



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

INSTITUTINAL ACCREDITATION

**UNIVERSIDAD DEL ALBA
CHILE**

December 2025



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DECISION OF THE AQAS STANDING COMMISSION ON THE INSTITUTIONAL ACCREDITATION OF UNIVERSIDAD DEL ALBA, CHILE

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 27th meeting on 1 December 2025, the AQAS Standing Commission decides:

1. The institution Universidad del Alba, Chile is accredited according to the AQAS Criteria for Institutional Accreditation.

The accreditation is conditional.

The institution essentially complies with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The condition has to be fulfilled. The fulfilment of the condition has to be documented and reported to AQAS no later than **31 December 2026**. The confirmation of the condition might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **five years** and is valid until **31 December 2030**, provided that the condition listed below is fully met. Otherwise, the accreditation may be withdrawn.

Condition:

1. To strengthen accessibility and transparency, the University must make the information on intended learning outcomes of courses and modules, their workload, teaching and assessment methods, general study and examination regulations available to the external public and assure its publication in its quality assurance processes.

The following **recommendations** are given for further improvement of the institution:

1. It is recommended to develop a data-based quality monitoring for further education offers for adults to make the quality promise of UDALBA transparent and visible in a comprehensive way.
2. Student participation should be further encouraged through formalised structures within the University's governance body. In addition to being consulted in evaluations or in the academic senate, students should become more active partners at all levels of quality assurance in the joint development of the institution, especially regarding the design and on-going monitoring of programmes.
3. It is recommended to integrate community outreach projects into the curricula to strengthen, e.g., research-based learning and teaching elements.
4. To foster internationalisation, the University should start by strengthening internationalisation at home, e.g., by offering language courses that can also be added to the graduation profile.
5. To promote cross-campus and collaborative exchange among professors and lecturers, an institutionalised and systematic exchange of expertise (beside the formal curriculum commission) about levelling

students, learning outcomes, development of appropriate and up to date teaching, learning and assessment methods is recommended to strengthen the institutional integrity and in order to share best practices, harmonise approaches, and prevent duplication of efforts.

6. To improve the staff/student ratio as well as research capacity, it is strongly recommended to increase the number of academic staff in the long-term.
7. Future recruitment strategies should aim to optimise the current proportion between full-time and part-time faculty.
8. The University should consider recruiting doctoral-level academics in selected areas – particularly in clinical psychology – to strengthen its research capacity, foster the development of research groups and support the advancement of the strategic research areas already identified by the institution.
9. As for faculty development, the University should offer specialised training in strategic research areas, thereby strengthening both the research capacity and the teaching-research nexus within the University as well as innovation and interdisciplinary collaboration.
10. For the purpose of internationalisation, it is recommended to publish some information (e.g., study programmes, mobility and exchange possibilities) in English to become more easily accessible to the international community.
11. It is recommended to select some of standardised data sent to the Chilean Ministry such as student numbers, their distribution across campuses, and gender distribution, to be published on the website, and thereby strengthen institutional transparency as well as transparency for external stakeholders.

With regard to the reasons for this decision the Standing Commission refers to the attached expert report.

EXPERTS' REPORT ON THE INSTITUTIONAL ACCREDITATION OF UNIVERSIDAD DEL ALBA, CHILE

Visit to the university: 4-8 August 2025

Panel of experts:

Prof. Dr. Harald Lachnit	Former Vice President University of Marburg, Germany, Professor of Experimental and Biological Psychology
Prof. Dr. Itziar Alkorta Idiakez	University of the Basque Country, Professor of Civil Law
Dr. Solveig Randhahn	Head of the Presidential Unit, Kiel University, Germany (labour market representative)
Joschua Müller-Gerbes	Student of Medicine at University of Cologne, Germany (student representative)

Coordinators:

Ronny Heintze	AQAS, Cologne, Germany
Dr. Christina Schönberger-Stepien	AQAS, Cologne, Germany

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by nearly 90 universities, universities of applied sciences, and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external institutional review of Universidad del Alba, Chile.

1. Approach and methodology

Within the institutional accreditation procedure by AQAS, the quality assurance system of a university, faculty, or college is assessed against the AQAS criteria for institutional accreditation, which are aligned with the European Standards and Guidelines (ESG, version 2015). The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. The ESG are non-prescriptive while providing guidance and covering the vital areas for the successful quality provision and learning environments in higher education.

In line with the ESG the AQAS criteria for institutional accreditation are based on the following four principles for quality assurance:

- Higher education institutions have primary responsibility for the quality of their provision and its assurance,
- Quality assurance responds to the diversity of higher education systems, institutions, programmes and students,
- Quality assurance supports the development of a quality culture,
- Quality assurance considers the needs and expectations of students and all other stakeholders and society.

AQAS developed a set of criteria and indicators relevant for institutional accreditations. Based on these accreditation criteria, AQAS also provided the university with guidelines for writing a self-evaluation report (SER). AQAS follows the core idea that it should be assessed if the mechanisms the institution chose to secure the quality of its study programmes are appropriate within an external assessment. Therefore, AQAS focuses on the overarching mechanisms to secure an adequate level of the learning process of Higher Education Institutions. Beyond this, the aims formulated by the university in the SER have an impact on the assessment of the panel of experts as applications need to be seen in the light of the strategic goals of the institution. In the

accreditation procedures, AQAS follows the peer-review principle. Based on AQAS' long-lasting experience with external quality assurance procedures and its involvement in international networks when working with experts, AQAS acts according to the ECA Principles for the Selection of Experts.

Internal Phase/Basis for the assessment of the panel of experts

Universidad del Alba delivered a SER describing the main characteristics of the institution. The SER explained how the quality management system works and how learning and teaching are organised. Additionally, the University sent appendices to provide more detailed material, give evidence to the self-report statements, and demonstrate how procedures are organised and put into practice.

The appendix included documents such as student retention rates, educational offers, undergraduate teaching and undergraduate admission regulations, quality assurance policies and mechanisms, information on graduate profiles, or procedures for drafting and updating study plans.

AQAS scrutinised the application originally received in June 2024 regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 02 December 2024. The final version of the SER was handed in in April 2025.

External phase/panel of experts

Following the AQAS principles for institutional accreditation, the composition followed the basic principle that the panel consists of one professor coming from the area of quality management of universities, one professor from one of the disciplines, one practitioner of quality assurance, one representative from the labour market and one student. At least one panel member has experience in the region.

The Standing Commission nominated the aforementioned expert panel in June 2025. AQAS informed the university about the expert panel members, and Universidad del Alba had no objections.

Within the institutional accreditation procedure, the study programme "Psychology" was chosen to be reviewed and serve as a programme sample for the institutional review. Additional documents provided the necessary information on the programme sample following the guidelines for AQAS programme reviews.

The experts reviewed the application and submitted a short preliminary statement, including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and the other panel members to increase transparency in the process and the discussions during the site visit.

