity, are the basis for the joint assessment undertaken by the department director, programme director and lecturer in charge of subject on the operation of the subject for which the lecturer is responsible. Improvement actions arise from this assessment. Developing and implementing the improvement actions is the responsibility of the lecturer in charge of subject, who has the support of the programme director.

The department director and the programme director agree on the communication plan for informing the different committees and students of the results obtained and the improvement actions for subsequent academic years.
Carrying out, monitoring, assessing and improving teaching

1. **Carrying out of student education**
   - UOC model
   - Programme guidelines
   - Management of teaching
   - Teaching Management Operations
   - Student enquiry service
   - P22_D5_SERV_consultes
   - Claims system
   - P16_D3_OE_reclamacio

2. **Learning assessment**
   - Specific assessment criteria
   - Departments
   - Assessment management
   - Teaching Management Operations

3. **Subject evaluation**
   - Guideline 6

4. **Review and improvement**
   - Programme director
   - Lecturer in charge of subject

5. **Evaluation of the academic year**
   - Programme director
   - Lecturer in charge of subject

6. **Monitoring indicators**
   - Results report
   - Improvement proposals
   - Result indicators
4- RESPONSIBILITIES

- The **programme directors** have the responsibility for assuring the coherence between the different subject learning-programmes in line with the curriculum design. At the end of the semester and jointly with the lecturer in charge of the subject and the department director, they also assess the running of the subjects.

- The **lecturers in charge of subject** are directly responsible for the operation of the subjects. They design the learning programmes that are approved by the programme directors. The tutors use these programmes to develop the resources and documents required for learning and assessment. During the learning, they are responsible for coordinating the tutors and monitoring their activity with students. At the end of the semester, they assess the results.

- **Tutors** carry out the academic instructions given to them by the lecturer in charge of subject, which include preparing the learning plan for the semester and designing learning and assessment activities. Their most important function is tutoring students, which consists in supporting, motivating, advising and assessing students throughout the semester.

- The **department directors** assess the results obtained and defines the objectives for the lecturers in charge of subject (guideline 1).

5- SUPPORTING DOCUMENTS

- Learning programmes
- Learning plans
- Monitoring reports
3.3. Internship and student mobility

Internship and student mobility processes are dealt with separately.

3.3.a. Internship

1- INTRODUCTION

Internship is ideal for putting into practice knowledge associated with procedural and attitude (intrapersonal and interpersonal) skills and for reinforcing the acquisition of these skills via experiential learning. Internship takes place and is monitored with the support of the tutor and counsellors.

2- PROCESS DESCRIPTION

A. INTERNISHIP

(P35_D3_OE_pract_ext_v.1):

The Qualifying Committee is responsible for defining the objectives, credit load and minimum requirements for being able to do an internship and the assessment criteria for assessing it. This definition arises out of the contributions from professionals in the sector and the entry and graduation profiles (work skills students must acquire) and complies with current legislation and the UOC’s internship policy.

Within this framework, the lecturer in charge of subject, along with the programme director, define the learning plan and tutor profile.

The lecturers in charge of subject provide the required information and approve the internship places requested by students. They are also responsible for approving the documents required to take part in the internship programme and monitoring the internship.

Throughout the semester, different activities the student does are assessed; the appropriate feedback being provided to facilitate student learning.

Responsibility for the review and improvement of internship programmes lies firstly with the tutors that directly participate in the teaching–learning process. Together with the lecturer in charge of subject, they assess the running over the semester and prepare a semester report with the results obtained and the general operation of the internship programme.

The Department Committee is informed of the results and the improvement actions to be implemented. It is also informed of the key groups that take part in the operation of the internship (companies, management teams, etc.) as per guideline 7.
3- REVIEW AND IMPROVEMENT

The Qualifying Committee assesses, jointly with the other subjects in the programme, the operation of the internships, paying particular attention to the acquiring of work skills. It also agrees upon the improvement plan for the internship programme. The programme director is responsible for implementing the agreed-upon improvement actions.

4- RESPONSIBILITIES

- The Qualifying Committee defines the fundamental aspects of the internship programme, which are included in the programme report. It also assesses the results obtained and the improvement actions proposed by the programme director.

- Programme directors are responsible for guiding the defining of the learning plan and the professional profile of the tutor to supervise the internship. In conjunction with the lecturers in charge of subject, they assess the results obtained and impel the improvement actions.

- The lecturers in charge of subject are responsible for defining the internship learning plans, coordinate the tutors and assess the material to be used during the internship. They are responsible for supervising internships and advising tutors to assure the internships runs correctly. They assess the results and propose improvements for the learning plans.

- Tutors help to plan and facilitate learning, provide students with guidelines, and assess the students. They take part in assessing the operation of the internship at the end of the semester.

5- SUPPORTING DOCUMENTS

- Programme report and internship module
- Learning programme
- Definition of the profile of the internship tutor
- Student assessment documents
- Student performance
- Student satisfaction
- Internship semester report
- Improvement-actions plan
3.3.b. Student Mobility

1- INTRODUCTION

The UOC recently approved a mobility plan for the entire University that is coherent with its distance-learning model. This plan is the basis for developing the mobility proposals for the educational programmes.

2- PROCESS DESCRIPTION

A. STUDENT MOBILITY

(P13_D3_OE_mobilitat_v.2):

The mobility plan approved by the UOC will be developed as the EHEA is built and university qualifications are adapted to the new educational structure and the new teaching–learning methodology in which the competences constitute an essential learning element. Therefore, the objectives defined have a different impact on the qualifications design phase and the degree implementation phase.

These mobility proposals for each degree must be submitted annually by the Qualifying Committee to the Academic Committee; once they are agreed upon, the mobility programmes are sent to the Governing Council for approval.

At the end of each academic year, the results of the mobility programmes are obtained, which, in the case of the educational programmes, are assessed by the Qualifying Committee. Examining their application enables assessing the mobility plan as a whole so that the necessary improvements can be defined when the plan is reviewed. This is done by the Academic Committee, which submits its proposals to the Governing Council.

To promote the creation of these programmes and their implementation, the UOC is focusing its efforts on designing communication strategies and on the processes for implementing them. These actions comprise:

- Raising student awareness on and promoting the need and benefits of cross-curricular and interdisciplinary studies to increase professionalism and employability, intrinsic to the adaptation process of the university system.
- Giving students a more important role in their education and skill development. To do this, more flexible qualifications need to be designed that enable building individual portfolios that have the most positive impact possible on career training.
- Making headway in the development of operational mechanisms that facilitate student mobility as the programme is implemented and that take into account student profile (many students work), the distance educational model adopted by the Institution (based on a virtual campus) and the experience accumulated in providing mobility to current qualifications (diplomas, degrees, engineering, postgraduate courses).
- Exploring new forms of mobility for diversifying student exchanges and extending the mobility programme to a greater number of universities. Although the current mobility experiences are virtual, mixed formulas that combine distance and face-to-face learning may be considered.
To put mobility programmes into effect, the following actions are proposed:

1. A mobility-promotion programme

   Approving a programme for promoting mobility by offering subject packages in different disciplines. These will help to complement the training of degree students via teaching–learning and the post-recognition of complementary competences for the qualification.

   The subject packages will be known as “minors”, following the practice of universities in English-speaking countries.

2. University agreements

   Promoting new bilateral or multilateral accords with other universities.

   The UOC currently has agreements with other universities via which mobility is promoted, as is the case with the Intercampus project and the Metacampus agreement. Future agreements will have to be oriented mainly toward offering a greater number of exchange subjects in the mobility programmes, developing joint qualifications and establishing a credit-recognition system so students residing outside the region can carry out face-to-face education in programmes where they live.

3. The Erasmus Programme

   Promoting the individual student-mobility via the Erasmus programme.

   In February 2007, the UOC requested the Erasmus University Charter, which was granted in July 2007 by the European Commission’s Directorate-General for Education and Culture. In the framework of the Erasmus University Charter, the UOC is looking at how to broaden and consolidate a number of agreements that promote student mobility and are in line with the University’s teaching–learning model.

