



# Self Evaluation Report

- **Doctoral Programme in Communication**
- **Doctorate Programme in Psychology**

July 14th, 2024

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# I. General context

## National Context

Doctoral education in Chile has traditionally been geared towards education and research in basic sciences. This orientation is detailed in the Chilean National Accreditation Commission's Research Notebook No. 8/2017<sup>1</sup>, which highlights that this form of preparation for a scientific career is primarily directed towards academic pursuits and serves as a gateway to academic employment in university settings. Moreover, recent times have seen a shift from solely academic initiatives to new proposals emphasizing societal impact, integrating University, State, and Industry collaborations.

In general terms, Chilean Doctoral programs are structured around a general academic cycle. Following this phase, students undertake a qualifying exam that enables them to initiate their research projects, culminating in a thesis defence. Successful defence leads to the award of a Doctorate degree. The training demands are reflected in the required study hours, standardized according to the Chilean National Accreditation Commission's guidelines, comprising 240 transferable credits (SCT-Chile) or an equivalent of 5,760 hours. These credits, ranging between 24 and 31 chronological hours, include both in-class and out-of-class activities, resulting in an average duration of four years for these programs.

Regarding the professional trajectories of Doctorate holders in Chile, the Studies and Statistics Office of the Ministry of Science, Technology, Knowledge, and Innovation reported in 2021 a total of 18,352 Doctorate degrees, 37% of which were awarded to women. Of these, 51% earned their degree domestically, marking an increase since 2012. The average age of Doctorate holders in Chile is 45 years. As per OECD data, Chile continues to have a lower proportion of Doctorate holders in its population aged 25-64 years. The most pursued doctoral field is natural sciences, accounting for 37% of the doctorates. Notably, 10% of women hold their degrees in engineering and technology, compared to 19% for men. State funding is the principal source for student finance. Regarding employment access, the unemployment rate was 3.2% in 2019, with significant gender wage gaps among Doctorate holders, where men earn approximately 600,000 Chilean pesos more than women. Additionally, the unemployment rate for women is more than double that of men (women: 5.1%, men: 2.2%).<sup>2</sup>

In terms of quality assurance, following the enactment of Law 21091 in 2018, which mandated the accreditation of Doctoral programs in Chile, the number of programs offered until 2022 was 325, with 259, or 80%<sup>3</sup>, being accredited. Specifically, at the Universidad de La Frontera, as of 2023, there are 11 doctoral programs, all of which are accredited.

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<sup>1</sup> Walczak, M. Detmer, A. Zapata, G. (2017). Aseguramiento de la Calidad en Educación Superior: Acreditación de Doctorados vinculados a la industria, análisis de buenas prácticas internacionales y lineamientos para su desarrollo en Chile, Comisión Nacional de Acreditación, Chile.

<sup>2</sup> Encuesta trayectoria de profesionales con grado de doctor en Chile, Oficina de Estudios y Estadísticas (2021). Ministerio de Ciencia, Tecnología, Conocimiento e Innovación.

<sup>3</sup> <https://barometro.cnachile.cl/Paginas/Bac-Postgrado.aspx> (last accessed 18.12.2023).

## **Embedding of the doctoral programmes in the University and Department/Faculty**

The doctoral programmes at the Universidad de La Frontera, a distinguished public university situated in southern Chile, are integrated within its distinct structure and characteristics.

### **Mission**

Universidad de La Frontera, located in the La Araucanía Region, is a state-funded, autonomous institution dedicated to socially responsible higher education. Its mission encompasses fostering regional and national development through the creation and dissemination of knowledge, comprehensive training of professionals and postgraduates, and the advancement of arts and culture. The university is committed to excellence and innovation, underpinned by respect for individuals, the environment, and cultural diversity. This commitment is aimed at building a more equitable and democratic society.

### **Vision 2013 - 2023**

Universidad de La Frontera aspires to be recognized for its quality at regional, national, and international levels, achieving accreditation across its undergraduate, postgraduate, research, innovation, and environmental engagement activities.

