

# The Undergraduate Program Development Project- A Mechanism To Ensure The Quality Of Training

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## Abstract

*In the current era, higher education has undergone significant changes that have forced it to establish quality systems to respond to the demands of society. The development of the work is based on a bibliographic review of the Chilean regulations on quality assurance in higher education and based on the focuses on which it emphasizes, an instrument is proposed that allows the career or program to implement a quality assurance mechanism. The proposed management tool -Career or Program Development Project, CPP- aims to contribute efficiency and effectiveness to the training process through the continuous improvement of the careers and programs offered by an institution, as well as in the aspects of management, follow-up of student progression and trajectory, feedback and innovation of the curriculum, and effectiveness of teaching. As a quality assurance mechanism, the CPP seeks to institutionally install a culture of quality, self-evaluation and self-regulation, in order to contribute to the closing of gaps and continuous improvement of the educational process. In a complementary manner, it considers the demands of quality standards in Chile.*

**Keywords:** Higher education; Quality; Educational Management; Accreditation; Training; Career; Improvement; Feedback.

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## 1. INTRODUCTION

In today's era, dominated by permanent change, higher education institutions, like any other type of organization, need to evaluate their quality in order to respond effectively to the demands of their users or customers, "who demand results according to their needs in relation to educational, academic, scientific and technological services, product of its substantive functions: teaching, research, and linkage with society" (Soto, 2022).

Quality assurance is understood as "a system of principles, methods, protocols, and procedures established and maintained by an organization to ensure that the quality of its products and services is consistently high and meets organizational and regulatory standards" (Safety Culture, 2024). This implies, on the one hand, establishing a culture of quality and continuous improvement of the work of the higher education institution in order to achieve its mission and objectives, and on the other hand, if these elements are deployed in training, they entail compliance with minimum standards that the graduate of the higher education institution must exhibit. that in some way guarantee that they have the skills to perform in the work context.

In accordance with the above, the contribution of this work is to propose a management tool that contributes to the implementation of a system of continuous improvement in the careers and programs developed by a higher education institution for the improvement of its processes, its work and to satisfy the needs of its users (Deming, 1982, pp. 143), taking as a reference the provisions imposed by the National System of Quality Assurance of Chilean Higher Education, within the framework of laws 21.091 and 20.129.

### 1.1. Quality assurance in higher education in Chile

In 2018, the National Quality Assurance System, which prevailed in Chile under Law 20,129 of 2006, was altered in 2018 by the enactment of the Law on Higher Education, which introduced consistent modifications to the system.

Among the important changes introduced by this body of regulations are, Institutional accreditation will be mandatory for autonomous higher education institutions and will consist of the evaluation and verification of compliance with quality criteria and standards, which will refer to resources, processes and results; as well as the analysis of internal mechanisms for quality assurance, considering both their existence and their systematic application and results, and their concordance with the mission and purpose of higher education institutions. (Law 21.091, 2018).

It is also indicated that the accreditation will be comprehensive and that new quality criteria and standards will be introduced, defined by the National Accreditation Commission, hereinafter NAC, which came

into force on October 1, 2023. Five dimensions are recognized: (i) Teaching and Results of the Training Process Dimension, (ii) Strategic Management and Institutional Resources Dimension, (iii) Internal Quality Assurance Dimension, (iv) Linkage with the Environment Dimension and (v) Research, Creation and/or Innovation Dimension, the latter being voluntary accreditation. Each dimension is made up of Criteria, being a total of 14, which in turn contain their own standards.

In accordance with compliance with the Criteria and Standards, the institution may obtain institutional accreditation at the level of excellence, advanced or basic, according to the progressive achievement achieved and evidenced in the process. Additionally, the period - in years - in which the institution must undergo a new accreditation process is indicated, which is determined according to the level obtained. Opting for the level of excellence and the maximum term -7 years- implies for the institution to have all the accredited dimensions, that is, the four mandatory and the voluntary.

The institutional accreditation process is composed of the stages of institutional self-evaluation, external evaluation, and pronouncement of the National Accreditation Commission (Law 21.091, 2018).

Self-evaluation "consists of an analytical process, aimed at identifying the priorities, strengths and weaknesses of the institution related to the institutional mechanisms aimed at ensuring the fulfillment of institutional purposes and purposes" (National Accreditation Commission [NAC], 2007, p.18).