4. The Mobility Office

   Creating a virtual mobility office (e-mobility) that provides up-to-date information on the mobility options offered by the different programmes for UOC students and potential visiting students and facilitates the procedures for transferring students between universities.

   The creation of a mobility office is planned to centralize the UOC’s mobility programmes and to manage the reception of students from other universities. This office will inform students on the national and foreign universities and faculties with which the UOC has exchange programmes and promote the planning and improve the management of the mobility of UOC and visiting students. It will assure the quality of the mobility programmes and the linguistic and cultural support. It will also centralize the institutional procedure for receiving visiting lecturers.

   The mobility office will be responsible for analysing the mobility programmes in terms of the number of agreements, subjects offered for internal and external mobility, and UOC and visiting students taking part in the mobility programmes. At the end of each academic year, it will submit a mobility report for evaluation and assessment by the Planning and Assessment Area, which will in turn submit it to the UOC’s Governing Council.
5. Mobility Protocols

Consolidating the institutional protocol and administrative procedures for receiving mobility students, which facilitates strengthening ties with the University, integration into the University community and the cultural exchange.

The e-mobility programmes the UOC is currently developing ensure that visiting students receive the same services as UOC students. In line with the UOC’s e-learning model, while at the University, visiting students receive the support of programme tutors and counsellors who guide students through the enrolment process and provide them with advice on all academic issues related to achieving the educational objectives and personalised attention for the subjects in which they are enrolled so as to facilitate the learning process and help students achieve their personal academic goals.

Information on the mobility proposals available will be communicated to students via the existing mechanisms.

As mobility applications will be managed by the Teaching Management Operations Area, they can be tracked via the systems used to monitor teaching.
3- REVIEW AND IMPROVEMENT

The Governing Council, taking into account the assessment issued by the Academic Committee on the UOC’s mobility plan, can propose the review and improvement of the plan.

The carrying out of the mobility proposals in each programme is reviewed based on the results that are assessed annually in the Qualifying Committee. As the proposals are related to the development of the educational programme, the Academic Committee reviews them. The Committee’s perspective means the UOC’s mobility plan can be contrasted with its application to the educational programmes.

4- RESPONSIBILITIES

- The Governing Council approves the UOC’s mobility plan. Based on these guidelines, the qualifying committees develop the mobility proposals for their educational programmes.

- The Academic Committee is responsible for ensuring the application of the mobility plan, both in terms of its incorporation as a proposal in the programme report and its implementation and global assessment for proposing improvement and review actions to the Governing Council.

- The Mobility Office centralizes the management of all the actions related to the mobility plan, ensuring coherence and obtaining and analysing the results of each of the mobility programmes for their evaluation by the qualifying committees and the Academic Committee.

- The Qualifying Committee is responsible for incorporating and assessing the mobility actions in the educational programmes.

- The programme directors and the lecturers in charge of subject involved in the programme are responsible for carrying out the programme’s mobility actions, monitoring them and assessing the results every semester.

- The Student Information team is responsible for ensuring the information on the mobility programmes and its management.

5- SUPPORTING DOCUMENTS

- UOC mobility plan

- Programme mobility (programme report)

- Public information on the mobility programmes

- Result indicators

- Assessment report
3.4. Career guidance for students

1- INTRODUCTION

UOC student and graduate career-guidance services and actions must meet the characteristics and needs of the students.

The typical profile of a UOC student is that of someone who already has an academic qualification or work experience. Ninety percent of students work and most of them have a stable employment situation; 55% already have a university qualification.

The motivation for studying at the UOC arises from the need for professional development or the desire to broaden knowledge and improve work practices or complement education with knowledge from other disciplines.

Thus, career guidance is not aimed at searching for a first job, but rather at facilitating interaction between UOC members and companies to create a network of contacts that aid professional development and exchange. Actions arising from emerging market-needs, needs expressed by students or suggestions from UOC departments are also undertaken. The aim of these actions is to disseminate new workplace approaches and needs.
2- PROCESS DESCRIPTION

A. CAREER GUIDANCE FOR STUDENTS

(P14_D3_OE_orien_prof_v.1)

Based on the UOC’s strategic lines, the identification of student needs and suggestions from the departments, the Alumni Area defines the annual objectives for the career-guidance service.

The career-guidance service has a number of basic services: employment service, internships, publicising of the education and resources offered in the labour market, and spaces for exchange between UOC students and graduates and interested companies. These services have a number of indicators for identifying the use of the different resources.

Once a year, actions are also designed based on the needs that arise during the academic year (appendix 13). The different operational groups in the University that directly interact with the students take part in the proposal, design, planning and provision of the service. This coordination enables creating synergies at an organizational level and avoids overlapping in the types of services and activities provided.

The Alumni Area uses the participation and satisfaction indicators to prepare an annual report that serves as the basis for the review and improvement of the proposals.

The improvement-actions document is the reference point for the following academic year that enables setting objectives and proposals for improvement in line with the needs and expectations identified.

The Virtual Campus is the usual information and communication channel for announcing career-guidance service proposals; it is also the medium via which students, graduates, companies and collaborating institutions submit proposals.

The following diagram illustrates the actions undertaken.
Career guidance for students
3- REVIEW AND IMPROVEMENT

After the activities are carried out, the Alumni Area assesses the results and prepares a report at the end of the academic year with these results and the assessment. This enables proposing improvements for the services and actions and for how they are carried out.

4- RESPONSIBILITIES

- The Alumni Area is responsible for defining the annual objectives of the services, assessing the results, and reviewing and improving the objectives. It also must design, plan and manage the career-guidance services in coordination with the other teams that deal with students and graduates.
- The Student Information team publicises the services as per the steps defined in guideline 7.
- The departments are responsible for proposing actions that complement the basic services. They actively take part in designing, planning and carrying out the actions. They can also, based on the results, make assessments and propose improvements.

5- REGISTROS Y ARCHIVO

- Annual objectives of the career-guidance services
- Proposals for complementary actions
- Annual planning of the actions
- Communication plan
- Summary of the activity indicators
- Annual report on the activity of the career-guidance service
- Proposals for improvement actions
3.5. Allegations, claims and suggestions system

1- INTRODUCTION

This guideline covers two processes that are carried out in a coordinated manner via the mechanisms for student communication and information:

- Allegations system
- Claims, complaints and suggestions system

2- PROCESS DESCRIPTION

A. ALLEGATIONS SYSTEM

The UOC has defined all the academic procedures susceptible to allegation.

Whereas the departments are responsible for resolving allegations, it is the student services group that communicates with students and provides them with the information.

The procedures to be carried out, how they are processed and the paths claims follow are defined by the Teaching Management Operations and are described in the student information spaces and via the mechanisms outlined in guideline 7.

The Student Services Area prepares a report on the allegations submitted at the end of the semester. Both the departments and the area in question are responsible for assessing the process and the improvement actions.
Allegation system

Service charter
Academic criteria for admitting allegations

Guideline 7

Procedure for managing allegations
Student Services Area
Teaching management
Operations

Claim system procedure
P16_D3_OE_reclamacio

Claims report

Allegation procedure
Teaching Management
Operations

Information on the allegation procedures
Student information

Resolution of allegations
Response to the student

Departments
Student support

Response to the student
Student support

Student agreement

Process evaluation
Student services
Departments

Review and improvement
Departments

Publicising results
Programme director

Allegation reports

Improvement proposal

VC information
B. CLAIMS, COMPLAINTS AND SUGGESTIONS SYSTEM

(P16_D3_OE_reclamacio_v.1):

This system, as explained below, follows the same actions as student support service, which is a virtual space for communicating with students about all the procedures and activities related to the academic activity of the students.