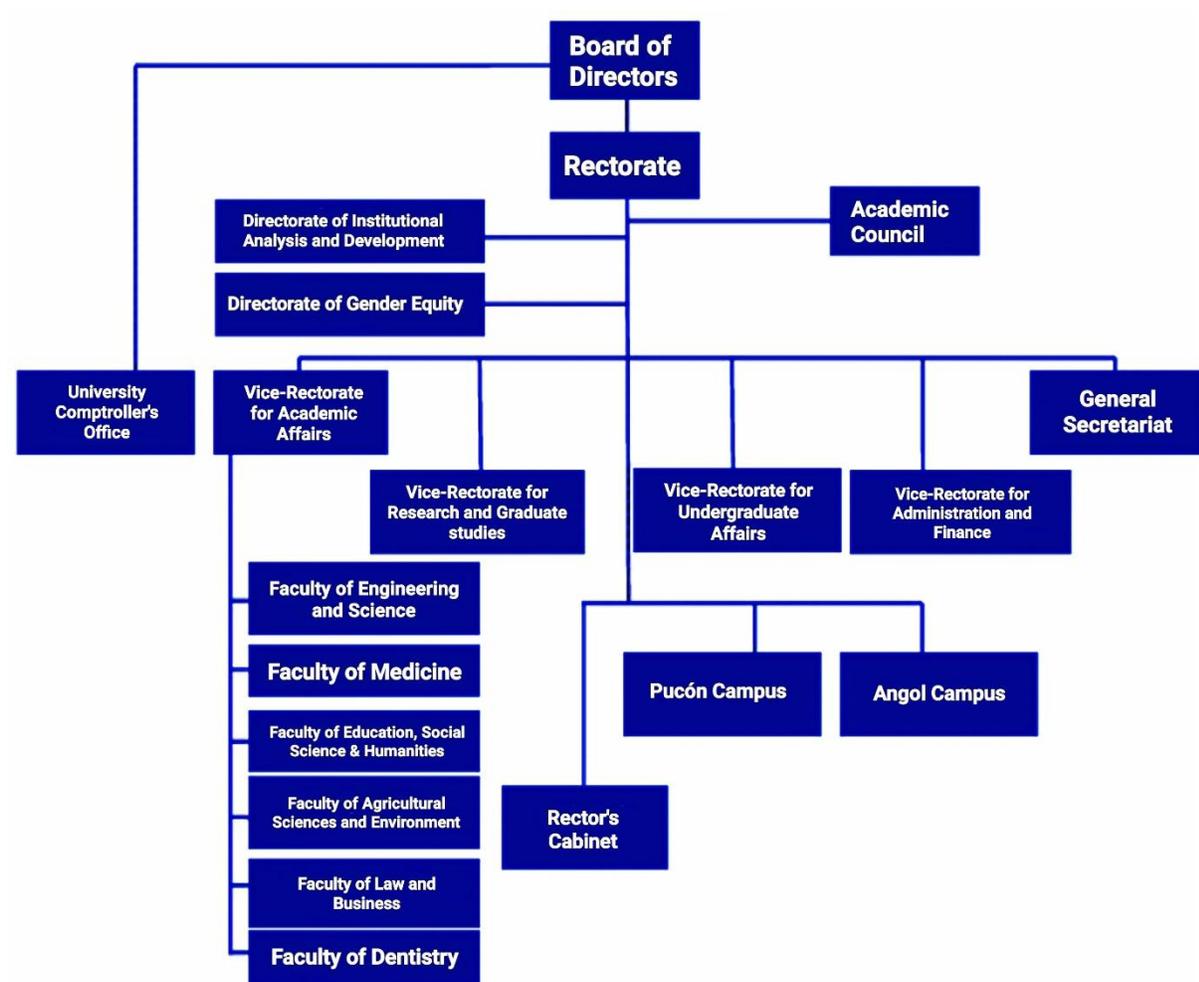
Founded on the 10th of March, 1981, by Decree with force of Law (DFL) No. 17 under Decree Law 3451 of 1980, Universidad de La Frontera emerged from the union of the local branches of the Technical University of the State and the Universidad de Chile in Temuco. As the sole state university in La Araucanía Region, it fully embraces its social responsibility, emerging as a leading entity in regional university activities.

Over its 43 years of progress, Universidad de La Frontera has significantly enhanced human resource qualifications, expanded and diversified its academic offerings, improved its training programs, established robust research groups, and become an important reference point in its context. These advancements are evident in its standing in national university rankings, holding the 10th position overall and the 5th in Research, Development & Innovation (I+D+I). This recognition is due to its academic excellence and Institutional Accreditation valid for six years (2018 to 2024), covering institutional management, professional title-oriented teaching, postgraduate education, research, and community linkages, with validity extending until November 2024. These accomplishments underscore the university's transformation into a 'Complex University', a term used to describe institutions that excel in both pre- and post-graduate education, knowledge creation and dissemination, and community engagement.