External evaluation is the instance that, as a result of the report of the self-evaluation stage, "a team of external evaluators visits the institution and carries out an academic audit, aimed at determining whether the institution has appropriate policies and self-regulation mechanisms, and whether their operation ensures their quality" (NAC, 2007, p.11).

The pronouncement of the National Accreditation Commission or accreditation decision, "refers to the judgment of said body regarding the formal existence and effective application of the policies and institutional mechanisms for ensuring the quality of its main functions" (NAC, 2007, p.11).

#### **1.1.2. Comprehensive accreditation and intentional sampling**

As stated in Article 15 of the Law on Higher Education, The institutional accreditation will be comprehensive and will consider the evaluation of all the venues, functions and levels of training programs of the institution of higher education, and of those undergraduate and postgraduate careers and study programs, in their various modalities, such as face-to-face, blended or distance learning, which have been selected by the Commission for this purpose (Law 21.091, 2018).

As evidence of comprehensiveness, the evaluation is carried out through an intentional sample of careers or programs -determined by the NAC- that allows demonstrating the existence of quality assurance in the institutional work and the level of transfer and equivalence of policies, strategies, regulations and procedures in each of the institution's careers or programs. considering its particularity.

The focus of the evaluation of the intended sample related to the Dimensions of Teaching and Results of the Training Process and the Dimension of Strategic Management and Institutional Resources correspond to:

- (i) Curricular design and updating. Graduation profile and curriculum;
- (ii) Teaching-learning processes and outcomes conducive to the achievement of the graduation profile;
- (iii) Academic or teaching staff and
- (iv) Operational and economic resources (NAC, 2023).

#### **1.2. Quality assurance of training**

In accordance with the mandate established by the Law on Higher Education (Law 21.091, 2018) and particularly by the Criteria and Standards of the Chilean University Subsystem in Self-Evaluation Processes, in the dimension of Internal Quality Assurance; criterion No. 10 Quality Assurance of Training Programs, indicates that the institution of higher education "must have and apply current regulations or procedures for the continuous improvement of their training processes, in all programs leading to academic degrees and degrees, to ensure their quality" (NAC, 2022). In this context, the careers and programs taught by the institution - evaluated through the intentional sample - must evidence in their development projects the deployment of institutional policies, strategies, regulations and procedures.

In accordance with the above, a quality assurance system for the training process should be based on the following components, which in turn represent continuous improvement processes that make up the career or program development project: (i) Monitoring of the progression and trajectory of students, (ii) Development and management of the curriculum, (iii) Quality and effectiveness of teaching, (iv) Management of teaching and teaching support supports and (v) Review of the academic offer and

admission. Each of these elements is called upon to ensure quality in an incremental and verifiable way through the indicators relevant to each component, which will in turn allow feedback to the career or program and generate transferable learning to the entire institution.

## 2. METHODS AND MATERIALS

A bibliographic review of the legal bodies that govern quality assurance in higher education in Chile was carried out; Law 20,129 of 2006 that establishes a National Quality Assurance System and Law 21,091 of 2018 on Higher Education, which modifies the previously indicated system. Likewise, all the new regulations on institutional accreditation processes were reviewed, mainly the Quality Criteria and Standards for the Institutional Accreditation of the University Subsystem, the Guidelines for the Use of Criteria and Standards of the University Subsystem in Self-Evaluation Processes and the document called Intentional Sample in External Evaluation for Institutional Accreditation Purposes.

Once the documents have been analyzed and based on the main focuses on which they place emphasis to ensure the quality of the professional training processes, these being, on the one hand, (i) the graduation profile declared by the respective career or program, on the other (ii) the set of resources (human and material) and processes and procedures that allow the career or program to ensure compliance with the committed graduation profile, A management instrument was developed that allows the higher education institution to promote the installation of the culture of quality in the training work, through the development of a permanent diagnosis of the career or program, an action plan for development and feedback for the purpose of continuous improvement.

