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MODIFICATIONS			
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## **PURPOSE**

Define the procedure to ensure that the appropriate mechanisms are in place for the effective delivery of degree programmes.

## **SCOPE**

This procedure applies to all Universidad Europea de Madrid's degree programmes.

## **RELATED DOCUMENTATION**


- Internal Quality Assurance Manual (MAGIC)
- Degree programme validation report
- PGC 1.1. Quality Policy
- PGC 1.3. Course Design
- PGC 1.4. PGC 1.4 Validation, modification, authorisation for the introduction, monitoring, renewal of accreditation and withdrawal of official degrees.
- PGC 2.1. Public Information and Accountability
- PGC 4.2 Horizontal and vertical coordination
- PGC 5.4 Assessment of Learning
- PGC 6.1 Research and publication of scientific output
- IT02 PGC6.1. Introduction of PhD Programmes
- Regulations governing Universidad Europea de Madrid's official PhD programmes.

## **PROCESS DEVELOPMENT**

### **Communication of the approval of a new degree programme**

In accordance with PGC 1.4. Verification, modification, authorisation for the introduction, monitoring, renewal of accreditation and discontinuation of degree programmes. Once the Degree Innovation and Learning Assessment Department receives the final reports on a degree programme, these will be emailed to the Dean/Director of the School in question, the Faculty/School team that worked on the proposal, the Vice-Rector for Teaching Staff and Research, the Head of the Academic Quality and Compliance Department, the Q Partner in charge, the Academic Planning Department, and the managers of the degree programmes website, irrespective of whether any other person/department may for strategic reasons be included in this communication. This e-mail ensures the effective communication of the approval of a new degree programme.

There is also a folder shared by the Degree Innovation and Learning Assessment Department and the Planning Department, where the degree reports submitted for assessment are filed when they are registered, and subsequently validated and approved. This applies both to new degree programmes and to programmes that have been modified. The purpose of this folder is to trigger the uploading of syllabuses to the University's academic management software.

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### **Creation of class schedules, establishment of groups, assignment of teaching staff and allocation of classroom space**

The generation of groups and class schedules is usually started off using a software tool that when given with the necessary information produces a forecast of the number of groups per subject. The variables that the tool uses to generate this forecast include the number of enrolled students who are going to move up to higher level courses, the projected number of new students or international exchange students, previous records of students repeating the course for each subject, the curriculum, the facilities required for each subject, the academic standard, and the teaching staff.

Based on the group forecast, the same software tool generates a class schedule proposal, assigning teaching staff and allocating classroom space. This class schedule proposal is entered into the university's academic management software.

Academic Planning, in collaboration with the faculty, reviews the class schedule proposal generated by the tool. After this review, only the strictly necessary changes are made on the software system.

Once the final timetables have been uploaded, student enrolment begins. Throughout this period, any necessary adjustments are made to groups and class schedules depending on the final number of students enrolled.

#### **Assignment of teaching staff**

The Department of Academic Planning and the Department Management are responsible for the assignment of professors to teach the different subjects, in line with each lecturer's field of knowledge and academic profile.

The assignment of teaching staff in all cases respects what has been established in point 6 of the Validation Report for each degree programme (Academic Staff). To this end, a record must be kept of the professors best suited to teach each subject on the curriculum, and other lecturers with expertise in the subject must also be identified in the event that this professor is unable to teach that class for some reason, for example due to incompatibility of timetables, a leave of absence, etc.


#### **Preparation and publication of learning guides**

For the creation of the Learning Guide, information is taken from the Validation Report for the Degree Programme held in the Degree Repository.

There needs to be a single Learning Guide for each subject/module, regardless of the professor who is teaching it, the mode of delivery or the language of instruction.

All degree programmes have a subject/module coordinator, who is responsible for preparing the Learning Guide, which will be the same for all the those teaching that subject/module.

The subject/module coordinator, or in cases where there is just one professor, the professor for that subject/module, must ensure that the competences and learning outcomes are homogeneous and clear to all the students taking a particular subject/module as part of their degree programme, regardless of the professor who is teaching it, as described in PGC 4.2 Horizontal and Vertical Coordination, language or mode of teaching.

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Before the start of each academic year, the subject/module coordinator will call a meeting to draft the Learning Guide and minutes will be taken. The following actions will be carried out at this meeting:

- A review of the established curriculum for the subject (competences, learning outcomes, contents, activities, teaching methods, student commitment, assessment criteria/rubric, scheduling, and more).
- Consensus on the activities, assessment criteria and associated rubrics to be used in the subject in each term.
- Preparation of the Learning Guide for the subject/module (including annexes).

In the case of some postgraduate programmes, it will be the Programme Director who will convene the meetings for the drafting of the Learning Guide.

The Degree Coordinator (for Undergraduate programmes) or the Programme Director (for Postgraduate programmes) is responsible for reviewing and uploading the Learning Guide (without annexes) to the syllabus and the website.

The professor for each subject must publish the Learning Guide together with the annexes section on the Virtual Campus. The annexes section is not included in the version of the Learning Guide shown in the web syllabus.