Today, Universidad de La Frontera offers a diverse curriculum including 44 professional courses, a Bachelor's degree in Social Sciences, a Common Plan in Engineering, three technical courses, eleven doctoral programs, thirty-one master's programs, twenty-four medical specialties, five dental specialties, eight nursing specialties, one midwifery specialty, and one Software Engineering specialty. It serves over 9,500 students in its undergraduate programs and more than 900 in its graduate programs.

## Structure and functioning of the universidad de la frontera

The Statute of the DFL University No. 156 and University Decree No. 017, dated 20th January 2006, delineate the objectives of the university, establish its structural framework, and define its academic organization (Figure 1).



**Figure 1: Organizational structure of Universidad de La Frontera**

### Definitions

The Board of Directors, the paramount governing body of Universidad de La Frontera, comprises three academics from the two most senior academic ranks, appointed by the Academic Council, three eminent professionals external to the University, and three government representatives. All members are appointed for a term of three years, except those nominated by the Government. The University's president (known in

Chile as the Rector) is also a member but does not have voting rights, similar to the Secretary-General of the University, who additionally serves as the secretary of the Board.

The Academic Council is made up of the Rector, who acts as president, the Academic Vice-Rector, the Deans of the faculties and two academic representatives of the Faculties of Engineering and Sciences; Medicine; Education, Social Sciences and Humanities; a representative of the Faculty of Agricultural and Forestry Sciences, a representative of the Faculty of Dentistry and a representative of the Faculty of Legal and Business Sciences. In addition, by standing invitation, the President of the Association of Academics and the President of the Association of Officials attend with the right to speak.

The Rector is the senior executive of the University, responsible for directing and overseeing all academic, administrative, and financial operations. The Rector's authority covers all aspects related to the University, as stipulated by Law 19305 of April 1994, subject only to the specific powers vested in the Board of Directors. The Rector also acts as the principal liaison between the Board of Directors and the various units and entities within the University.

The Academic Vice-Rector is the principal officer who, under the Rector's guidance, manages the coordination and supervision of all units conducting academic functions and services at Universidad de La Frontera. This role includes the responsibility for proposing policies related to undergraduate teaching, evaluation, academic ranking, and outreach.

The Vice-Rector for Research and Postgraduate Studies is tasked with developing policies, devising strategies, and implementing initiatives in the realms of scientific and technological research, postgraduate studies, and international collaborations. This role encompasses overseeing and coordinating the respective units.

The Postgraduate Academic Directorate and the Research Directorate depend on the Vice-Rector for Research and Postgraduate Studies. The Postgraduate Academic Directorate is the academic-administrative unit responsible for maintaining the supervision, coordination and administration of the programs offered by the Universidad de La Frontera, mainly ensuring compliance with regulatory and quality assurance aspects.

The inception and evolution of graduate programs are rooted in the academic divisions of the University, namely faculties, departments, and institutes.

The Vice-Rector of Undergraduate Studies is in charge of the University's undergraduate programs, advocating a quality management approach aligned with the Vocational Training Policy. This approach emphasizes comprehensive training, curriculum updates, and connections with alumni, all contributing to ongoing improvement, innovation, and enhancing the effectiveness of the educational process and the employability of graduates.

The Vice-Rector for Administration and Finance, reporting to the Rector, directs the implementation of university policies concerning the acquisition, planning, organization, and management of the University's financial, administrative, and physical resources.

The Secretary General, serving as the University's official registrar, is responsible for maintaining students' academic records, safeguarding all University documentation and files, managing the processes for awarding degrees, diplomas, certificates, and titles, and authenticating them with a signature.

The Comptroller, as the head of the University's Internal Audit, oversees ensuring the legality of the corporation's authorities' actions, supervising the allocation and usage of its funds, auditing the accounts of those managing its assets, and guaranteeing the proper conduct of university officials.

The Statute of the DFL No. 156, and the DU No. 017 of 2006 (see **Annex 4.11**), establish that the foundation of Universidad de La Frontera's academic organization is based on its departments, faculties, and schools.