**Table 1.** Quality Criteria and Standards for the Institutional Accreditation of the University Subsystem. Quality Assurance Dimension

DIMENSION III. QUALITY ASSURANCE		
CRITERION 10. QUALITY ASSURANCE OF TRAINING PROGRAMMES		
LEVEL 1	LEVEL 2	LEVEL 3
The intentional sample of training programs leading to academic degrees, assume the institutional purposes of quality assurance and present mechanisms aimed at ensuring equivalence in the implementation of the processes, which the institution itself has defined as of transversal application.	The training programs leading to academic degrees and evaluated in the purposive sample present evidence of equivalence in the fulfillment of the processes and results that the institution itself has defined as having a transversal application.	The training programs leading to academic degrees evaluated from the intended sample have a high degree of equivalence and show progress consistent with their respective development projects.
The institution executes internal evaluation processes of its careers and programs in accordance with formally established procedures and criteria.	The institution systematically evaluates the evaluation processes of its careers and programs, according to fully established procedures and criteria.	The institution periodically uses the results of the evaluation to provide feedback on the programs and generate transferable learning.

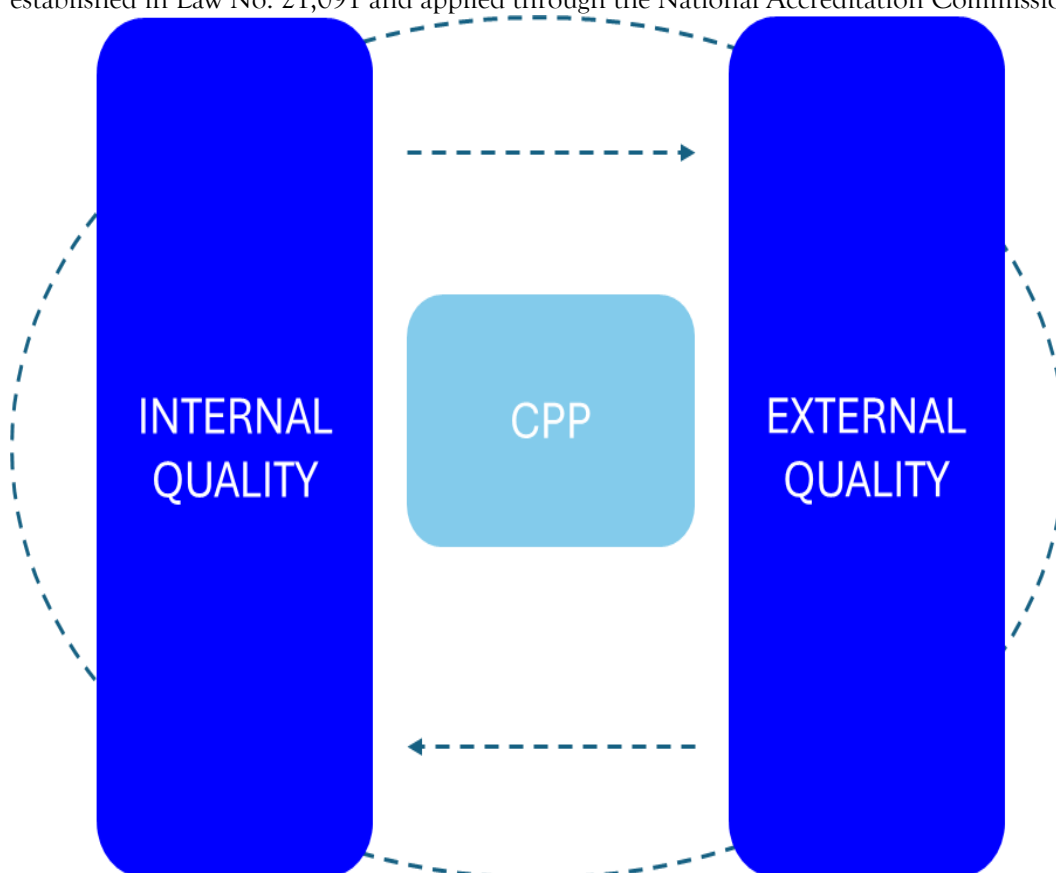
Source: (NAC, 2022)

## 3. RESULTS AND DISCUSSION

For these purposes, quality is understood as "the value that certain actors assign to certain characteristics of a given entity, through the application of a set of pre-established criteria" (Backhouse, et al., 2007 as cited in González, L. and Espinoza, O. 2008) from the perspective that could be called external quality. It could also be defined as the pursuit of excellence, the achievement of its missional purposes, and compliance with certain criteria and standards (Law 21.091, 2018).