The following diagram illustrates the process that is explained in greater detail in guideline 5.
Claims and suggestions system

Service charter
Department criteria

Process for defining the complaint and claims service
Student support

Service information to key groups
Student support
Regional Services

Counsellors
Subject tutors
Students

Reception of complaints and claims
Student support

Analysis of complaints and claims
Student support

Analysis and solution
Person responsible for process involved

If information is available
Yes
No

Communication of response
Student support

Response is sufficient
Yes
No

Database of complaints and claims
Student support

Review and improvement
Student support
People responsible for processes

Service monitoring
Student support

Weekly monitoring report

Report for programme director

Monthly report
3- REVIEW AND IMPROVEMENT

Each academic year, a report for assessment is prepared based on the results of the process, which includes those on the procedures carried out, the information provided, the unsatisfieds and the allegations. The departments, the Teaching Management Operations and Student Services Areas draw out proposals for process review and improvement, both in terms of managing the process and the information provided.

4- RESPONSIBILITIES

- The Teaching Management Operations Area is responsible for the University’s Secretary’s Office and all the academic procedures carried out, process design, providing the resources for carrying it out and assessing the results and improving it. The Secretary’s Office carries out the process, prepares the information for students and manages procedure allegations.

- The Student Services Area prepares the information and provides it through the channels set out in guideline 7. It responds to the allegations, claims and suggestions presented by students. It is also responsible for preparing the final reports containing the activity results and assessment, and proposes improvement actions for the better operation of the process.

- The departments specify the criteria for resolving the allegations and assess the results of the management of the process via the proposal of improvements.

5- SUPPORTING DOCUMENTS

- Student guide
- Allegations report
- Complaints and claims report
Guideline 4. Assurance and Improvement of the Quality of Academic and Teaching-Support Staff

In accordance with University statutes, the academic staff of the UOC are divided into:

- Faculty
- Collaborating lecturers

The UOC’s academic structure comprises the faculty who are responsible for the academic management of the programmes, subjects and, in short, the quality of the teaching–learning process and the achieving of the educational objectives.

To carry out student teaching–learning processes in the e-classroom, the UOC has a network of tutors and counsellors that is coordinated by faculty.

This section covers full- or part-time faculty and collaborating lecturers, mainly with respect to selection and assessment. In this guideline, reference is not made to the staff that support the teaching (they are covered in section 5.b.).

4.1. Definition of the academic and teaching-support staff policy

1. INTRODUCTION

The UOC approved a new faculty policy in January 2007 (appendix 14). This document is based on current legislation and the requirements for the adaptation to the EHEA. The objectives defined in it comprise the improvement of University faculty and their accreditation with the quality agencies for universities.

To achieve this key objective, the document defines the reference framework comprising these related processes:

- Academic career-path (UOC categories)
- Bonuses
- Selection process
- Training and development
- Permits, licences and mobility
2. PROCESS DESCRIPTION

A. FACULTY POLICY

(P17_D4_QPAc_politica_v.1):

The Governing Council is responsible for approving and improving the faculty policy.

The vice president for University Policy and Faculty designs the proposal for defining the faculty policy, debating and assessing it with the Lecturers Council, which is the representative body for UOC faculty. The proposal is submitted to the Governing Council for approval and dissemination, via the defined channels, to the entire organization.

The vice president is responsible for implementing, monitoring and assessing the faculty policy. The vice president has the technical support of Human Resources and the collaboration of the Academic Committee, which comprises all the department directors and managers responsible for selecting, developing and assessing lecturers that are attached to the departments.

At the end of the year, the carrying out of the processes related to the faculty policy is assessed.

The assessment and review proposals, headed by the vice president for University Policy and Faculty, are submitted to the Governing Council. This assessment includes the results of the impact of the faculty policy in relation primarily to its application and evaluation. These results are aligned with and incorporated in the objectives of the programme contract, from which a report is prepared annually.
Definition of the faculty policy

Current legislation
Programme contract

Design of the faculty policy
VP for University Policy and Faculty

Faculty policy proposal
Debate of proposal
Lecturers Council

Faculty policy

Governing Council approval

Dissemination of the faculty policy
VP for University Policy and Faculty Human Resources

Intra UOC

Management of Faculty
Human Resources

Application of the faculty policy
VP for University Policy and Faculty Human Resources

Training plan
Assessment results

Review of the faculty policy
VP for University Policy and Faculty Academic Committee Human Resources
4.2. Entry for academic and teaching-support staff

1. INTRODUCTION

The faculty policy defines the phases of the selection process and the bodies responsible for it.

Prime responsibility for carrying out and assessing this process lies with the Selection Committee, which comprises:

- The vice president responsible for faculty
- The vice president responsible for research
- The department director
- Human Resources, which supports the process

In the candidate-evaluation phase, the department director can propose the inclusion of an external consultant who is an expert in the field of knowledge and who would be of value during this phase.

For collaborating lecturers, the selection process is carried out within the departments with the support of Human Resources.

2. PROCESS DESCRIPTION

A. FACULTY ENTRY

(P18_D4_QPAc_acces_v.1):

The design of the proposal for the selection process is defined in the faculty policy; the Selection Committee carries out the process and assesses it.

The design includes:

- Planning, which comprises the number of positions, the knowledge area, the category and the starting dates. This phase is approved by the Governing Council.
- Profile defining, which details the knowledge area and the level of responsibility of the category, for both teaching and research. The required tests for evaluating the CVs are also identified in this definition phase.

The process comprises:

- Recruitment, which includes publicising the process and opening the means by which candidates apply.
- Assessing candidates and conducting interviews.
- Assessing the interviews and communicating the results.

Lastly, the Selection Committee assesses the process in the design phase—primarily regarding the profile defining, and for how it was carried out in all phases. The results of this assessment are submitted to the vice president for University Policy and Faculty for a complete evaluation of the process and faculty policy.
Faculty entry

Faculty policy → Design of the selection process → VP for University Policy and Faculty Human Resources

Strategic planning Programme contract → Planning of the selection process → VP for University Policy and Faculty

Planning of the selection process → GC approval → Yes

No → Appointment of the selection committees → Governing Council

Defining of the selection profiles → Selection committees

UOC-team management → Process development → Selection committees

Human Resources → Assessment of the selection process → Selection committees VP for University Policy and Faculty

Process report → Committee statement

Announcement → Assessment report
B. COLLABORATING-LECTURER ENTRY

(P31_D4_QPAc_acces_DC_v.1)

The UOC annually determines its need for collaborating lecturers. This estimate is based on the size of the educational offer and the number of expected enrolments.

The process is carried out under the principles of equality and publicity, and the requirements are available for those interested via the UOC Web portal.

During the process, the following takes place:

- Recruitment, which includes publicising the process and opening the means by which candidates apply.
- Assessing candidates and conducting interviews.
- Assessing the interviews and communicating the results.

The department selection-committees have the task of assessing each of the applicants, conducting the interviews and informing the department directors of the conclusions.

Lastly, the vice president approves the annual selection campaign for collaborating lecturers, having at all times the support of Human Resources, and informs the Governing Council of the final results.
4.3. Training of academic and teaching support staff

1. INTRODUCTION

The faculty policy defines the following objectives for the training of UOC faculty:

- Strengthening organizational objectives and improving academic competences of faculty
- Updating knowledge and skills
- Sharing knowledge and best practices among faculty
- Contributing to faculty motivation and development

There are three types of training:

1. **Internal training**, based on the needs analysis done by the human resources development team and the Faculty Assessment Committee
2. **Individual external training**, offered in specific cases and directly coordinated by department directors.
3. **Mentoring**, for specific purposes, such as training for new faculty and training for programme directors.

Training for the collaborating lecturers is designed annually and comprises two phases of internal training:

1. Initial training, which includes training on the UOC educational model and the operation of the e-learning environment and department- and programme-specific training.
2. Competence-development training for teaching in e-learning environments.

2. PROCESS DESCRIPTION

A. FACULTY TRAINING

(P19_D4_QPAc_formacio_v.1):

The Governing Council is responsible for approving the annual training plan, which is submitted by the Faculty Assessment Committee and Human Resources.

This plan is available in designated faculty communication spaces (appendix 15) and via the mechanisms for taking part in the training programmes. The Staff Development team of the Human Resources Area manages the training plan.

The department director is responsible for approving the training actions for department faculty, in accordance with the development plan designed for each lecturer, taking into account the evaluation of the lecturer’s objectives and the different faculty assessment processes.