Currently there are nine (9) Centres of Excellence:

1. **Centre of Excellence in Biotechnology on Reproduction (CEBIOR)**: Operating under the Faculty of Medicine, it focuses on promoting, managing, and coordinating biotechnology research, postgraduate teaching, and training, and offers services and technology transfer to both public and private sectors. [CEBIOR Website](#).
2. **Centre of Training, Research and Management for Evidence-based Health (CIGES)**: Composed of an interdisciplinary and transdisciplinary team, this centre develops Clinical Epidemiology, Biostatistics, Applied Bioethics, Social Sciences, Health Economics, and Organizational Management. [CIGES Website](#)
3. **Centre of Excellence in Scientific Modelling and Computing (CEMCC)**: Dedicated to supporting the resolution of complex problems requiring robust numerical processing, CEMCC aims to be a national leader in scientific modelling and computing, supporting interdisciplinary research. [CEMCC Website](#)
4. **Centre of Excellence in Morphological and Surgical Studies (CEMyQ)**: Comprising academics focusing on the development of morphological and surgical disciplines, CEMyQ is a specialized centre where research projects related to innovation, proof of concepts, and basic and clinical research are conducted. [CEMyQ Website](#)
5. **Centre of Excellence in Biotechnological Research applied to the environment (CIBAMA)**: Affiliated with the Faculty of Engineering and Sciences, CIBAMA develops specialized knowledge, tools, and biotechnological innovations to address environmental challenges and contributes to the formation of advanced human capital and the creation of national and international networks. [CIBAMA Website](#)
6. **Centre of Excellence in Translational Medicine (CEMT)**: A postgraduate research and teaching centre under the Faculty of Medicine, CEMT is focused on generating research and development in health-related areas. [CEMT Website](#)
7. **Centre of Excellence in Consumption and Economic Psychology (CEPEC)**: Part of the Faculty of Education, Social Sciences and Humanities, CEPEC's mission is to generate scientific knowledge that aids in understanding the dynamics of economic and financial behaviour. [CEPEC Website](#)

8. **Centre of Excellence Geometry at the Frontier:** This centre aims to advance research in Complex Geometry and its applications, fostering new research directions, enhancing scientific productivity, and promoting national and international collaboration. [Geometry Research Center Website](#)
9. **Centre of Excellence in Medical Physics and Engineering (CFIS):** Attached to the Faculty of Engineering and Sciences, CFIS contributes to society through research and development of new technological tools impacting health. [CFIS Website](#)

The Interdisciplinary Development Institutes at Universidad de La Frontera function as independent academic units separate from the faculties, while administratively falling under the purview of the Vice-Rector's Office for Research and Postgraduate Studies. Their mission is to create and disseminate scientific and technological knowledge across multi- and interdisciplinary domains. This endeavour aims to augment the University's capabilities and strategic opportunities, thereby influencing the development of both the region and the country. A key aspect of these institutes is their focus on forging connections with the external environment.

Universidad de La Frontera currently hosts six Interdisciplinary Development Institutes. The Agroindustry Institute ([Agroindustry Institute Website](#)) aims to (i) establish connections between the University and the productive sectors of the region and the country, particularly the agricultural and agro-industrial sectors, and (ii) generate and transfer applied and technological knowledge that impacts the development of the La Araucanía Region and the country. The Environment Institute ([Environment Institute Website](#)) tackles environmental challenges related to people, the land, and the productive sector, promoting more sustainable development in the region and the country. This institute focuses on projects that address environmental issues through a multidisciplinary and innovative approach, emphasizing engagement with the environment to contribute to the region's and the country's sustainable development. The portfolio of institutes is rounded out with those dedicated to Indigenous Studies, Educational Informatics, Local and Regional Development, and Innovation and Entrepreneurship. These Interdisciplinary Development Institutes offer novel knowledge and opportunities for achievement to both faculty and students at the University, fostering new avenues for development within the Region and the nation.

The Scientific-Technological Development Nuclei at Universidad de La Frontera have been established as structures designed to bolster the development of priority areas identified by the University. These Nuclei focus on the fields of Bioresources, established in 2009, and Social Sciences and Humanities, established in 2015.

1.- **The Scientific and Technological Bioresource Nucleus (BIOREN, [BIOREN Website](#))** has two primary objectives: (i) to bring together and coordinate multidisciplinary research teams comprising Chemists, Biochemists, Molecular Biologists, Cellular Biologists, Microbiologists, and Engineers specializing in Agriculture, Environment, Forestry, and Medicine. These teams focus on creating innovative products from biological and natural resources, particularly in the production of bio composites with added value. (ii) To develop a scientific and technological platform featuring highly specialized, centralized laboratories. This platform is designed to provide research services to the Nucleus and external research institutions such as universities, research centres, and companies, and is equipped with advanced technological tools, including sophisticated microscopes.