During the site visit, discussions were held with the university management, the QA unit, the Deans of the faculties, teaching staff, labour market representatives and students. At the end of the site visit, the experts presented short feedback on the main findings to representatives of Universidad del Alba.

In September 2025, the expert panel drafted the assessment report, including a recommendation to the Standing Commission of AQAS. AQAS forwarded the report to Universidad del Alba in November 2025, providing the opportunity to comment on the report.

Based upon the expert panel's report and the University's statement, the AQAS Commission decided in its meeting on 1 December 2025 about the institutional accreditation. AQAS forwarded the decision to the University. The University had the right to appeal the decision.

In December 2025, AQAS published the report, the result of the accreditation as well as the names of the panel members.

III. National context

The Self-Evaluation Report (SER) provides a detailed account of the higher education system in Chile, explaining how it operates under a structured regulatory framework overseen by the National Accreditation Commission (CNA). This body is responsible for evaluating universities on criteria such as governance, academic quality, infrastructure, and societal impact. The SER indicates that these evaluations ensure institutions comply with national standards designed to promote socio-economic development, innovation, and social equity. It outlines that compliance with CNA regulations requires universities to engage in self-assessment and external evaluations regularly, creating a culture of continuous improvement.

In addition, the SER describes the national emphasis on expanding access to higher education, a policy aimed at reducing historical educational inequities. The Chilean government mandates that universities implement inclusive practices, thereby increasing opportunities for underrepresented groups. The report notes that these priorities influence institutional strategies, as universities are expected to design academic programmes that support workforce development and societal needs. UDALBA, for instance, responds to these national imperatives by structuring its offerings to align with the evolving demands of the economy and regional development objectives.

The SER also acknowledges the challenges posed by the rapid technological changes and the globalisation of education. Institutions are adapting by modernising their curricula and integrating new teaching methodologies to prepare students for a competitive global market. The report explains how UDALBA, along with other universities, has faced the necessity of transforming traditional learning environments into more flexible and innovative spaces. These adjustments have allowed UDALBA to remain relevant and competitive while fulfilling its role as an institution that contributes to societal advancement.

IV. General Information on the University

The Self-Evaluation Report (SER) describes Universidad del Alba (UDALBA) as an institution dedicated to broadening access to higher education, particularly in regions where academic resources have historically been limited. UDALBA's mission and values focus on inclusivity, academic integrity, and social responsibility. The SER states that the university became fully autonomous in 2001, which enabled it to expand its academic and operational capabilities significantly. This autonomy has allowed UDALBA to establish strategic objectives that prioritise community engagement and regional development. Following a financial and institutional crisis in 2019, the university has entered a fresh development cycle with newly established mechanisms and procedures, including robust compliance and accountability schemes.

The university's multi-campus model is central to its mission. The SER details how UDALBA's campuses are strategically located across different regions to reduce barriers to higher education. This decentralised approach allows the university to tailor its academic programmes to meet local needs. The SER notes that this model also supports the institution's engagement with local communities through partnerships and service projects. The university's use of digital learning platforms, which became essential during the COVID-19 pandemic, is also highlighted. These platforms facilitate remote education and have expanded UDALBA's reach, ensuring that students continue to have access to quality education.

In terms of academic offerings, UDALBA provides a wide array of programmes, including a portfolio of continuing education and specialised training courses. The SER describes the Psychology programme in particular detail, illustrating the university's commitment to combining theoretical knowledge with practical training. The Psychology curriculum includes courses in developmental, clinical, and cognitive psychology, with a strong

emphasis on research methodology. Students are required to engage in hands-on experience through internships and clinical placements in healthcare settings to consolidate what they have learned under the guidance of qualified professionals. This practical component is designed to meet the growing demand for mental health professionals and to align with national health policies that emphasise the importance of mental well-being.

The SER also discusses UDALBA's strategies for curriculum development and review. The Psychology programme, for example, is systematically monitored based on feedback from students, faculty, and external partners, such as healthcare institutions, where students complete internships. Faculty members regularly review the curriculum to ensure it meets industry standards and incorporates the latest research findings. The SER notes that the programme's structure is adaptable, allowing for the integration of new content and teaching methodologies. This adaptability ensures that graduates are well-prepared for the evolving demands of the job market and are equipped to contribute to the mental health sector effectively.

V. Assessment of the University

1. Policy and Procedures for Quality Assurance

The institution has a policy for quality assurance that is publicly available and [forms part of their strategic management]. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders. [ESG, 1.1]

Description

UDALBA's quality assurance (QA) framework as part of the new development cycle starting in 2019 is described as comprehensive and designed to maintain high standards across all academic and administrative activities. The Quality Management Policy governs internal evaluations, which are carried out periodically to monitor performance and identify areas for improvement. The SER explains that UDALBA's QA processes are data-driven, relying on metrics such as student retention rates, graduation outcomes, and alumni employment statistics. These indicators provide a basis for strategic planning and resource allocation.

The SER provides evidence of QA practices through the example of the Psychology programme. The university collects and analyses data on student performance, such as exam results, clinical training feedback, and course evaluations. This information is used to adjust teaching methods and improve the learning experience. For instance, if a significant number of students report difficulties with a particular module, faculty members review the content and teaching approach to identify necessary adjustments. Clinical supervisors also provide feedback on students' practical skills, which informs curriculum updates to better prepare students for professional practice.

Stakeholder engagement is another essential component of UDALBA's QA system. The SER describes how the university gathers input from students, faculty, alumni, and industry partners to ensure that academic programmes remain relevant. In the case of the Psychology programme, UDALBA consults with healthcare professionals to align training with the latest standards in mental health care. The SER emphasises that these consultations help the university maintain strong connections with the professional community, ensuring that graduates are equipped with the skills needed in the field.

External evaluations complement the internal QA processes. The SER details how UDALBA undergoes regular reviews by accreditation bodies, which assess the university's adherence to national and international standards. The Psychology programme, for instance, has been reviewed to ensure it meets professional accreditation requirements, particularly in the areas of clinical training and ethical practice. These external

evaluations provide an additional layer of accountability and ensure that UDALBA's academic offerings are recognised and respected within the professional community.

Expert evaluation

Based on the self-evaluation report and the site visit at Universidad del Alba (UDALBA), the expert panel got the impression of a well-established quality policy for teaching and learning based on defined structures and procedures. The University's Quality Management Policy is closely linked to its Strategic Plan for Institutional Development, which is based on a five-year concept (current period: 2023-28). Procedures, instruments, and responsibilities in the QA system are embedded in several policies and regulations such as the Education Model, the Curricular Management Manual, regulations for opening and closing study programmes, a teaching support policy as well as a student support policy. Furthermore, there are supporting manuals for teachers on tools for both, active teaching and learning methods, and assessment strategies. Considering the PDCA-cycle, a continuous monitoring for improvement (UDALBA improvement plan) is included. In terms of administration processes, UDALBA has an ISO 9001 certification in management areas.