At the end of the year, the Staff Development team prepares a report on the different training actions carried out, participants, assessments and results so they can be evaluated by the Faculty Assessment Committee for designing the new training plan. The department director is also responsible for assessing the impact of this training.
B. COLLABORATING-LECTURER TRAINING

(P32_D4_QPAc_formacio_DC_v.1):

The annual training provided to those collaborating lecturers selected has three dimensions.

Human Resources carries out the initial training of the collaborating lecturers on aspects related to the organization, contract conditions and pay.

The Teaching Management Operations Area and the grup of Tutorial function provide the initial training on the UOC’s educational model and the e-learning environment: the Virtual Campus and all its services.

Programme Management and department faculty are responsible for giving the collaborating lecturers training on the educational programmes, subject classrooms and the finer points of the model, and teaching coordination mechanisms between collaborating lecturers and departments. This training is carried out throughout the first semester the collaborating lecturers work at the UOC.

On a yearly basis, to refine skills for teaching in e-learning environments, for those collaborating lecturers who want it, permanent training on written communication and the use and application of ICTs, among other options, is also offered.
4.4. Assessment, promotion and recognition of academic and teaching support staff

1. INTRODUCTION

For the first time in the UOC, the current faculty policy defines faculty categories and the criteria and mechanisms for building teaching careers. The categories defined for faculty are:

- Trainee lecturer
- Lecturer
- Senior lecturer
- Professor

The document specifies the academic merits of each position and how they are assessed.

Faculty are assessed via the following processes:

- Teaching activity assessment (5 years)
- DOCENTIA Model
- Faculty assessment (5 years)
- Teaching activity assessment (6 years)
- Six-yearly basis
- Personal objectives assessment (yearly)
- Planning by objectives (guideline 1)

Assessing and recognizing collaborating lecturers is the responsibility of the lecturer in charge of subject of the subject in question. There is no defined promotion system for external collaborators.
2. PROCESS DESCRIPTION

A. ASSESSMENT, PROMOTION AND RECOGNITION OF FACULTY

(P20_D4_QPAc_evaluacio_v.1)

The Governing Council is responsible for approving the faculty policy that covers promotion and the academic career-path.

The assessment process establishes the Faculty Assessment Committee as the body responsible for assessing academic career and promoting and proposing category changes for recognizing faculty. It comprises:

- The vice president responsible for faculty
- The vice president responsible for research
- The department director
- Human Resources
B. ASSESSMENT, PROMOTION AND RECOGNITION OF COLLABORATING LECTURERS

(P33_D4_QPAc_evaluacio_DC_v.1):

The Academic Committee defines the indicators for assessing the teaching of collaborating lecturers. These indicators make it possible to assess the learning results by monitoring the continual assessment and student satisfaction results with respect to the collaborating lecturers in terms of learning planning, learning support and rapport with students, assessment and global evaluation of the teaching of the collaborating lecturer.

Each semester, the lecturers in charge of subject are provided with these results for the collaborating lecturers that taught in their subject over the semester. They use these results, along with the on-going supervision of collaborating lecturers’ teaching carried out, to assess and recommend actions for improving the teaching, such as further training.

Once a year the teaching is assessed based on the monitoring of e-classroom activity and the academic and satisfaction results. The analysis is undertaken with the programme or departments director to identify needs for the following academic year. The lecturer can also assess with the department director the possibility of not assigning classroom teaching to a collaborating lecturer.

The results given to the teaching of the collaborating lecturers are assessed by the Academic Committee in their annual evaluation for the academic year. These results can be considered for the review of the selection processes and the development and training of the collaborating lecturers.
Assessment and recognition of collaborating lecturers

- Faculty policy
  - Educational model
  - Guideline 1
  - Guideline 6
- Guidelines 1, 3 and 6
- Human resources development
- Human Resources
- Guideline 7
- Guidelines 1 and 6

Design of the indicators for assessing CL
- Academic Committee

Semester assessment of the teaching results
- Lecturer in charge of subject
- Programme director
- Department director

Assessment and recognition of the collaborating lecturers
- Departments
  - Human Resources
  - Teaching Management Operations

Communication of the results
- Departments
- Human Resources

Review of the process for assessing and recognizing collaborating lecturers
- Academic Committee

Results assessment report

Action report
3. REVIEW AND IMPROVEMENT

The vice president for University Policy and Faculty, with the support of Human Resources, is responsible for reviewing and improving the process. These improvements are based on the assessment of each of the outlined processes. The department directors, who apply the improvements in their departments, also take part in this assessment.

4. RESPONSIBILITIES

- The **Governing Council** is responsible for approving the UOC faculty policy and the yearly planning of the faculty selection processes and for appointing the selection committees. It also assesses the results of the faculty assessment processes and the faculty policy to review and improve them.

- The **vice president for University Policy and Faculty** proposes the faculty policy to the Governing Council and ensures its implementation and running in accordance with Human Resources and department management. The vice president also designs and proposes the planning of the selection processes for faculty and collaborating lecturers. In brief, the vice president is responsible for impelling, reviewing and improving all the processes defined in this guideline.

- The **Faculty Assessment Committee**, in accordance with the faculty policy, is responsible for designing, reviewing and improving the faculty-assessment processes.

- **Human Resources** provides support for the development, implementation and dissemination of the policy. It also actively takes part in all the design, implementation, review and improvement processes in this guideline.

- The faculty **selection committees**, appointed by the Governing Council, define the profiles and carry out and assess the process.

- The **department directors** are responsible for applying the faculty policy in their departments. This applies to all the processes defined in this guideline. They also take part in its evaluation.

5. SUPPORTING DOCUMENTS

- Faculty policy
- Teaching assessment manual
- Assessment manuals and protocols
- Faculty assessment reports
- Annual planning of the selection process
- Selection process report
- Annual training plans
- Training process report
Guideline 5. Management and Improvement of Material Resources and Services and the Quality of Management Staff

In this guideline, management staff, services and resources are grouped in sections 5.1, “Assurance and Improvement of Material Resources and Services”, and 5.2, “Management and Improvement of the Quality of Management Staff”, as set out in the AUDIT manuals.

5.1. Assurance and improvement of material resources and services.

The following services are dealt with in this section:

- The Virtual Library service
- The Academic enquiry service
- The IT help service
- The management of teaching resources and materials

The enquiry and IT help services are dealt with jointly in the process diagram as their design, provision and assessment, carried out by the Student Services Area, comprise the same actions.

With regards to the resources, as the UOC is a distance-education institution, educational content and its entire process of management and improvement is covered.

5.1.a. The Virtual Library Service

1- INTRODUCTION

The UOC has a virtual library that was found to be satisfactory in academic year 2005-06 when it was assessed by the Agency for Quality Assurance in the Catalan University System (AQU). As a result of this assessment and as per the University’s strategic planning process, in academic year 2007-08, the Library undertook a reflection process that culminated in the strategic plan for the Library.

The Library, responsibility of the Vice President’s Office for Innovation, is responsible for carrying out the plan. It is currently structured into the following elements:

- Documents
- Virtual space
- Library services
2- PROCESS DESCRIPTION

A. VIRTUAL LIBRARY SERVICE

(P21_DS_SERV_biblioteca_v.1):

Based on the strategic vision and the identified user-needs, the Library prepares its strategic or action plan, as a result of which, once approved by the Governing Council, services and content are specified and its development and implementation are planned.

The strategic plan is developed with the participation of the main key groups, based on the creation of multidisciplinary work teams. Once approved, it is publicised in the Library’s designated spaces for communication.

As it is a virtual library, it is vital to assess the evolution of the University’s technological plan for the design and development of the services.

During the implementation of the services and contents, elements are incorporated that address specific needs proposed by faculty.

The Library offers the following services:

- Consultation
- Lending
- Electronic document service
- Tailored information service

It also provides training to users to facilitate their use of the services.

The Library provides the following content as services:

- Classroom resources, which entails direct access from the virtual classroom to the Library resources selected by faculty for the students.
- Preserving and disseminating final degree and master’s degree projects.

Information on Library services and use and Library regulations are available for all users. This information is made available in accordance with the UOC’s communication guidelines (appendix 16).