To materialize quality, within the framework of the premises set forth in the Chilean Law on Higher Education, institutions are called upon to exhibit a quality assurance system for the undergraduate training process, which considers, on the one hand, the promotion and support of the persistence and academic achievement of students and the achievement of their graduation profile. On the other hand, it must be oriented towards the social results of the training process, with emphasis on the social and productive impact of the professional and citizenship training of the graduate, based on permanent management systems (Soto, 2022).

The proposed system, based on the Career Development Project or Program (CPP), combines two approaches or perspectives, internal quality and external quality, respectively. In the perspective of "internal quality", quality assurance is oriented towards the creation of a culture of quality applied to the teaching-learning processes and their results, and is based on transparent mechanisms and mechanisms for internal control, continuous improvement and self-regulation processes. In the perspective of "external quality", the system is oriented towards accountability and adherence to the standards and criteria established in Law No. 21,091 and applied through the National Accreditation Commission.

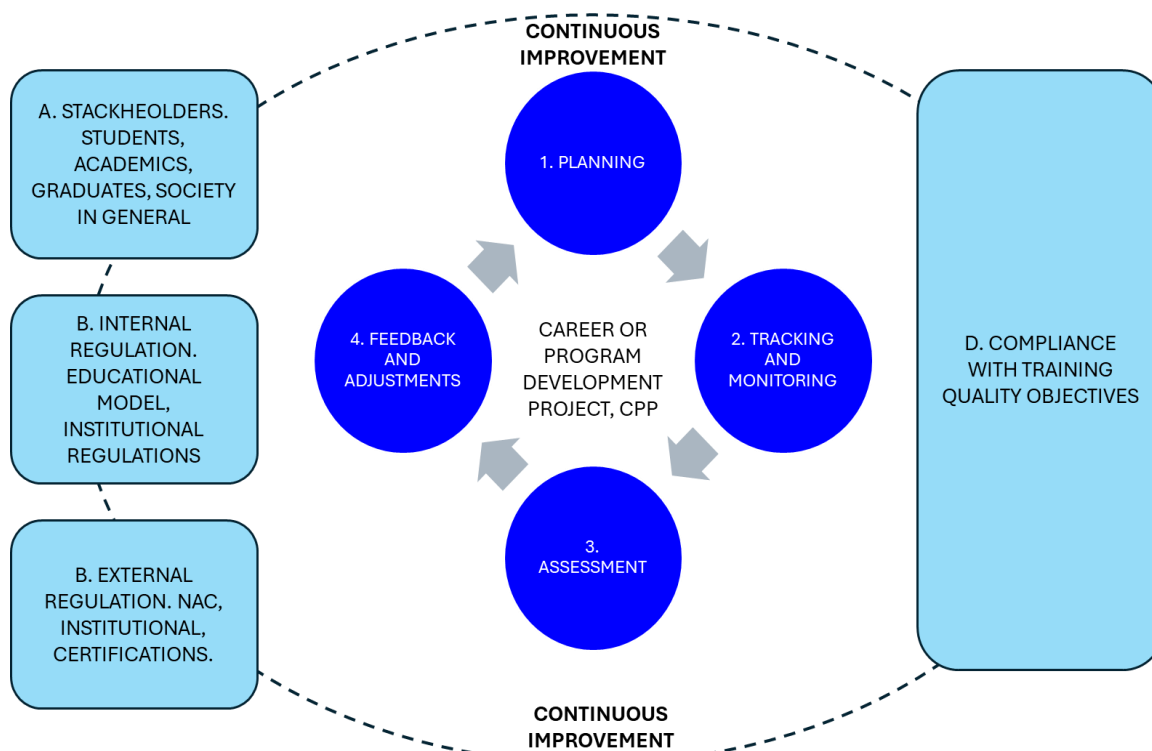


**Figure 1-** The Career Development Project or Program as a source of Internal and External Quality

**Source:** NAC (2022). Own elaboration (2024).

### 3.1. The Career Development Project or Program

The components, strategic guidelines, and processes, established in an institutional system of quality assurance of the undergraduate training process, must channel the missionary work at all levels of management. At the level of the academic units (Faculties, Departments, Schools, Careers and Programs) they are specified – at the undergraduate level – in the Career Project or Program (CPP).