The QA framework of UDALBA focuses on the regular study programmes connected to the student-life cycle (graduate, postgraduate). It does not refer to its further education offers for adults. These are organised based on a hiring-on-demand concept. Regarding the future, the expert panel recommends developing a data-based quality monitoring for these further education offers for adults as well and make the quality promise of UDALBA transparent and visible in a comprehensive way (**Finding 1**).

Quality procedures are realised by the teachers and administrative staff. They analyse the collected quantitative and qualitative data and information, and, if necessary, develop follow-up measures of improvement. An example for this is the University's student support model, which includes preparatory courses, academic tutoring, and psychosocial support. It is implemented transversally across its four campuses, ensuring that students with greater educational gaps can advance and graduate on equal terms. Teachers and supporting staff, both, are involved in these offers. To be able to follow this approach appropriately, UDALBA collects data about the profile of the student population. Success rates and drop-out rates provide information about student's progression and the needs for levelling procedures at the beginning of students' careers. At the same time, this data serves as key performance indicators for the institutional leadership to be able to monitor continuously the University's institutional strategic plan.

In the discussion rounds on site, staff underlined their support of these quality procedures and instruments. They recognise them as an integral part of their daily work and useful elements for the continuous enhancement of the University, and not only as extra workload.

The picture of a comprehensive quality culture was convincing to the expert group not only at Santiago campus, but also at the other branches of UDALBA. Therefore, especially the site visit in Chillán was very impressive. Even though the campuses differ regarding cultural and societal requirements, the University was able to show a high level of equalization in its procedures at all branches in terms of curricula, methodologies, assessment, regulations, and infrastructure. For example, curriculum committees with representatives from all branches are responsible to assure the curriculum's harmonisation at all campuses, especially when it comes to programme design changes. Weekly online meetings across all sites ensure a regular exchange. They are complemented by occasional site visits by leadership and management staff. The expert group got the impression that equalization is achieved through various elements: first, teachers, counsellors, and all further administrative staff have duties and responsibilities according to the sum of University policies mentioned above; second, there are formal collegiate governance structures such as the academic council, the faculty councils, and the University leadership, responsible to take decisions according to the strategic institutional plan; third, there is a broad range of informal regular exchange flows among the leadership, the directors, teachers and staff across all branches.

Students participate in the QA system through a set of evaluations and informal possibilities to address their needs to teachers and counsellors. They are members of the academic council, but they have no right to vote in it. They are represented in so-called student houses, however without any further formal representation in the governance structures of the university. The discussions on site showed that the leadership and teachers cultivate a wide range of informal exchange with the students to consider and involve their concerns. The expert group encourages the University to keep this close exchange and strengthen it in terms of the formalised structures within the Universities' governance body (**Finding 2**).

External stakeholders are involved in the QA system of the University as consultants and observers, which is reflected through regular surveys and discussions in the commissions in which they are involved. In the interviews, the labour market representatives expressed a trustful collaboration with the university partners. They have a high interest in offering internships for students, and ideally employment possibilities for later graduates. Therefore, the University facilitates a web-portal of internships and employment for the students. In terms of the study programmes, however, it seems, that internships and simulations (in psychology and medicine) are the only practice-oriented elements in the curricula. Even though the University supports community outreach projects, they are not sufficiently integrated into curricula to strengthen, for example, research-based learning and teaching elements. The expert panel recommends enforcing this link in the respective curriculum design (**Finding 3**).

Beside the link to regional stakeholders, UDALBA also considers approaches of internationalisation. However, the expert panel thinks that this engagement is still expandable. UDALBA offers some international exchanges as additional experience for students, especially with Columbia and Mexico. However, the curricula do not include specific mobility windows. English elements seem to be quite uncommon in the curricula, as well. To foster internationalisation, the University should start by strengthening internationalisation at home, e.g., by offering language courses that can also be added to the graduation profile (**Finding 4**).

The vision of UDALBA on inclusion, solidarity and humanity (cf. Institutional Project) is also visible in its understanding of academic integrity and guarding against discrimination of students and staff. The Chilean laws (N° 21.369 on sexual harassment, violence and discrimination; N° 21.545 on inclusion) are specified in policies and regulations on inclusion and diversity. Students and staff can easily address cases of discrimination or abuse by using a website form. They can also consult counsellors with special expertise in this context. The interviews on site showed a high identification among staff and students with the Universities' mission. To quote a student voice: "The University made me a person."

As mentioned above, the expert panel took note that beside the formalised QA procedures, the University members cultivate a broad range of informal ways of further development. This refers especially to the strong link to regional environments and communities of the four campuses. But also, teachers and students consider such informal communication flows as useful and effective. The expert panel welcomes this; however, they also think, that the formalisation of some of these informal links might strengthen the University even more. For example, the transparent and visible link to external stakeholders could underline the strong relationship with the community and create even more trust among those who are interested, also regarding the competition with other institutions. To further cross-campus and collaborative exchange among professors and lecturers, the experts recommend an institutionalised and systematic exchange of expertise (beside the formal curriculum commission) about levelling students, learning outcomes, development of appropriate and up to date teaching, learning and assessment methods to strengthen the institutional integrity even more and in order to share best practices, harmonise approaches and prevent duplication of efforts (**Finding 5**).

Conclusion

The criterion is fulfilled.

2. Design, approval and termination of programmes

The Institution has processes for the design, approval and termination of its programmes. The Institution ensures the involvement of stakeholders in these processes. The programmes are designed to meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme is clearly specified and communicated and refers to the correct level of the Framework for Qualifications of the European Higher Education Area (EQF), and, consequently, when aligned, to the national qualifications framework for higher education.

[ESG, 1.2]

Description

The SER provides a detailed account of UDALBA's programme design and approval processes, emphasising the institution's commitment to aligning academic offerings with both market needs and academic standards. The process begins with a comprehensive needs assessment, which includes an analysis of labour market trends, societal demands, and input from academic experts. This analysis helps UDALBA identify gaps and opportunities for new programmes or curriculum enhancements. The Psychology programme serves as a prime example, having been developed in response to a national demand for qualified mental health professionals.

Programme design at UDALBA is a collaborative effort involving faculty members, academic committees, and external stakeholders. The SER describes how faculty members develop course content that integrates theory and practice, with a particular emphasis on experiential learning. In the Psychology programme, this means combining foundational courses in psychological theory with modules that focus on research methods and clinical practice. Students are required to complete internships and clinical placements, ensuring they gain hands-on experience in real-world settings. This experiential learning component is designed to meet professional standards and enhance employability.

Once a programme proposal is developed, it undergoes a rigorous review process. The SER explains that the proposal is evaluated for academic coherence, resource allocation, and alignment with UDALBA's strategic goals. The Psychology programme, for example, was reviewed to ensure that it had sufficient faculty expertise and access to clinical training sites. The academic council reviews all aspects of the programme, from course syllabi to student assessment methods, before granting approval. The SER highlights that UDALBA also considers the financial viability of new programmes, ensuring that resources are allocated efficiently.