For each of the services, use and satisfaction results are obtained that are assessed on a regular basis by the bodies providing the services and globally via the results report. Once the results are assessed, proposals are defined that are included in the relevant assessment report.

Each academic year, the Library prepares an activity report for publicising activity, results, improvement actions and innovations carried out to meet user needs and improve service quality.

The following diagram illustrates how the activity described is carried out:
3- RESPONSIBILITIES

- The Governing Council approves the Library’s strategic plan.
- The Library is responsible for designing the strategic plan and carrying out and assessing it.

4- SUPPORTING DOCUMENTS

- Library strategic plan
- Result reports
- Assessment report
- Annual statistics report

5.1.b. Student Enquiry and IT Help Service

1- INTRODUCTION

The UOC provides students with an information service that comprises the enquiry and IT help services.

The enquiry service resolves academic and administration queries.

The IT help service offers assistance to Virtual Campus users on questions and incidents that may arise while using the Virtual Campus, materials or software provided by the University.

There is only one way for students to access the enquiry service: by accessing via the same application from the Campus; enquiries are always attending to by the same team. This team is responsible for searching for the response to the enquiry and providing it the student.

In the case of the IT help service, the student can also make enquiries by telephone.

Although these are different services, their operation is based on the same diagram.

2- PROCESS DESCRIPTION

A. STUDENT ENQUIRY SERVICE

(P22_D5_SERV_consultes_v.1):

The student services group defines the service quality parameters in line with the UOC’s customer-service criteria.

Once the service is defined, the information to be publicised for the different key groups is prepared: service characteristics and help for making the best use of it. The FAQs and notes serve to guide and accompany students using the service.

To publicise information on the existence and operation of these services, various channels (student guide, Virtual Campus), guidance via counsellors or face-to-face in the UOC centres will be used.
When students make enquiries to the service, the content of the enquiry is analysed and the appropriate response is prepared based on defined procedures. If the communication team cannot provide a response, it contacts the team responsible for the process in question, which in turn studies the student’s request and provides a response. In these cases, an analysis is done to see if some procedure or the information available in the Virtual Campus needs to be reviewed. It is always the Student Information team that provides the final response to the student following uniform communication guidelines.

Users can make a new enquiry if they believe they have not received an adequate response. Likewise, students that are not happy with the quality of the service can lodge complaints in the appropriate section of the claims and suggestions service (guideline 3.5).

The enquiries made by students and the responses are stored in a database. The enquiry and IT help service manager regularly runs queries on the database to develop quantitative and qualitative indicators for the continual monitoring of the service.

At the end of the semester, the Student Services Area analyses all the indicators (appendix 17) and student satisfaction results to review the service and propose improvement actions.

The reports prepared at the end of the semester and the proposed improvement actions are shared with the key groups to prioritize them. The Student Services Area is in charge of planning and applying the agreed improvement actions.

Improvement actions may comprise:

- Reviewing or creating procedures for analysing and responding to enquiries.
- Reviewing the information provided by the key groups on the existence and operation of the services.
- Reviewing the FAQs and notes available in the Virtual Campus information section.
- Reviewing the quality standards of the information service.
Student enquiry service

Customer service criteria

Process for defining support service

Definition of support space contents

Student information

Service information to key groups

Student information Tutorial Function Regional Services

Reception of enquiries

Analysis of enquiries

Student services

Response available for student

Communication of response

Student services

Response is sufficient

Yes

Enquiry database

Student services

On-going monitoring of service

Student Services Area

Review and improvement

Student Services Area People responsible for processes

Definition of the support service document

Virtual Campus FAQs and notes

Student guide Information Virtual Campus

Guidance for counsellors and Regional Services

Analysis and solution

Student Services Area

No

Weekly monitoring report

Semester report to the PD

Monthly report

Improvement actions report
3- REVIEW AND IMPROVEMENT

The Student Services Area is responsible for review and improvements. The managers of the activities and the process that cause the need for student attention and enquiry contribute to the putting the improvements in practice. The reports prepared by the Student Services Area serve to assess the impact of each of the implicated activities and processes to determine which need review most urgently.

4- RESPONSIBILITIES

The Student Services Area is responsible for defining the characteristics of the enquiry and IT help services and the service that attends to claims and suggestions (guideline 3.5). It defines the information for the key groups and publicises it and analyses the enquiries, requests, complaints, etc., and provides responses to users. It monitors service operation and shares the information with the affected activities and processes to jointly carry out the assessment and define the necessary improvement actions.

5- SUPPORTING DOCUMENTS

- Definition of service parameters
- Information for users on service characteristics and how to use it
- Student guide
- Semester report
- Improvement-actions proposal
5.1.c. Management of Teaching Resources and Materials

1- INTRODUCTION

From the start of the semester, UOC students have all the material and reference documents for the subjects in which they are enrolled. In the teaching materials and resources, students find the contents that contribute to, along with the carrying out of the activities planned for the semester, the acquiring of the knowledge, competences and skills defined for the subject.

All these contents are prepared by a team of lecturers who are experts in the knowledge areas and didactics in line with the principles of the UOC educational model. The materials may be presented in several formats: paper, Web, video, multimedia, etc., depending on the methodology and content type in question.

2- PROCESS DESCRIPTION

A. MANAGEMENT OF TEACHING RESOURCES AND MATERIALS

(P23_D5_REC_materials_v.1)

The process starts with the planning of the materials, which is carried out by the departments. From this point, two processes are initiated. Firstly, the lecturer in charge of subject assigns the job of preparing the material to an author, previously selected based on academic knowledge of the subject content. To prepare the material, the lecturer provides the author with subject guidelines, in which the key elements of the material are defined. The lecturer also provides the author with the didactic criteria for preparing the material. The lecturer in charge of subject must approve the originals received before publishing.

At the same time, the operational group in charge of learning resources prepares the publishing plan, which includes all the material to be prepared for the subsequent semester, whether it be new or existing material with changes. From this publishing plan, the production planning is developed, which contains the production orders managed with the publishing company. These orders contain the information required for the production process: planned dates for delivery, galley proofs and close; type of order (translation, proofreading, new content, etc.); order volume; lecturer responsible for the order; etc.

A publishing company, in coordination with the learning resources team, publishes the material to meet the defined deadline. Based on the innovation and improvement work of the educational technology team, technological improvements and changes are continually added, which involves introducing changes in the materials and making them more user-friendly, adapting them to student needs. These technological changes also permit optimizing the publishing and edition process.

The author of the material carries out the galley proofing (editing of published material) with the help of the lecturer in charge of subject, who is responsible for the final approval of the material.

Any order for new material or the edition/update of existing material requires a contract with the author, which is administered by the learning resources group. This group also ensures that the UOC has the necessary licences and permits to use any externally-produced material for teaching (articles, book chapters, software). The Library then has the job of facilitating student access to this material via the virtual classroom.
Once the material has been published and approved by the lecturer, the various procedures are followed to distribute physical material (paper, CDs or DVDs) by post and make Web material available via the Virtual Campus classroom. The students can also access any printed material they have received in the virtual classroom in PDF format so they can access the material from anywhere.

During the distribution process and when the semester is getting underway, there is a system for students to report incidents regarding distribution or the technical operation of the materials.

The departments annually assess the suitability of the materials for the objectives, contents, methodology and student-learning process. The lecturer in charge of subject proposes partial or global revisions where necessary. The programme director assesses the urgency and suitability of the revision and may include it in the planning of the materials.
Management of teaching resources and materials

Material planning
- Departments

Order for originals
- Lecturer in charge of subject
- Author

Edition of originals
- Lecturer in charge of subject

Evaluation
- No
- Yes

Material publishing
- Publishing company

Galley proofing
- Lecturer in charge of subject
- Author

Approval by Lecturer in charge of subject
- No
- Yes

Close of materials
- Publishing company

Materials

Order evaluation
- Teaching Action Operations

Evaluation report

General evaluation of process
- Learning resources
- Teaching Action Operations

Improvement actions

Semester production plan

Production planning
- Learning resources

Management of rights and licences
- Learning resources

Classroom resources
- Library

Classroom resources

Library

Expected need for materials
3- REVIEW AND IMPROVEMENT

At the end of the semester, the learning resources group assesses the entire process using the activity indicators obtained that comprise the data from the student satisfaction questionnaires and observed production data. The improvement actions are approved by the Vice President's Office for Academic Organisation and are implemented by the learning resources group.