**Figure 2** - Quality Assurance and the Career Development Project or Program

**Source:** NAC (2022). Own elaboration (2024).

As a quality assurance mechanism, the CPP seeks to install in a higher education institution a culture of quality, self-evaluation and self-regulation, in order to contribute to closing gaps and continuously improving the training process of future professionals – measured in the achievement of exit competencies and in regular rates of timely degree. In a complementary manner, it takes care of the demands of Law 21,091 and those of quality assurance established by the NAC with respect to (i) the quality assurance of training programs, in particular and (ii) the selection of an intentional sample of careers and programs that will accompany the comprehensive process of institutional accreditation.

The CPP is a management tool that allows you to organize and support the decision-making of careers and programs in the areas of work that are specific to it, to address their objectives and vision of the future in a given period. This type of tool considers a diagnosis and makes explicit actions, goals and indicators, and responsible according to a defined timeframe for the achievement of strategic objectives. The CPP, in practice, is raised from a process of self-evaluation of the career or program, with the purpose of closing gaps and continuous improvement.

On the one hand, the alignment of careers and programs with the institutional purposes and objectives of quality assurance is sought. On the other hand, it seeks to respond specifically to what is stated in the Accreditation Criteria and Standards of the NAC regarding the quality of careers and programs; whose purposes must be consistent with the institutional mission, as well as its management objectives, which must be clear and verifiable.

### 3.2. Components of the Career Development Project or Program, CPP

As previously noted, the CPP is a management instrument for continuous improvement that condenses the history, goals and projection of the career. It is focused on the Graduate Profile and its development and compliance, for the benefit of the institution's students.

In accordance with the provisions of the Law that establishes a National System of Quality Assurance of Higher Education that regulates the accreditation processes of undergraduate careers and programs, and with the provisions contained in its Article 28, the evaluation of any Career Project or Program must consider two key aspects to ensure the quality of professional training processes:

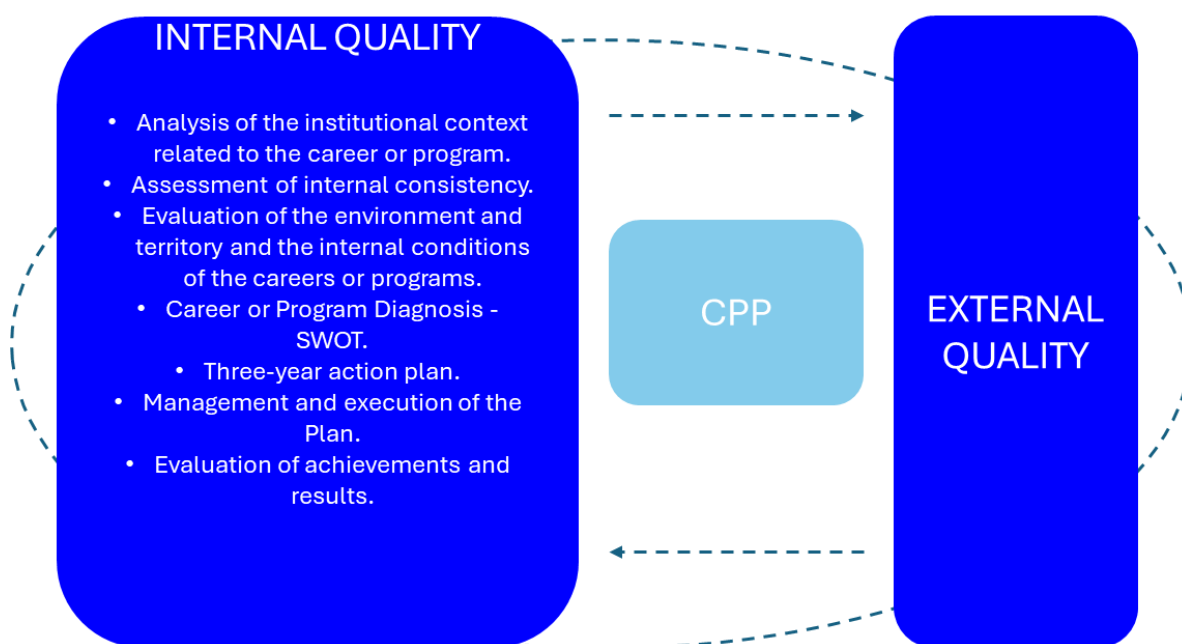
- a. "The graduation profile declared by the respective career or program.
- b. The set of resources (human and material), and minimum processes, which allow the Career or program to ensure compliance with the committed graduate profile." (Law 20.129, 2006).