The university has mechanisms in place for continuous monitoring and updating of its programmes. The Psychology curriculum is reviewed regularly, with changes made based on advancements in the field and feedback from students and clinical supervisors. The SER provides evidence of this adaptability, noting that recent updates to the programme included the integration of new research findings on mental health interventions. The approval process is designed to be flexible, allowing for timely adjustments to keep programmes current and aligned with industry standards. UDALBA also ensures that students affected by curriculum changes receive adequate support and guidance.

Expert evaluation

UDALBA has very well-established formal guidelines and mechanisms for the design, approval, and termination of its programmes. In a clear and transparent way, the Curriculum Management Manual provides guidelines and support mechanisms for the development of the curriculum in faculties and units involved in the training process. It addresses the design, implementation, and evaluation of results for the graduate profile as

well as the fulfilment of the study plan. This manual systematises actions and provides guidelines for designing the curriculum in accordance with the current trends and demands of higher education, UDALBA's mission and vision, as well as its Educational Model. The approach emphasises a curriculum design oriented towards the achievement of competences especially under consideration of the graduate profile. In addition, the manual also provides the management tools for the execution, implementation, and evaluation of the necessary actions to improve these in the context of the quality management cycle. Furthermore, the manual expatiates on the responsibilities for each step.

Before opening a programme, UDALBA considers the demands or preference of potential applicants plus the requirements of regional external stakeholders and the labour market. The sources of these data are the preferences of applicants for Chilean universities and the results of surveys and employment studies in the Chilean market. The behaviour of applicants in admission processes in previous years is also analysed. Furthermore, necessary resources such as the availability of teaching staff and infrastructure at UDALBA are checked and the sustainability of the programme's development over time is analysed. The Study Plan is designed and carried out by the Curriculum Committee of the Degree Course, supported by the Directorate of Evaluation and Curriculum Management, which ensures compliance with UDALBA's quality standards. For the consideration of e.g., admission criteria, possible levelling plans, subject programmes, degree requirements and occupational expectations of the graduates, particularly the coherence between the entry (admission) and the exit (graduate) profile is of interest. In this process, especially in relation to the graduate profile, the opinion of external stakeholders is relevant. All responsibilities at each stage of the programme start-up and design are transparent structured and detailed in a table.

The termination of programmes is also regulated in a transparent manner with clearly defined responsibilities. UDALBA explicitly avows oneself to be "... responsible for the fulfilment of the commitments acquired with the students of the degree course in closure, ensuring their progress in the formative tract up to the degree, providing the necessary facilities in each case, within a reasonable time" (SER, p.22). In 2019, under Exempt Decree No. 151 of the Ministry of Education, UDALBA became the legal successor to the Universidad Pedro de Valdivia and the Universidad Mariano de Egaña. As part of this transition, certain programmes were discontinued while new ones were introduced. The expert panel found evidence that students enrolled in the terminated programmes were provided with appropriate solutions, either enabling them to complete their original programme or to transfer into the newly established ones through processes of academic study equivalence.

Monitoring of programmes is well developed and implemented efficiently whereby particular attention is paid to the needs and priorities of students. However, student participation is an area of development. Instead of just being consulted in evaluations or in the academic senate, they should be more active partners in joint development and the implementation of changes (see **Finding 2**).

Conclusion

The criterion is fulfilled.

3. On-going monitoring and periodic review of programmes

Institutions monitor and periodically review their programmes to ensure that the programmes achieve the objectives set for them and respond to the needs of students and society. These reviews lead to continuous improvement of the programmes. Any action planned or taken as a result are communicated to all those concerned. [ESG, 1.9]

Description

The SER describes UDALBA's programme monitoring and review system as a continuous process aimed at maintaining high academic standards and ensuring programme relevance. The university collects a wide range of data, including student performance metrics, course completion rates, and graduate employment outcomes. The Psychology programme is monitored closely, with faculty analysing data from student assessments, internship performance reviews, and feedback from clinical training sites. This data-driven approach enables UDALBA to identify strengths and areas for improvement within the curriculum.

Regular curriculum reviews are a key feature of UDALBA's quality assurance practices. Faculty members hold workshops to discuss the effectiveness of teaching methods, course content, and student engagement strategies. The SER highlights that the Psychology programme has benefited from these reviews, leading to the implementation of innovative teaching techniques, such as simulation-based training for clinical skills. Stakeholder feedback is also crucial; students are surveyed to gather their perspectives on the learning experience, while alumni provide insights into how well the programme prepared them for professional roles.

The university also engages external stakeholders in the review process. The SER mentions that UDALBA consults with healthcare providers and industry experts to ensure that the Psychology curriculum aligns with current professional standards. These consultations have led to updates in the clinical training modules, ensuring students are trained in evidence-based practices. The SER emphasises that these partnerships not only enhance the quality of education but also strengthen UDALBA's connections with the professional community, providing students with networking opportunities and practical experience.

Benchmarking against other institutions is another aspect of UDALBA's review process. The SER explains that the university compares its Psychology programme with those of leading institutions to ensure it remains competitive and comprehensive. This benchmarking helps identify areas where UDALBA can improve or innovate. Governance committees are responsible for implementing recommendations from these reviews, working with academic departments to ensure that changes are effectively communicated and executed. The SER concludes that the review process is iterative, ensuring programmes remain aligned with both institutional goals and industry needs.

Expert evaluation

The University has established robust mechanisms for the continuous monitoring and periodic review of its programmes, supported by systematic data collection and the active involvement of internal and external stakeholders as well as QA staff. The extent of this participation illustrates the institution's clear assumption of responsibility for the ongoing management of programme quality. A well-established culture of continuous improvement is evident across the University. For instance, learning outcomes in the Psychology programme are reviewed regularly by the Academic Commission, which includes representatives from all four campuses. This cross-campus structure enables the comparison of academic indicators and the alignment of key performance measures, ensuring consistent programme quality throughout the institution.

A major strength of UDALBA's monitoring system is its responsiveness to the socio-economic realities and diversity of its student body. Given that more than 90% of students receive state grants and many face high risk factors for early drop-out, retention rates are treated as a critical institutional indicator. Targeted academic remediation, psychosocial support measures and continuous follow-up have contributed to significant improvements in retention over recent years – both in comparison with UDALBA's historical performance and with similar programmes at other institutions. These results demonstrate that the University's monitoring and support mechanisms are not only well-designed but demonstrably effective.

Evidence also shows that the Psychology curriculum is both adaptable and regularly updated. Programme reviews may lead to minor adjustments or major revisions, depending on the evidence gathered. Changes are

driven by several factors: the systematic monitoring of QA data (including student performance trends, progression rates and module evaluation feedback), disciplinary developments requiring strengthened or newly defined competencies, and input from academic staff, clinical supervisors and other external stakeholders. Recent updates include the integration of new research findings on mental-health interventions, modifications to specific modules following lower-than-expected pass rates, reinforcement of statistical skills in response to identified gaps, and adjustments to strengthen soft skills that employers consider essential.