4- RESPONSIBILITIES

- The learning resources operational group, which reports to the Vice President's Office for Academic Organisation, is responsible for the producing of the materials from the moment authors are commissioned to publishing. It coordinates the production process based on the needs identified in the semester planning. It is also responsible for managing the contractual relations with the authors and the rights and licences. It also provides training to authors on preparing materials for e-learning environments.
- The departments are responsible for determining the materials that need to be republished or revised based on the semester planning process.
- The lecturers in charge of subject are in charge of subject materials, they commission the authors for the material and provide them with guidelines for producing it. They approve the authors’ work for publishing.
- The authors are responsible for preparing the material following the guidelines given to them by the lecturer.

5- SUPPORTING DOCUMENTS

- Material plan
- Production plan
- Activity results: financial, user satisfaction, production, etc.
- Semester assessment reports
- Improvement actions
5.2. Management and improvement of the quality of management staff

1- INTRODUCTION

This guideline deals with the administration and services staff, which at the UOC are referred to as “management staff”. It includes the teaching support staff; i.e., department administrators, programme management technicians and administration staff.

The UOC carried out a project in which all the job positions in the management team were described. This was done to identify and classify the professional levels for defining professional development policies and assess the positions and their skill, training and workplace health and safety requirements. The project was carried out in collaboration with all the administration and management teams and resulted in the job descriptions being implemented as essential instruments for defining human-resource management processes.

The Human Resources Area of the UOC is responsible for designing, implementing and assessing the management-staff policies. The policies are approved by the Governing Council in some cases and by the Board of Trustees in others.

Human Resources is organized into:

- Area management
- UOC-team management
- Collaborating-team management
- Human resources development

The human resources policy is defined in different documents that make reference to the labour regulations, selection processes, company benefits, comprehensive health, career paths, contribution management, management by objectives (MBO), ethics and values code, and training policy. These documents are publicly available via the internal communication tools in the intrauoc section of the Virtual Campus.

2- PROCESS DESCRIPTION

A. MANAGEMENT OF MANAGEMENT STAFF

(P24_D5_PERS_gestio_v.2):

The Governing Council is responsible for approving the management staff policy; its development, implementation and assessment is carried out by the manager and management team of the Human Resources Area.

Responsibility for designing the proposal for defining the management-staff policy lies with Human Resources, which debates and assesses the policy with the Management Committee and Coordinating Committee; the Staff Committee may also make contributions.

The proposal is submitted to the Governing Council for approval and is made available, via the defined channels, for the entire organization.

The implementation, monitoring and assessment of the management staff policy is responsibility of Human Resources in coordination with the team managers.
A twofold management programme on staff contribution—performance assessment—was developed that has two objectives: firstly, to obtain objective data on the effectiveness of the staff-management policies, and secondly, to assess University staff objectively, taking into account skill level and to what extent qualitative and quantitative objectives are achieved. This system permits collecting general information for decision making on staff, both in terms of professional reorientation or training needs and promotion in line with the UOC’s career-paths plan.

Parallel to this ‘contribution-management’ system, a management by objectives (MBO) system was put in place, via which academic and institutional goals are incorporated in an objectives plan that affects each of the area directors or operational groups. The plan is structured into four objective lines: institutional, area, operational group and personal, with different weighting depending on the management level. This system is used to establish a method for implementing the institutional objectives in all management operations and a system for assessing their compliance status, which is done twice a year.

Annually and based on the general data obtained, a report addressing objective implementation and contribution management is submitted to the General Manager’s Office along with the action and improvement plan for management-staff policies for submission to the Governing Council for approval.
Management and improvement of the quality of management staff

Current Legislation
Programme contract
Strategic plan

Design of management staff policy
General Manager’s Office
Human Resources

Communication of the proposal
Coordinating Committee
Management Committee
Staff Committee

No
Governing Council approval

Yes

Dissemination of the management-staff policy
Human Resources

Guideline 7

Human resources development
Human Resources

UOC-team management
Human Resources

Application of management-staff policy
Human Resources
Area directors

Annual review of the application of the management-staff policy
Human Resources

Review of the management-staff policy
General Manager’s Office
Human Resources

Management-staff policy proposal

Management-staff policy
Intra UOC
Training plan
Planning and selection
3- REVIEW AND IMPROVEMENT

The Human Resources Area is responsible for implementing, carrying out and assessing the management-staff policy. Based on its assessment, the Area defines improvements for the entire policy implementation process and, in accordance with the General Manager’s Office of the UOC, it proposes improvement actions to be evaluated by the Governing Council.

4- RESPONSIBILITIES

- The Governing Council is responsible for approving the management-staff policy.
- The General Manager and Human Resources are responsible for designing, developing, implementing and assessing the management-staff policies.
- The area directors and the operational groups are responsible for implementing the policies and assessing them for contributing review elements to Human Resources.

5- SUPPORTING DOCUMENTS

- Management-staff policy
- Labour regulations
- Training plan
- Selection plans
Guideline 6. Analysis and Use of the Results

1- INTRODUCTION

The UOC, with its strategic planning process, has an integrated system for obtaining programme quality results.

This tool, known as DAU (the UOC’s Datawarehouse), transforms the data from the academic management systems and satisfaction-compiling processes and provides them to academic heads at all levels: department, programme, subject and classroom. This system, in use since academic year 2003-04, permits assuring the validity of the assessment of the results each year and observing their continued evolution for identifying tendencies and, therefore, assessing the effectiveness of the improvement actions.

2- PROCESS DESCRIPTION

A. OBTAINING, DISSEMINATING AND ASSESSING THE RESULTS

(P25_D6_RES_gestio_v.1):

One of the actions carried out in the strategic reflection process is the defining of the indicators. This definition is general in nature. Deciding what these indicators are to be, or what is to be measured, needs to be done before data are collected and the results analysed. The vice president for Faculty and Academic Organization presents these indicators to the Governing Council so they can be assessed and the actions for defining information sources, extraction and transformation processes, and the dissemination mechanisms for the academic heads can be started.

Data integration, as mentioned above, is carried out systematically using the UOC’s Datawarehouse (DAU), in use since academic year 2003-04. This tool supports providing, in a customized manner, the results of the defined indicators in accordance with the structure of the current departments:

- Department results, for the department director.
- Programme results, for the programme director.
- Subject and classroom results, for the lecturer in charge of subject.

The results are provided by responsibility levels. So, as well as an overview of the department, department directors get the subject results for the lecturers in charge of subject and the results of all the programmes offered in the department. This means they can take part in the assessment of these results for defining new objectives in the subsequent academic year.

Once the results are available, faculty can request specific analysis of the information via the results analysis process of Planning and Assessment Area. This analysis gives lecturers more detail on why the planned results were not achieved and allows them to better define improvement actions.

The results, as stated in guideline 1, are assessed firstly by those closest to the academic responsibility, department faculty, and also by the Qualifying Committee. The programme director prepares a report on programme results and the incidents occurring during the assessment (delay in data loading, incoherent information, etc.).
The global view of the results of all the programmes is debated in the Programmes Committee and the Academic Committee. At this level, the results enable assessing and reviewing the criteria for obtaining and analysing the results, as in guideline 1 for the design of the quality policy.