Based on the above, the CPP summarizes the processes for which the career or program is responsible, as well as the strategies and actions that contribute to their continuous improvement. Through the latter,

the CPP ensures that the curricular structure, academic and teaching resources, learning support elements, modalities and pedagogical aspects of teaching, infrastructure and physical resources, among others, contribute to students achieving the declared graduation profile. From an operational point of view, this career project or program translates into a multi-year action plan for continuous improvement. Having the Career Development Project or Program allows for the institutional contextualization of academic actions, management of the time associated with the development of activities, planning of process monitoring and evaluation of results and measuring the level of progress of indicators and standards; providing possibilities for continuous annual improvement that ensure the quality of student training and the achievement of the graduation profile established by each career or program. This work must be the result of collaborative work, in charge of the collegiate body of the career or program. The CPP aims to contribute to the efficiency and effectiveness of the training process through the continuous improvement of careers and programs in the aspects of management, teaching, monitoring of student progression, feedback and innovation of the curriculum, infrastructure and resources, and others; and to promote the installation of a culture of quality, self-evaluation, and self-regulation within the university (NAC, 2022).

The process of raising and implementing the CPP for the period defined by the institution – three years are suggested – considers seven main components:

- Analysis of the institutional context related to the career or program.
- Evaluation of internal consistency of the career or program.
- Evaluation of the environment and territory and the internal conditions of the career or program.
- Diagnosis of the career or program and SWOT Matrix
- Three-year action plan
- Management and implementation of the three-year plan
- Evaluation of achievements and results.



**Figure 3** - Components of the Career Project or Program, CPP

**Source:** NAC (2022). Own elaboration (2024).

1. Analysis of the institutional context related to the career or program: It consists of a synthesis of the observations made by the NAC as a result of the last external evaluation process of the institution, considering the weaknesses and threats that are recognized by it in its Institutional Self-Evaluation Report. This analysis of institutional gaps represents a good starting point for the reflection that each career or program should carry out before looking at the gaps within each individual project.

Knowledge and reflection on the aspects that represent opportunities for improvement, according to internal analysis and external observation, is important. The synthesis of the weaknesses detected at the institutional level shows the need to pay special attention to various critical issues, among which the following stand out:

- Structural adjustment needs to the process of monitoring student progression and trajectories, with a focus on real-time academic alerting and improvements to the processes of characterization, leveling, academic and psychosocial support, with increased coverage of student accompaniment, completing the various actions in a comprehensive model.
- Weaknesses in the processes of verification of learning outcomes and competencies concurrent to the development of the Graduation Profile, by students.
- Attention to the demands for the expansion of research in university teaching, with the provision of economic and human resources to promote the development of research projects, to which is added the need to evaluate and demonstrate in a concrete way the contribution and impact of these activities to teaching.
- Need to install a quality assurance system for the training process, with quality verifiers (protocols, instruments, indicators) in all areas: curriculum, monitoring of progression, quality and effectiveness of teaching (good teaching), learning resources.
- Articulation between levels of training, with definition of formal mechanisms that favor the training trajectory.
- Need for timely improvement of Degree Rates, which in Chile do not exceed 16% (Castro et al., 2023).

2. The Evaluation of the internal consistency of the career or program refers to the collection and analysis of relevant information regarding the key processes that contribute to the fulfillment of the purposes of the career – focused on the Graduate Profile and its fulfillment – and that are deployed in main dimensions for the development of the training process: teachers, students, resources, and management of critical processes for the development of the process with quality. It includes assessable aspects considered today both in institutional accreditation processes and in those of careers and programs.