At the same time, the panel identified an opportunity to deepen student participation within programme monitoring. Currently, students are mainly involved through semesterly evaluations of their instructors—a mechanism that has proven effective and often leads to targeted training or the reassignment of teaching staff. However, this form of participation does not yet cover the full range of indicators required for comprehensive programme review as defined by the ESG. Strengthening active student involvement across all stages of programme monitoring remains an important aspiration for the coming years, ensuring that UDALBA's QA system continues to reflect the central role of students as key internal stakeholders (see **Finding 2**).

Conclusion

The criterion is fulfilled.

4. Learning, Teaching and Assessment of Students

Institutions ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. [ESG, 1.3]

Description

The SER describes UDALBA's approach to teaching and learning as one that prioritises student engagement and the integration of practical experiences. The university employs a variety of pedagogical methods to ensure students are actively involved in the learning process. These methods include problem-based learning, case studies, and experiential activities such as internships and simulation exercises. The SER highlights that the Psychology programme exemplifies this approach, blending theoretical instruction with practical training. Courses are designed to develop both academic knowledge and professional competencies, preparing students for roles in clinical, research, and community settings.

UDALBA places a strong emphasis on aligning teaching strategies with learning outcomes. According to the SER, faculty members are encouraged to adopt innovative methods to facilitate active learning and critical thinking. The Psychology curriculum, for instance, includes interactive workshops where students practice clinical skills, receive peer feedback, and participate in role-playing scenarios to simulate real-world psychological assessments. The SER indicates that these experiential activities are essential for bridging the gap between theory and practice, ensuring students are well-prepared for their professional careers.

Student assessment at UDALBA is structured to be transparent, fair, and aligned with course objectives. The SER explains that the university uses a combination of formative and summative assessments to evaluate student performance. In the Psychology programme, formative assessments include quizzes, group projects, and case study analyses, which provide ongoing feedback and help students track their progress. Summative assessments, such as final exams and clinical evaluations, measure the achievement of learning outcomes. The SER notes that assessment criteria are clearly communicated to students, and mechanisms are in place to address grade disputes or appeals.

Quality assurance in student assessment is also emphasised in the SER. UDALBA regularly reviews its assessment practices to ensure consistency and reliability. The university uses external examiners to validate the grading process and maintain high standards. The Psychology programme is particularly monitored for assessment quality, with clinical supervisors providing feedback on students' performance during internships. The SER details that faculty development programmes are offered to enhance teaching and assessment skills. These workshops focus on using assessment data to improve teaching practices and to ensure that learning outcomes are met effectively.

The SER also discusses support services that enhance the learning experience. UDALBA provides resources such as academic advising, tutoring, and writing centres. For Psychology students, specialised support includes access to research labs and psychological testing materials. The university tracks student engagement and performance to identify those who may need additional assistance. Academic support staff work closely with faculty to provide tailored interventions, ensuring that all students have the opportunity to succeed. The SER emphasises that these services are designed to create an inclusive and supportive learning environment.

Expert evaluation

During the site visit the expert panel learned that UDALBA really animates its declaration: UDALBA's primary function is professional training. Teaching, learning, and assessment are the centrepieces of its mission and efforts. UDALBA's assumption is that the main challenges for their first-generation students are (1) educational diversity, (2) special needs and/or mental health, as well as (3) financial constraints. This directly leads to a whole bunch of measures accompanying teaching, learning, and assessment. Firstly, all undergraduate programmes maintain a General Education or Training area aiming to install attitudes, values and competences such as language and communication skills, ethics and social responsibility, leadership and collaborative work, innovation and entrepreneurship, all of which tend to facilitate the student's personal and professional development. Secondly, necessary academic staff and support staff is hired to uphold appropriate support services and provide additional training for staff or additional support staff. Thirdly, more than 90% of students receive a scholarship for their studies. In addition, tests on the entrance knowledge, which show where development is needed, guide voluntary coaching, tutorials, and assistantships in support of students. Furthermore, an early warning system for attrition with daily information is also implemented.

UDALBA's Educational Model declares student-centred teaching. It is characterised by training of professors and other teaching staff in teaching methodology and learning assessment, by diagnosis of incoming students and accompanying them with support measures, by attention to the students' progress in the curriculum, by students' participation in the periodic evaluation of teachers, by focussing the study plan, the graduate/exit profile on learning outcomes, on competences or performances, as well as by promoting research, innovation, and improvement in education. Furthermore, there are measures to ensure the equivalence of learning opportunities (curriculum, teachers' profile, infrastructure, information and audio-visual media, laboratories, clinical simulation, practice fields, characterisation of the student upon admission, levelling options, etc.) for each programme in the different branches.

UDALBA's focus lies on active teaching and learning taking place in units such as a veterinary clinic, legal clinic, clinical simulation and guided practice in real working environments. With respect to the latter, the contact to external stakeholders as well as the fact that a substantial number of teaching staff is part-time working outside the university is of great help. Or, as a graduate put it: "What I see is that we benefit from real life cases experience by our professors who are also well-known practitioners. This gives us an advantage as we do not come with theoretical ideas but are closer to practice". Just as the expert panel, the management, however, knows that to improve the staff/student ratio as well as research capacity the number of academic staff should be increased step by step (**Finding 6**). For example, the latest enhancement plan was to recruit 45 more professors, but only 32 could be recruited because adequate candidates are hard to find in some regions.

With respect to the fact that UDALBA consists of four campuses at distant locations, comparability of teaching and assessment is a real challenge. The Curriculum Committee, the highly engaged Quality Assurance Team, a school for each programme with a programme director doing administrative work, as well as regular meetings for exchange of professors and other teaching staff of the four different sites, however, effectively ensure comparability across sites, whereby online meetings as well as online data access play an important role. The expert panel had various opportunities to visit different sites simultaneously online to discuss e.g., with students, graduates, and external stakeholders. Such a meeting with teaching staff of all four sites validated that these people know each other from weekly or monthly online meetings concerned with ongoing topics of teaching, learning, and assessment. The members of the Quality Assurance Team are enmeshed in these discussions as well.

Graduate Profile Achievement Assessment Models are used to assess student achievement throughout the student life cycle. The quality of evaluative processes and the evaluation instruments used by professors to collect relevant, reliable, and valid data to enhance teaching is promoted and assured by an Evaluation Manual. A Sample of Assessment Strategies ensures the planning, design, and elaboration of student learning assessment. The undergraduate psychology programme, for example, has a set of Integrative Modules, where standardised national assessments, designed to measure the achievement of key competencies at the end of each initial, intermediate, and final training cycle, are applied.

To conclude, strongly interlaced regulations, guidelines, structures, mechanisms as well as profoundly established quality assurance tools enable UDALBA to facilitate equivalent teaching, student-centred learning, and assessment across all four sites. The expert panel was highly impressed to learn how engaged management, administration, deans and all teaching staff are working together to create a unified university, including students, graduates as well as external stakeholders. The final feedback session connecting about 50 people of all four sites online conveyed the spirit of “we are UDALBA”.