Three types of data are provided (appendix 18), but, in accordance with the AUDIT guideline, the institutional process that guarantees the obtaining, dissemination and assessment of the results via the following diagram is outlined first.
Obtaining, disseminating and assessing the results

Guideline 1
Definition of results
Governing Council
VP for University Policy and Faculty

Guideline 2
Planning and Assessment Area

Support process for the defining of the quality axes
Planning and Assessment Area

Criteria and mechanisms for obtaining results
VP for University Policy and Faculty
Planning and Assessment Area

Planning and Assessment Area

Information gathering

No
Approval by Plan & Ass Area
Yes

Learning results
Satisfaction results
Work placement results

Internal publicising of results
Planning and Assessment Area

DAU report

Preparation of customized reports and result analysis process
Planning and Assessment Area

Result analysis
Lecturer in charge of subject Programme director

Assessment of the programme results
Programme director Qualifying Committee

Process monitoring and assessment
Planning and Assessment Area

Assessment report
The next sections deal in detail with the processes for the three types of results:

6.1. Analysis and use of learning results

(P26_D6_RES_aprentatg_v.1)

To obtain the required results, as mentioned above, the UOC has three processes. The following diagram illustrates the analysis and use of the **learning results**:

**Analysis and use of the learning results**

Guideline 1

- Defining of academic result rates and indicators
  - VP for University Policy and Faculty Planning and Assessment Area

- Design of result reports
  - Planning and Assessment Area

- Semester load of the results and validation
  - Planning and Assessment Area

- Process review and assessment
  - Planning and Assessment Area

- DAU reports
The results are defined using the following ratios:

Every semester, for each subject, the following indicators are analysed and added for each programme and department:

- **Performance** rate: quotient between students who pass the subject and students enrolled.
- **Success** rate: quotient between students who pass the subject and those who take the final exams.
- **Following continual assessment** rate: quotient between students who follow the continual assessment and students enrolled.
- **Continual assessment pass** rate: quotient between students who pass the continual assessment and those who follow the continual assessment.
- **Subject pass compared to following continual assessment** rate: quotient between students that pass the subject and follow the continual assessment and students that follow the continual assessment.

The following indicators on the programme are analysed annually:

- **Efficiency** rate: percentage ratio between the total number of credit points for the department curriculum for which all the students graduating in a given academic year should have enrolled over their studies and the total number of credit points for which they actually enrolled.
- **Graduation** rate: percentage of students that finish their studies in the expected time (T) or with one extra year (T+1) out of their entrance cohort.
- **Drop-out** rate: percentage ratio between the total number of students of a new-entry cohort that, according to the curriculum, should have earned their qualification in the previous academic year and have not enrolled in the current or previous academic year.

For carrying out a deeper analysis of the graduation and drop-out rates of the different cohorts, in line with the UOC student profile and its slower study rate compared to the theoretical length of the courses, graduation and drop-out rates in T+2 and T+3 years, etc., are also available.

These are final results. During the teaching period the subject tutor is provided with the following and pass rates for the different continual assessment activities and the participation rates for classroom activities (participation in forums and debates, reading the tutor’s notice board, frequency for connecting to the classroom, visits to the learning resources).
6.2. Analysis and use of work placement results

(P27_D6_RES_insercio_v.2)

The process for defining the work placement indicators and results comes out of guideline 1 and the entry profiles defined in sub-guideline 3.1 in the defining of the student entry/graduation, admission and enrolment profiles. The Planning and Assessment Area is responsible for regularly obtaining this information.

Satisfaction studies are carried out with graduates following—in the case of the on-line surveys—the flow outlined in section 6.3. In some cases, depending on the results to be observed, other studies are designed based on individual interviews or focus groups.

Graduate refers to both recent graduates and those who graduated three years ago who, therefore, may have experienced changes or improvements in their work situation; the increase in the number of entrepreneurs in those qualifications that facilitate this must also be taken into account.

Information on how the professional sector—professional associations and employers (observatories of the professions)—perceive UOC graduates is also collected via interviews or qualitative questionnaires.

Executive reports on the three main key groups involved are created, adding or differentiating results depending on the recipients. The Planning and Assessment Area is, likewise, the group responsible for this distribution.

Result analysis and assessment is carried out from the planning and assessment perspective by the programme management, the different committees and the vice president’s office for preparing the different improvement plans and for being able to verify if the entry/graduation profiles are still relevant or if they need to be reviewed or altered.

The Planning and Assessment Area then analyses the reliability and suitableness to ensure that work placement indicators and results are appropriate, after which the necessary changes and improvements are proposed.
Analysis and use of work placement results

Guideline 1

Definition of indicators and work placement results

Guideline 6

Entry profile

VP for University Policy and Faculty Planning and Assessment Area

Graduate satisfaction (recent / 3 years out)

Planning and Assessment Area

Feedback from professional sector Professional associations Employers

Departments Planning and Assessment Area

Generation of reports

Planning and Assessment Area

Dissemination of reports

Planning and Assessment Area

Analysis of results and assessment

Departments and vice president’s office for Planning and Assessment Area

Analysis of reliability and suitability

Planning and Assessment Area

Graduates

Graduates 3 years out

Employers

Improvement plans
The following indicators are obtained on the work placement results:

1. For **graduates**:  
   - Acquisition of programme competences.  
   - Satisfaction with the programme (objectives, content, assessment), tutoring and resources.  
   - Satisfaction level for the student-orientedness and the services of the University.  
   - Student work-situation for observing its subsequent evolution.  
   - Expectations for professional development.  
   - Interest in continuing education in the UOC (field and University).  
   - Services expected from the University and desire to maintain ties with the UOC.

After three years, a survey is conducted to assess the personal and professional development associated to the obtaining of the university qualification in which the following indicators are collected:  
   - Application of qualification competences to professional field.  
   - Current work situation for revealing the changes compared to on graduation.  
   - Materialization of professional-development expectations.  
   - Development of personal skills.

In addition, since academic year 2007-08, the University has taken part in the work-placement survey of graduates from Catalan universities carried out every three years by the Agency for Quality Assurance in the Catalan University System (AQU).

2. For **employers** and **society**:  
   The UOC will define the mechanisms for getting input from these key groups to complete the study on professional development every three years with the perspectives of employers and society in general. Primarily, the personal and professional impact of the UOC graduate profile on companies needs to be assessed based on the assessment of:  
   - The suitability of the qualification received for the workplace.  
   - Cross-curricular competences of UOC graduates.  
   - Specific competences of the programme.  
   - The applicability of the education received.

All these indicators need to be assessed jointly and taking into account the perspectives of all the key groups.
6.3. Analysis and use of the satisfaction results of the key groups

Analysis and use of satisfaction results

Guideline 1

Definition of satisfaction indicators and results
VP for University Policy and Faculty Planning and Assessment Area

Creation of survey
Departments Planning and Assessment Area

Review of past surveys
Planning and Assessment Area

Planning

Update questionnaire
Planning and Assessment Area

Sending and getting back responses
Planning and Assessment Area

Analysis of reliability and suitability
Planning and Assessment Area

Process evaluation
Planning and Assessment Area

Calendar Sample
Questionnaire
Monitoring reports
Statistic reports
Improvement proposals

Exists

No

Evaluate

Yes

Define objectives
Departments Planning and Assessment Area

Determine sample, segments
Departments Planning and Assessment Area

Define questionnaire
Departments Planning and Assessment Area

Run pilot
Planning and Assessment Area

Exists

Yes

No
The following surveys are systematically undertaken to find out the satisfaction results of the key groups.

1. **New students**: Every semester the student-incorporation survey is conducted from which the following indicators are extracted:
   - Incorporation process
   - Information received: courses available, admission, learning model
   - Guidance and advice

   Students are also asked about how they think they will cope with university studies at the UOC.

2. **Students**: Every semester the subject-satisfaction survey is conducted from which the following key indicators are extracted for each subject:
   - Overall assessment
   - Assessment of subject tutor’s actions
   - Assessment of learning resources
   - Assessment of the assessment system

   These indicators are grouped by programmes so they can also be analysed in that field.

   Annually, the institutional survey is conducted to reveal student satisfaction on:
   - The University in general
   - Education received and its applicability
   - Teaching
   - Teaching resources
   - The UOC’s social environment
   - Sense of belonging

   These indicators are added and analysed by programme and department.