The annexes should include subject-specific information that is useful for students, such as:

- Specific regulations for the subject.
- How to communicate with the professor.
- Assessment calendar. Calendar with the dates for handing in work, and events related to the subject, (exams, internships, etc.).
- Description of assessment activities and, where appropriate, assessment rubrics. For each activity, there will be an explanation of what that activity will consist of, whether or not it will involve work to be handed in, where it will take place (in an on-campus classroom, online, in a laboratory, at an on-site internship, etc.), whether it is a group or an individual activity, deadlines, how it will be monitored and the assessment method.
- Any other relevant documentation for students (for example a weekly work plan for the subject).
- Each professor may adapt the learning and assessment activities in the annexes, ensuring that the competences and learning outcomes specified in the Learning Guide will be covered, as long as they comply with the technical specifications approved for that subject in the Validation Report.

The Degree Innovation and Learning Assessment Department of the Office of the Vice-Rector for Teaching Staff and Research will support the subject/module coordinators and the degree coordinators/programme directors in the process of preparing and updating the learning guides.

The Learning Guide consists of the following sections, as specified in the template:

- Basic data on the subject/module
- Presentación.
- Skills and learning outcomes.
- Contents.
- Teaching-learning methods
- Learning activities.
- Assessment.
- Schedule.

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- Bibliography.
- Diversity support unit.
- Satisfaction surveys

### **Publication of information on the degree programme web**

Degree information is published on the University's degree programme website, following the procedure described in PGC 2.1 Public Information and Accountability.

Degree Coordinators/Programme Directors will check that the information available on the website complies with the standards of the regulator, completing the web quality form.

### **Teaching and assessment of subjects**


Professors teach the subject in accordance with the Learning Guide, which involves teaching the content and developing the competences involved in the subject using methodologies that are in line with the University's academic model.

Each subject has its own area on the virtual campus that facilitates monitoring, grading, feedback and communication with students, either individually or collectively.

Throughout the course, the professors will assess student achievements, awarding a grade in accordance with the assessment systems identified for each subject in the Validation Report, in the Learning Guide, and in current University and faculty regulations, where applicable. For this purpose, the different forms of evidence deriving from the teaching-learning process (assessment rubrics, knowledge tests or exams, presentations, final projects, reports, internships, etc.) will be taken into account.

At the end of each term, the Learning Assessment Committee (CEA) will meet to evaluate the students' learning, and take any necessary decisions (change of an activity, improvement in content etc.). Subsequently, the Degree Programme Learning Assessment Committee (CEAT) will meet to assess student learning on the degree programme (Learning Guide). The result of the analysis obtained from this Committee will be included as another item to be taken into account by the Degree Quality Committee (CCT), which, based on the degree programme results (performance and satisfaction), feedback from students and professors, and the analysis of complaints and suggestions, will draft and review an action plan aimed at improving the programme to be implemented during the academic year. There are two calls for assessment, ordinary and extraordinary:

- The subject coordinators and degree programme coordinators set the dates for the different tests and activities for the ordinary exams and communicate them to their students both in person and via the virtual campus, along with the Learning Guide.
- As for the extraordinary exams, the academic advisors are responsible for drawing up the timetables for monitoring students, as well as scheduling the date for the compulsory knowledge test. This information is published on the virtual campus.
- The student's final assessment is reflected in a grade report, which is signed electronically by the professor, and countersigned. The student receives the appropriate notification that they have received a grade for the subject and for the corresponding exam. Once the student has received this notification, they have a stipulated period during which in accordance with the relevant academic regulations they may appeal if they wish to do so.

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### **SPECIFICS BY CENTRE**

#### **School of Architecture, Engineering and Design.**

N/A

#### **Faculty of Sports Sciences**

N/A

#### **Faculty of Social Sciences and Communication**

N/A

#### **Faculty of Biomedical and Health Sciences**

N/A

#### **School of Doctoral Studies and Research**

The specifics of the introduction of doctoral programmes are set out in Technical Instruction IT02PGC6.1. Introduction of the PhD Programme.

### **RECORD**

<b>RECORDS</b>		
<b>RECORD NAME</b>	<b>CONTROLLER</b>	<b>LOCATION</b>
Published class schedules available to students	Academic Planning/Coordination Academic	Darwined/Website
Student transcripts	Professors	Grade management platform/Darwined
Assignment of teaching staff	Academic Planning/Department Director	Darwined
Classroom allocation	Academic Planning	Darwined
Learning Guide	Subject/Module Coordinator	Virtual campus degree programme website

### **INDICATORS**


-IND01-PG4.1 Number of students not graded on time

### **RESPONSIBILITIES**

#### **Academic Advisor:**

Decide how many groups need to be created for each subject.

Review the places available for international exchange students.

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Analyse requests for class schedule changes on an individual basis.

Draw up timetables for the monitoring of students taking extraordinary exams, and publish exam dates on the virtual campus.

**Academic Planning:**

Prepare class schedule proposals.

**Department Management:**

Assign professors to teach the different subjects, in line with each lecturer's field of knowledge and academic profile.

**Coordinator/Subject Professor/Module:**

Prepare the subject/module learning guide.

Coordinate the teaching staff for the subject/module.

Coordinate the Learning Assessment Committee (CEA) for the subject, record and file the minutes.

Organise spaces for assessment tests and internships (if applicable).

Communicate to students in person and through the virtual campus regarding activities and assessment tests.

At the request of the Degree Programme Coordinator, participate in the Degree Evaluation Committee (CEAT).

**Degree Programme Coordinator:**

Review and upload the Learning Guides to the syllabus on the website.

Check that the information available on the website complies with the standards of the regulator, completing the web quality form.

Convene and coordinate the Degree Quality Committees.

**ANNEXES**

Annex I Learning Guide Template