Conclusion

The criterion is fulfilled.

5. Student Admission, Progression, Recognition, and Certification

Institutions consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification. [ESG, 1.4]

Description

The Self-Evaluation Report (SER) outlines UDALBA’s policies for admission, progression, recognition, and certification, which are structured to promote access and support academic success. Admission practices are described as inclusive, taking into account both academic qualifications and non-academic factors such as extracurricular activities and personal achievements. The SER states that the university aims to create pathways for students from diverse backgrounds, offering scholarships and financial aid to support those with financial constraints. The Psychology programme, for example, attracts students with a passion for mental health and community service, and admission criteria are designed to identify applicants with the potential to excel in this field.

Progression policies are implemented to ensure students remain on track throughout their academic journey. The SER explains that UDALBA uses an early intervention system to identify students who may be at risk of academic difficulties. Support measures include academic advising, tutoring, and mentorship programmes. In

the Psychology programme, progression is closely monitored, with students required to meet specific milestones, such as completing foundational courses before advancing to clinical training modules. Faculty members and academic advisors work collaboratively to guide students and provide the resources they need to succeed.

Recognition of prior learning is another feature of UDALBA's academic framework. The SER describes how the university acknowledges and credits relevant professional experience, previous coursework, or other forms of prior learning. This is particularly beneficial for non-traditional students or those returning to education. The Psychology programme, for example, allows students who have worked in mental health or social services to receive credit for certain introductory courses. The process for recognising prior learning is rigorous, involving the submission of documentation and an evaluation by academic committees.

Certification and degree awarding are governed by strict procedures to ensure academic integrity. The SER details that UDALBA adheres to national and international standards when certifying graduates. Psychology students, upon completion of their programme, receive a diploma that specifies the competencies they have developed, including clinical assessment skills, research proficiency, and ethical practice. The university's certification process includes a comprehensive review of each student's academic record to confirm that all programme requirements have been met. The SER emphasises that these processes are transparent and designed to uphold the credibility of UDALBA's academic credentials.

The SER also mentions that UDALBA provides clear guidelines for students on academic progression and graduation requirements. Information on these policies is made available through the university's website, academic handbooks, and orientation sessions. Students are informed of their responsibilities and the support available to help them achieve academic success. The SER concludes that UDALBA's approach to admission, progression, recognition, and certification is aligned with its mission to provide equitable and high-quality education.

Expert evaluation

The conditions for student admission are clear and described transparently. It is a central goal to offer education for everybody, especially economically disadvantaged students. This is highly appreciated by the panel and was also highlighted by the students themselves. Moreover, UDALBA is offering the availability of scholarships to more than 90% of its students. This approach is also appreciated by the panel as the University's effort to follow and succeed their vision of inclusive higher education for a large scale of people.

The university is offering sufficient student support in the area of completing courses, adaption, and individual help. This support is practised by student support structures, teachers, and hired professionals such as psychologists and nurses, to secure the needs of students. To maintain the quality of study programmes and meanwhile make sure that most students can complete their studies, the university has implemented a wide spectrum of evaluations (described above). It was assured to the panel that the academic level is not lowered in case of a poor grade upon passing. To the contrary, the teachers offer extra time for students to reach the required level of knowledge to pass a course. This method was assured to the panel by all participants and is highly appreciated. Moreover, evaluation of professors is implemented and follows a clear procedure. If the teaching quality is evaluated below the minimum twice, the instructor is expelled from their course. At the first indication that the quality of teaching might not be sufficient, the teaching staff is monitored and receives support to improve their teaching skills. This practise is valued by students and the panel, as it secures the quality of education, upholding standards of teaching required by the docents and giving students a valid form of participation. Besides studying in Chile, the university offers opportunities to study abroad. Short term possibilities were described, e.g., in Rumania, as well as studying semesters abroad, for instance in Colombia or Spain.

A recognition process is implemented and was described as working well. It is possible for students to get skills, courses and other training experience recognised by the university. This practise was approved by the students who pointed out that the process also lowers the barrier to enter university. This underlines once again the vision of inclusion of UDALBA. Programmes to support this process such as "Psicología advance" were also approved by the panel. Similar possibilities were mentioned in studies of social work, economics and public administration.

Awarding of certifications and degrees at UDALBA follows rigorous procedures, designed to safeguard academic integrity. Students who complete their programme receive a diploma outlining the competences they have acquired, such as clinical assessment expertise, research proficiency, and adherence to ethical practice. The certification process involves a thorough review of each student's academic record to verify that all programme requirements have been fulfilled. In order to connect graduates with external stakeholders and the labour market, the university has implemented an online platform to create this space for exchange.

Conclusion

The criterion is fulfilled.

6. Teaching Staff

Institutions ensure themselves of the competence of their academic staff. They should apply fair and transparent processes for the recruitment and development of the staff. [ESG, 1.5]

Description

The Self-Evaluation Report (SER) describes UDALBA's approach to recruiting, developing, and supporting its teaching staff. The university employs a rigorous selection process to ensure that faculty members are highly qualified, with both academic credentials and relevant industry experience. The SER notes that in the Psychology programme, faculty members include clinical psychologists, researchers, and practitioners who bring a wealth of professional knowledge to the classroom. This diversity in expertise enriches the learning experience and ensures that students receive a well-rounded education.

Given the recent developments at UDALBA after 2019, faculty development is a key focus area for the University. The SER outlines various training programmes and workshops designed to enhance teaching skills, research capabilities, and the use of educational technology. Psychology faculty, for instance, participate in professional development sessions on the latest psychological research and clinical practices. The SER highlights that these opportunities allow teaching staff to stay current in their fields and to adopt innovative teaching methods that engage students effectively. Collaborative research projects and interdisciplinary initiatives are also encouraged, fostering a culture of academic inquiry and continuous improvement.

Performance evaluation is an integral part of UDALBA's quality assurance system. The SER explains that faculty members are assessed through a combination of student feedback, peer reviews, and self-assessments. Teaching performance, research output, and contributions to university service are all considered in these evaluations. The Psychology programme, in particular, uses student feedback to refine teaching methods and course content. Faculty members receive constructive feedback and are given opportunities to improve through targeted professional development. The SER describes this evaluation process as essential for maintaining high teaching standards.

UDALBA also supports faculty in pursuing research and professional activities. The University provides resources such as research grants, access to academic journals, and opportunities to present at conferences.

The SER emphasises that these research activities not only enhance the academic profile of the university but also enrich the educational experience for students, who benefit from being exposed to the latest research findings.

The SER describes a collaborative academic environment at UDALBA. Interdisciplinary collaboration is promoted, allowing faculty from different departments to share insights and best practices. In the Psychology programme, this might include joint projects with colleagues from the health sciences or education departments. The SER concludes that UDALBA's commitment to faculty development and support is aligned with its mission to provide a high-quality and engaging education for its students.