**The components of this stage are:**

- The synthesis of its key data and that allow an overview of its evolution during the period contemplated in the CPP.
- Description of the career or program. In this section, the career or program declares its *raison d'être*, makes explicit the student population to which the occupational field for which students are prepared, and the educational principles and foundations that guide the respective training process, making explicit the link between it and the institutional Educational Model.
- Legal conditions for the implementation of the career. It describes all the legal, public service, union, and other provisions that surround the career and that condition its dictation.
- Objectives and goals of the career or program. It refers to the goals that channel the career or program and towards which a set of actions to be achieved in a given period are oriented. The objectives are what determine what is really important in the curriculum for the fulfillment of the graduation profile. As for the goals, these associate the vision of what the career wants to be and achieve in the period.
- Graduate Profile of the career or program. It corresponds to the description of the set of traits, abilities, skills, knowledge and competencies that, together with certain attitudes, allow the student to be legally accredited by an educational institution and recognized in society as a professional. It must be known by the academics and students of the career.
- Professional profile of the career or program. It corresponds to the description – based on the principle of social responsibility – of the occupational relevance of the professional training provided, evidenced in those competencies, knowledge and attitudes of the graduates of the careers that will allow them to respond effectively to the challenges they will face in the current world of work. It also specifically includes the possible work context(s) where graduates may be inserted.
- History of updates to the Study Plan. It refers to the modifications to the current curriculum of the career or program.
- Offer of continuity of studies. Continuation of studies, articulation between levels of training.
- Expected admission profile of students. It refers to the knowledge, skills, and aptitudes – minimum desirable – that a student should have, upon entry into the career or program, to achieve regular progression and achieve the competencies of the graduation profile. Describe, among others: desirable prior learning, and main skills that the student should have when entering the career, which could favor their regular progression during at least the first cycle of the career.

- Results of the characterization and leveling of students in the last triennium, considering (i) Percentage of students who entered and the detail of the admission routes, (ii) Average scores in the entrance tests, (iii) Results of the characterization and leveling of students, (iv) Enrollment in recent years (number, gender and type of establishments of origin, financing channels).
  - Results of the monitoring of students' academic progression.
  - Efficiency and effectiveness of the training process (enrolment, retention, level of performance, regular progression, timely qualification)
  - Background of the teaching staff of the career and relevance of the academic, pedagogical and disciplinary competencies they possess.
  - Research and Innovation of the teaching taught in the career. Results and impacts on teaching.
  - Disciplinary research and its impact on teaching.
  - Linking the training process with the work, social, university (national and international) environment of the career (graduates, specific agreements, fields of practice, others).
  - Academic Management of the career or program. It involves evaluation of the critical processes that are managed considering (i) the programming of the teaching services of the career for the semester or the year, (ii) renewal of teaching agreements and agreements for new hires, (iii) management of resources for teaching, (iv) annual proposal of enrollment quotas, (v) updating of the curriculum, (vi) monitoring of the progression of students.
  - Quality assurance practices of the training process carried out periodically by the career (Self-evaluation).
  - Accreditation/certification processes of the career or program
3. The evaluation of the environment and the territory and the internal conditions of the career or program consists of the description and analysis of the environment, with a focus on those aspects that may represent facilitators or inhibitors of the development of the Career Project or Program. As sources for the study, regional development plans, the environment of the university, companies, other universities, fields of practice, public and private institutions related to the career, Ministries, Municipalities, and others can be considered. Likewise, the quality of the specific links (agreements, agreements, letters of commitment, others) with the labor, social, and educational environment can be incorporated. It lies in the description and analysis of (i) the conditions of the international, national and regional environment, which influence the future projection of the career and the area of knowledge with which it is connected, as well as (ii) the internal conditions of the institution that favor or inhibit its development, with a focus on conditions of viability and sustainability (human resources, infrastructure, institutional support, career costs, others).
  4. The diagnosis of the career or program associates the general and narrative synthesis of the self-evaluation carried out by the career or program in the context of the conditions, conjunctures, facilitating and inhibiting elements, present in the international, national and regional environment. It must incorporate a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. The SWOT corresponds to: (i) analysis of the strengths or positive factors that the career has to generate a qualitative change, or greater development, and favor the achievement of the expected results; (ii) analysis of weaknesses or negative factors present in the career that act as inhibitors of change, or the achievement of expected results; (iii) analysis of opportunities, favorable circumstances or positive factors external to the career that can enhance the change or the achievement of the expected results of the career; and (iv) analysis of the threats or negative factors that, in some way, will hinder change or the achievement of results. This strategic analysis tool, SWOT, allows guiding the formulation of management strategies and points out limitations, risks, potentialities, and challenges that must be considered in the direction or strategic management of the career (Ramírez, 2017)
  5. Action Plan for the Career or Program. It consists of the formulation of a development project for the triennium, prepared based on the Diagnosis and SWOT of the career, in order to close gaps and execute a plan aimed at improving and concretizing the vision of the career or program. This Plan must consider as inputs: (i) Criteria and standards of undergraduate career of the NAC (for the survey of baselines) and (ii) the inputs from the previous points.
- The definition of the gaps must come from the contrast between what the career or program currently shows – according to the analysis of the data collected in the previous stages – with the Criteria and Standards of Undergraduate Careers of the NCA.