3. **Tutors**: On a regular basis and depending on their connection with the University and their teaching role, tutors are surveyed, from which the following main indicators are extracted on their assessment of the:
   - University in general
   - Programme in which they are involved
   - Teaching resources and the virtual classroom
   - Subject coordination (function of the lecturer in charge of subject)
   - Training and support received

4. **Faculty and management staff**: on a regular basis, faculty and management staff are surveyed on the training they receive from the University, communication between collaborating lecturers and students, and resources available for carrying out their duties.
3. REVIEW AND IMPROVEMENT

In accordance with the vice president for University Policy and Faculty, the Planning and Assessment Area is responsible for designing, carrying out and assessing the processes that support obtaining and using the education results.

For this analysis, the use of the tools that facilitate access to the results can be monitored, the needs and tailored requests made during each academic year can be assessed, and how the results are taken into account in the entire programme quality-review and -improvement process can be analysed.

4. RESPONSIBILITIES

- The Governing Council, as part of its responsibility for strategic planning and approving the annual quality plan, defines the guidelines and target results.
- The Vice President for University Policy and Faculty is responsible for defining, with the support of the Planning and Assessment Area, the indicators and rates that need to be assessed and defining and assessing the mechanisms required for obtaining the necessary results.
- The Academic Committee is responsible for assessing all the results of the educational programmes.
- The Programmes Committee is responsible for assessing all the results of the educational programmes.
- The Planning and Assessment Area provides support to the vice president in decision making on the indicators and rates and the mechanisms for obtaining them. It is responsible for carrying out the three processes for obtaining the learning, satisfaction and work-placement results.

5. SUPPORTING DOCUMENTS

- DAU reports: activity, performance and satisfaction indicators
- Satisfaction reports
- Performance reports
- Graduates reports
- Faculty reports
Guideline 7. Publication of Information on the Qualifications

1- INTRODUCTION

The UOC’s Communications Area is responsible for designing and assessing the processes for informing, communicating and disseminating University activity to society. The UOC also has a team specialized in communicating with students. It is in charge of defining the information channels and criteria for providing information on the programmes, UOC learning model, and available services and resources.

Therefore, the University has two key processes for publishing information on the qualifications:

- Process for designing and assessing the institutional communication policy.
- Process for designing, publicizing and assessing the information on the qualifications for the key groups.

2- PROCESS DESCRIPTION

A. DESIGN AND ASSESSMENT OF THE INSTITUTIONAL COMMUNICATION PLAN

(P29_D7_INF_politica_v.1)

The Communications Area prepares a proposal for the communication plan based on the UOC’s strategic principles, and the Governing Council approves it.

The Communications Area disseminates the plan and defines the criteria and procedures for defining the information paths and channels for disseminating the information.

Using the results on the different educational actions, the Communications Area assesses and defines the improvement actions to be incorporated in the next communication plan.
Design and assessment of the communication policy

1. Strategic plan
   → Institutional communication plan proposal
   → Communications Area
   → Governing Council approval
   - No
   - Yes
     → Dissemination of the communication plan
     → Communications Area
     → Implementation of the communication plan
     → Communication teams
     → Evaluation of the communication plan
     → Communications Area
     → Reports

Information channels
- Communications Area

Information flows
- Communications Area
B. DESIGN, IMPLEMENTATION AND ASSESSMENT OF THE INFORMATION ON THE QUALIFICATIONS

(P30_D7_INF_programa_v.1):

The different UOC teams involved in the design, planning and management of the programmes and services offered to students propose what information they want to provide to the different groups. Depending on the content and recipients, the UOC communication teams prepare the information based on a set of common criteria. This information is approved by the team that generated it initially.

At this point, the most-suitable channels for the information to reach its recipients are defined. The communication team responsible for communicating the information depends on who the target recipients are:

- **Society and people requesting information**: Operational Marketing group, Internet publications, press office.
- **Students**: Student Information, Library
- **Collaborating lecturers**: departments, teaching management, tutoring function, collaborating-team management.
- **UOC team**: Internal communication, UOC-team management
Design, implementation and assessment of the information on the qualifications P30_D7_INFprogram_v.1

- Definition of the information content
  - Communication teams
  - Departments

- Preparing the information
  - Communication teams

- Validation
  - Yes
  - No

- Defining channels
  - Communication teams

- Information flows
  - Communications Area

- Information channels
  - Communications Area

- Society
  - People interested
  - Operational Marketing
  - Dissemination by Internet
  - Press Office

- Students
  - Student information
  - Monitoring
  - Evaluation
  - Action
  - Communication

- Student guide
  - Secretary’s Office
  - Newsletters
  - Virtual Campus

- UOC staff
  - Collaborating lecturers
  - Management of UOC team
  - Tutorial Function
  - Management of teaching
  - Collaborating-team
  - Departments

- Virtual Campus
  - Newsletters

- Monitoring
  - Evaluation
  - Action
  - Communication

- Evaluation of the communication plan
  - Communications Area

- Assessment and improvement actions

- Educational offer, objectives and qualification planning
- Student guidance and entry policies
- Learning methodology and assessment
- Mobility and internships
- Allegations, claims and suggestions
- Entry, assessment, promotion and recognition of faculty
- Services and material resources
- Results of learning and work placement.
3- REVIEW AND IMPROVEMENT

Since academic year 2005-2006, the metrics of the UOC’s dissemination channels has been tracked: portal, web pages and digital publications. Quantitative (visits, users, subscribers) and qualitative (downloads) data are collected.

Each team collects the metrics (appendix 19) to keep abreast of the results of communication actions. This information is the basis for the final report and assessing the activity.

Every semester, the Communications Area assesses the results and operation of the different communication actions so as to be able incorporate improvements in the procedures that define them.

Each team responsible for the communication with the different key groups is responsible for reviewing and improving its processes. The assessments also have an impact on the review and improvement of the communication plan.

4- RESPONSIBILITIES

- The Communications Area is responsible for preparing the communication plan, for defining the criteria and guidelines for creating communication flows and the use of the UOC channels for communicating with the key groups. It also assesses the operation and results of the communication plan and proposes and applies the improvement actions.

- The Governing Council approves the communication plan presented by the head of the Communications Area.

- The communication teams develop the information based on the content provided by the different UOC teams and disseminate it via the different channels established. During the communication actions, the different communication teams collect the data for tracking the activity and, once the actions have finished, assess the results obtained. A final report is prepared with the data collected and the assessment and the improvement proposals that could be incorporated for the next academic year.

- The teams that generate the information are responsible for providing the information content by contributing data relevant for the recipient interest-groups and information that may facilitate the planning of the communication actions.

5- SUPPORTING DOCUMENTS

- Communication plan
- Information provided to the key groups
- Communication action reports
- Improvement actions
SIGQ’S PROCESSES MAPPING

STRATEGIC PROCESSES
- UOC Model
- Quality Policy
- Faculty Policy
- Communication Plan

PRODUCTION PROCESSES

<table>
<thead>
<tr>
<th>Approach</th>
<th>Development</th>
<th>Assessment and improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining the educational offer</td>
<td>Implementing, reviewing and improving the programme</td>
<td>Obtaining, disseminating and assessing the results</td>
</tr>
<tr>
<td>Design</td>
<td>Admission and enrolment process</td>
<td>Analysis and use of learning results</td>
</tr>
<tr>
<td>Process for defining admission and graduation profiles</td>
<td>Carrying out, monitoring, assessment and improvement</td>
<td>Analysis and use of work placement results</td>
</tr>
<tr>
<td>Design</td>
<td>Programme tutorial plan</td>
<td>Analysis and use of satisfaction results</td>
</tr>
<tr>
<td>Student mobility</td>
<td>Student mobility</td>
<td>Acrediting programmes</td>
</tr>
<tr>
<td>Career guidance for students</td>
<td>Claims, complaints and suggestions system</td>
<td></td>
</tr>
<tr>
<td>Internship and student mobility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appeals system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information on the qualifications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUPPORT PROCESSES

- Incorporation of academic and teaching support staff
- Training of academic and teaching support staff
- Assessment, promotion and recognition of faculty
- Virtual Library Service
- Student Enquiry Service
- Collaborating Lecture incorporation
- Collaborating Lecturer training
- Assessment, promotion and recognition of collaboration lecturers
- Management of Teaching Resources and Materials
- Management and improvement of the quality of management staff

Management of teaching staff
Management of resources and services