Expert evaluation

Most of the teaching is currently delivered by part-time instructors – mainly professionals holding a master's degree – while full-time faculty members focus primarily on organising learning materials, defining practicum standards, and designing assessment rubrics, in addition to covering part of the teaching load. This functional division of responsibilities has so far proved effective and efficient, and there is clear evidence that part-time instructors are well aligned with the University's educational model and institutional values. The key challenge for UDALBA will be to establish greater stability and continuity within the teaching body while reducing excessive reliance on part-time staff.

Over the past two years, the University has expanded its teaching staff in response to a 20% increase in student enrolment across most of its programmes. Maintaining favourable working conditions and a balanced distribution of duties remains essential to sustaining high-quality teaching. Future recruitment strategies should aim to optimise the current proportion between full-time and part-time faculty (**Finding 7**).

The Strategic Plan (2024–2028) sets out the intention to broaden the University's portfolio of master's degrees. Given UDALBA's strong track record in launching non-traditional degree programmes, this expansion appears both feasible and strategically sound. In this context, the University should consider recruiting doctoral-level academics in selected areas – particularly in clinical psychology – to strengthen its research capacity, foster the development of research groups and support the advancement of the strategic research areas already identified by the institution (**Finding 8**).

The recruitment of doctoral-level staff is envisioned through a dual strategy: attracting external talent and supporting internal staff in completing doctoral studies in priority fields. Evidence shows that the University has already identified key research areas in which academic careers are being actively developed, with the expectation that these emerging scholars will assume leadership roles. Extending such initiatives to multiple lines of inquiry, including interdisciplinary or frontier topics, would further promote innovation and collaboration across faculties (**Finding 9**).

With regard to faculty development, the University offers extensive training opportunities focused on strengthening teaching skills and the effective use of digital tools – benefiting both new and experienced instructors. However, there is comparatively limited evidence of structured, large-scale training in research methodologies. Targeted recruitment of doctoral-level academics would help address this gap by enabling the design and delivery of specialised training in strategic research areas, thereby reinforcing both research capacity and the teaching-research nexus within the University (see **Finding 8**).

Recognition of teaching excellence is firmly embedded in institutional practice, as demonstrated by awards for outstanding performance across all faculties. This contributes to staff motivation and underscores the University's commitment to high-quality, student-centred learning.

In line with ESG standards, the creation of collaborative academic environments is essential for fostering curricular innovation and inter-faculty cooperation. While the panel found well-established formal mechanisms for monitoring programme outcomes and sharing teaching practices, fewer informal opportunities for exchange

were identified. The University is therefore encouraged to cultivate collaborative spaces – formal and informal – to enhance dialogue, innovation, and peer learning (see **Finding 5**).

Finally, numerous examples of knowledge transfer in collaboration with the surrounding community were identified. In Psychology, this includes the operation of a dedicated clinic providing services to real patients. Similar initiatives exist across other programmes, addressing both ongoing local needs and temporary challenges, such as the psychological support offered by students during the COVID-19 pandemic. These activities, carried out with notable commitment by a substantial proportion of the teaching staff, represent one of the University's major strengths.

Conclusion

The criterion is fulfilled.

7. Learning Resources and Student Support

Institutions have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided. [ESG, 1.6]

Description

The SER provides a comprehensive overview of the learning resources and student support services available at UDALBA. The university has invested in modern facilities, including libraries, laboratories, and digital platforms, to support academic success. The SER explains that these resources are regularly updated to meet the needs of students and faculty. In the Psychology programme, students have access to specialised resources such as psychological testing materials, research databases, and clinical simulation labs. These facilities are designed to enhance the practical training component of the curriculum.

Digital learning platforms play a significant role in UDALBA's educational delivery. The SER highlights that the university uses online tools to facilitate remote learning and provide students with flexible access to course materials. The Psychology programme, for example, offers online modules that complement in-person training, allowing students to review case studies, complete interactive assignments, and participate in virtual discussions. The integration of technology is seen as essential for meeting the needs of today's diverse student population, which includes both traditional and non-traditional learners.

Student support services are another key focus of the SER. UDALBA provides academic advising, career counselling, and psychological support to help students navigate their academic journey. The university's retention plan includes early intervention strategies to support students who are struggling academically. In the Psychology programme, students can access mentoring from faculty members who provide guidance on clinical placements, research projects, and career pathways. The SER mentions that the university also offers workshops on study skills, time management, and exam preparation, aimed at enhancing student success.

Inclusivity and accessibility are priorities for UDALBA. The SER details measures taken to ensure that all students, including those with disabilities, have equal access to learning resources and support services. The university has implemented accommodations such as accessible classrooms, assistive technology, and tailored academic support. The Psychology programme, for example, offers accommodations for students with learning disabilities, ensuring that they can fully participate in both theoretical and practical components of the course. The SER emphasises that UDALBA's commitment to inclusivity is reflected in its policies and practices.

The SER also discusses how UDALBA fosters a sense of community among its students. The university organises social and academic events to promote engagement and collaboration. Peer support groups and

student-led initiatives are encouraged, providing opportunities for students to connect and learn from one another. In the Psychology programme, these initiatives include student research groups and community outreach projects, where students apply their knowledge to real-world settings. The SER concludes that UDALBA's learning resources and support services are designed to create a conducive and inclusive learning environment for all students.

Expert evaluation

The learning resources of the university are wide ranging and fully approved by the panel. All campuses possess a library, simulation rooms such as mirror rooms, laboratories or medical show rooms. The experts visited the campus in Santiago de Chile and Chillán themselves and La Serena digitally via ZOOM. The campus of Antofagasta held a brief presentation online. Regarding the university's plans of increasing student numbers, the expert panel sees the need to adjust the quantity of learning resources to the growing numbers of students planned. The experts involved in La Serena Campus online visit posed this question to the staff responsible for the labs and they sufficiently explained that (1) actual lab infrastructure could admit 20% of increase and that (2) investments in new installations consider a 20% increase on students. Hence, the panel sees the university well equipped and fully aware of that issue. Furthermore, the university started to implement an online platform to enlarge the quality and accessibility of digital education. The panel very much supports the completion of this attempt. Concerning learning resources, the university is also very aware of their students' needs and is providing individual adjustments and support.

As already mentioned, student support is extensive. Support in terms of mental health is provided by professionals and nurses, a system which is fully approved by students. Students are also provided with diagnostic tests on their entrance knowledge and with support to reach the required academic level. Evening courses are offered to cater to individual student lifestyles, e.g., full-time workers or family needs. The financial support and provision of scholarships is highly appreciated by the expert panel. More than 90% of students get financial support via scholarships. This enables many students to enter the higher education system.

The expert panel also focussed on student participation. Participation is implemented in a student centre and an established student representative network. Their representatives are invited to meetings and academic councils to participate and advocate for their opinions. Individual consolidation with the rector and careers directors is also performed on a regular basis. The panel points out that those structures are a key mechanism to support students and enable them to participate in the development and quality assurance of their own studies. Furthermore, students might feel even stronger connected with their institution, which would create a safe and profound bond to strengthen UDALBA.