Once the formulation is completed, each CPP must contain objectives (unchanged throughout the implementation period), strategies (variables, if applicable), actions, indicators, expected results, means of verification and responsible.

6. Management and execution of the Plan. During the execution of the CPP, special attention must be paid to those critical factors that are decisive for the success of the development project: (i) project management strategies, taking care of: the leadership style, the clarity of the actions to be developed, respect for the agreed deadlines, compliance with the work of the responsible teams, the results reports and suggestions for improvement, and the collection of serial information, (ii) strategies for socialization and dissemination of the project, with the purpose that all members of the respective community become aware, feel part of the project and commit themselves to the objectives and expected results and (iii) permanent coordination actions between the work teams to achieve the objectives and expected results.

7. Evaluation of achievements and results. It contemplates, throughout the period contemporaneous with the execution of the project: (i) semi-annual monitoring and follow-up actions of the progress of processes considered in the project, in order to correct deviations that affect the expected results and (ii) annual evaluation of results (indicators).

The results achieved will allow the career or program to proceed with a modification of the study plan (if the results suggest a change in the Graduation Profile) or a minor modification (if the change occurs in the micro curriculum).

Alternatively, the results may give way – through (i) criteria known and validated by the community and (ii) analysis and decision of the collegiate bodies and the higher authority – to processes of discontinuity or closure of careers or programs.

The CPP is ultimately conceived as a strategic management tool, which will allow the academic authorities of the undergraduate career or program, as well as those at the institutional level, to face the challenges, risks and limitations of each one with greater propriety, as well as to make better use of the potentialities and opportunities that they have. For all intents and purposes, the CPP must act as a navigation chart to achieve – within the framework of a continuous, verifiable and measurable improvement of training processes – higher levels of excellence; favoring the management of the quality, efficiency and effectiveness of the processes.

Finally, the CPP represents a strategic line of continuity and linkage between the institutional development project, the strategic definitions and lines of action of the units corresponding to the tactical level of the institution, and the definitions of the academic units in which the career or program is based - which represent the operational level - in order to coordinate and optimize efforts and resources in training. with quality, of the professionals who are trained at the university (Guadalupe, K. & Zúñiga, H., 2023).

#### 4. CONCLUSIONS

This work has sought to survey the main elements that a higher education institution should incorporate in the management of its careers and programs to ensure the quality of the training it deploys through mechanisms -specifically for this case through the Career Development Project or Program, CPP- that allow compliance with the regulations imposed both by the Law that establishes a National Quality Assurance System of Higher Education in Chile of 2006, as well as by the Law on Higher Education of 2018, the latter making substantial modifications to said system.

The proposal emphasizes, on the one hand, the training process through the achievement of the graduation profile and the performance of the student in their trajectory and on the other, the impact of such training in the environment or territory, for which it is essential to have management systems that are based on strategic, tactical and operational processes that are specifically evidenced in each career or program of the institution as determined by the Principles of transfer and equivalence of the intended sample in the external evaluation for institutional accreditation purposes. These elements can be safeguarded through a comprehensive mechanism – the CPP – for each career or program of the institution, permanently exhibiting the existence of a culture of quality and self-regulation processes.

The components of the CPP allow for a permanent analysis of the situation and state of career advancement in adherence to the internal assurance of institutional quality and to the criteria and standards that must be evidenced by the careers or programs in the institutional accreditation processes when the analysis of the intended sample is carried out. In short, the implementation of this tool seeks

to install a culture of quality and self-regulation in each component of the training process, in order to show that institutional policies, strategies, regulations and procedures are materialized in each undergraduate career or program taught by the institution.

As a quality assurance mechanism, the CPP seeks to install in the institution a culture of quality, self-evaluation and self-regulation, in order to contribute to the closing of gaps and continuous improvement of the training process of future professionals, measured in the achievement of exit competencies and in regular rates of timely degree. In a complementary manner, it takes care of the demands of Law 21,091 and those of quality assurance established by the NAC regarding (i) the quality assurance of training programs in particular and (ii) the selection of an intentional sample of careers and programs that will accompany the comprehensive process of institutional accreditation.

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