Conclusion

The criterion is fulfilled.

8. Public Information

Institutions ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities. [ESG, 1.7]

Institutions publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible. [ESG, 1.8]

Description

The SER outlines UDALBA's commitment to transparency and the dissemination of accurate information to the public. The university provides detailed and up-to-date information on its website, covering academic programmes, admission requirements, student services, and institutional policies. The SER mentions that this information is regularly reviewed and updated to ensure accuracy. For the Psychology programme, prospective students can access comprehensive details about the curriculum, clinical training opportunities, and career prospects, allowing them to make informed decisions.

UDALBA also makes strategic plans, quality assurance reports, and financial statements publicly available. The SER describes how the university uses various communication channels, such as newsletters, social media, and open days, to engage with the community and share institutional developments. The Psychology programme is featured in these communications, highlighting student achievements, faculty research, and partnerships with local healthcare providers. The SER notes that these efforts are part of UDALBA's strategy to maintain accountability and foster a positive relationship with external stakeholders.

The university places a strong emphasis on ensuring that information is accessible to diverse audiences. The SER explains that communication materials are designed to be clear and understandable, with support available for individuals who need assistance navigating the information. The Psychology programme's outreach initiatives include public lectures and workshops on mental health awareness, aimed at educating the broader community. The SER emphasises that these initiatives align with UDALBA's mission to contribute to societal well-being and to be a transparent and community-oriented institution.

Feedback mechanisms are in place to ensure continuous improvement in public communication. The SER describes how UDALBA gathers input from students, parents, and community members to refine its communication strategies. Surveys and feedback forms are used to assess the effectiveness of information dissemination and to identify areas where improvements can be made. The Psychology programme, for example, has implemented feedback loops to evaluate the clarity of information provided to students about clinical placements and assessment requirements. The SER concludes that UDALBA's approach to public information is structured to promote transparency, engagement, and accountability.

Expert evaluation

The website of UDALBA is well organised. It gives a good overview about all key areas, such as the faculties and their different study programmes and advanced studies, the four branches of the University, admission conditions, internationalisation as well as the link to external stakeholders and the alumni network. For example, prospective students can get an overview about study programmes, including a module matrix for the study process and a general understanding of the support structures. However, further information regarding the intended learning outcomes of courses and modules, their workload, teaching and assessment methods, general study and examination regulations is not published but must be requested by a digital contact form. The same refers to general costs of academic studies and scholarships: While interested students can get information on scholarships, the general costs of academic studies at UDALBA including the necessary learning resources are not transparent and clear at a first glance. There is a contact form and a chat-bot on each website to be used to achieve more detailed information. To strengthen accessibility and transparency, the expert panel recommends making more of the aforementioned information (i.e., intended learning outcomes of courses and modules, workload, teaching and assessment methods, general study and examination regulations) available to the external public (**Finding 10**). For the purpose of internationalisation, some selected information (e.g., study programmes, mobility and exchange possibilities) could also be published in English to become more easily accessible to the international community (**Finding 11**).

As soon as students and teachers are part of the University, they get access to an internal platform, one for students, one for teachers, on which all relevant information is available. For teachers, this also includes data collections about the students and their study progress as well as evaluations. They use this data to analyse student progression and consider the results with regard to counselling and levelling students, as well as adjusting teaching and assessment methods.

Every year, UDALBA has to send a standardised set of data to the Chilean Ministry. The expert panel recommends selecting some of this data such as student numbers, their distribution across campuses, and gender distribution, to be published on the website, and thereby strengthen institutional transparency as well as transparency for external stakeholders (**Finding 12**).

In terms of accreditation, the University maintains transparency about the different labels they are working with. For each label there is a short overview about the respective accreditation purposes, procedures and the current status of UDALBA.

Apart from the website, UDALBA is also present on social media channels such as Instagram, Facebook, and LinkedIn. The expert group welcomes these efforts, since they may increase visibility especially for interested students and other stakeholders.

Conclusion

The criterion is fulfilled.

VI. Recommendation of the panel of experts

The panel of experts recommends accrediting the University without conditions.

Commendation:

The experts highly appreciate the development the University has undergone since 2019 and recognise the resilience, immense effort and dedication of the UDALBA community in progressing as an institution. One key strength is UDALBA's strong sense of community that is not only embedded in the university culture but also in the profound involvement and exchange with the regional community and the labour market. Another key strength is the University's focus on student support, inclusivity, and social responsibility. The close exchange between teaching staff and students leads to identification with the institution and speaks for a profound understanding of student-centred learning. The panel also commends the University for its strong strategic planning capacity and the effective implementation of its institutional development plan. Furthermore, the experts recognise the leadership's success in embedding a robust Quality Assurance culture across all campuses, ensuring coherence, shared purpose, and institutional alignment in daily academic and administrative practices.

Findings:

1. It is recommended to develop a data-based quality monitoring for further education offers for adults to make the quality promise of UDALBA transparent and visible in a comprehensive way.
2. Student participation should be further encouraged through formalised structures within the University's governance body. In addition to being consulted in evaluations or in the academic senate, students should become more active partners at all levels of quality assurance in the joint development of the institution.
3. The expert panel recommends integrating community outreach projects into the curricula to strengthen e.g., research-based learning and teaching elements.
4. To foster internationalisation, the University should start by strengthening internationalisation at home, e.g., by offering language courses that can also be added to the graduation profile.
5. To further cross-campus and collaborative exchange among professors and lecturers, the experts recommend an institutionalised and systematic exchange of expertise (beside the formal curriculum commission) about levelling students, learning outcomes, development of appropriate and up to date teaching, learning and assessment methods to strengthen the institutional integrity even more and in order to share best practices, harmonise approaches and prevent duplication of efforts.
6. To improve the staff/student ratio as well as research capacity, the number of academic staff should be increased in the long-term.
7. Future recruitment strategies should aim to optimise the current proportion between full-time and part-time faculty.
8. The University should consider recruiting doctoral-level academics in selected areas – particularly in clinical psychology – to strengthen its research capacity, foster the development of research groups and support the advancement of the strategic research areas already identified by the institution.
9. As for faculty development, the University should offer specialised training in strategic research areas, thereby strengthening both the research capacity and the teaching-research nexus within the University as well as innovation and interdisciplinary collaboration.

10. To strengthen accessibility and transparency, the expert panel recommends making more of the information on intended learning outcomes of courses and modules, their workload, teaching and assessment methods, general study and examination regulations available to the external public.
11. For the purpose of internationalisation, the experts recommend publishing some information (e.g., study programmes, mobility and exchange possibilities) in English to become more easily accessible to the international community.
12. The expert panel recommends selecting some of standardised data sent to the Chilean Ministry such as student numbers, their distribution across campuses, and gender distribution, to be published on the website, and thereby strengthen institutional transparency as well as transparency for external stakeholders.