**2.- The Technological Scientific Nucleus in Social Sciences and Humanities** ([Social Sciences and Humanities Nucleus Website](#)) is dedicated to promoting the fields of Social Sciences and Humanities as strategic developmental pillars at Universidad de La Frontera. This initiative includes contributions from female scientists and other highly qualified researchers who are focused on creating relevant, pertinent, and transferable knowledge to address the complexities and changing dynamics of social reality.

### **Status and degree-awarding powers**

The bylaws of Universidad de La Frontera were established under **Law 156 of 1981**. Article 41 of this law states: "The University is authorized to confer the academic degrees of Bachelor, Master, and Doctorate..." (from the original in Spanish).

*...the Doctorate is the highest degree awarded by the University. It is conferred upon students who have obtained a Bachelor's or Master's degree in the relevant discipline and have successfully completed an advanced program of studies and research. This program certifies that the recipient of the doctoral degree possesses the necessary capacity and knowledge to conduct original research. The program requires at least two years of study and the submission of a thesis that makes an original contribution to the discipline.*

Doctoral students are considered postgraduate students with regular student status, following formal admission to the University. These students are enrolled in the University's admission system after paying a one-time fee at the beginning of the semester. The annual fee (US \$5,455) is charged by the University as a program cost for each enrolled student. This fee is covered by ANID for students receiving this scholarship. Students awarded the UFRO scholarship are exempt from this fee. Regularly enrolled students will receive notifications about the courses they need to attend, along with an orientation from the University. This orientation covers rights and responsibilities, the library system, insurance, healthcare, and other relevant information.

### **Institutional environment**

In January 2006, the Vice-Rector's Office for Research and Postgraduate Studies was established at Universidad de La Frontera. Its purpose is to endow the University with the capability to formulate policies and tools focused on channelling resources into existing or emerging areas of excellence related to research and postgraduate studies. Under this Vice-Rectorate, four interdependent units operate, one of which is the Postgraduate Academic Directorate (DAP).

The DAP is an academic-administrative unit with a fundamental role in establishing, promoting, developing, safeguarding, and coordinating the University's postgraduate activities and the accreditation of academic bodies within its programs. Its mission is to "Promote and sustain the excellence of the postgraduate programs offered by Universidad de La Frontera to the regional and national community. Encourage and stimulate the creation of new postgraduate programs, whether disciplinary or interdisciplinary, centered around established groups of specialists and researchers or in strategic alliances with other institutions, both private and public, national or international, dedicated to specialist training and research." This approach facilitates national and international scientific and technological cooperation.

To fulfil its mission and specific functions, the DAP is headed by a Postgraduate Academic Director and a Committee for Postgraduate Programs and Specialties.

Furthermore, internal coordinations have been established for various types of programs. These include the Academic Coordination for Doctoral programs, Academic Master's programs, Professional Master's programs, and Specialty programs, providing more targeted support according to the needs of each program offered by the University.

**The Postgraduate Academic Director**, a full-time academic from the highest ranks (Full or Associate Professor), holding a Doctorate or Master's degree, is elected and appointed by the Rector from a shortlist of candidates.

Key responsibilities and functions of the Postgraduate Academic Director include:

- Directing, coordinating, and representing the academic and administrative activities of the Postgraduate Academic Directorate.
- Continually seeking cooperation and exchange at both national and international levels for the implementation of joint programs.
- Promoting the development of postgraduate programs through the formulation of projects, and the organization or coordination of activities that stimulate and strengthen the development of disciplinary and interdisciplinary programs.

**The Committee for Postgraduate Programs and Specialties** comprises five professors from the two highest ranks, preferably full professors, with a recognized track record in research and postgraduate activities. Its primary functions are:

- Supervising all academic and regulatory aspects related to the various postgraduate and specialty programs.
- Evaluating all proposals for the creation of new programs before submission to the Faculty and University Collegiate Bodies.
- Accrediting the Academic Body of Postgraduate and Specialty Programs.

**Program Coordinators** are academics with expertise in University Management. Their primary objectives are to coordinate and facilitate the self-assessment and accreditation processes for Postgraduate and Specialty programs, in collaboration with the management of the respective programs and with the support of the University's relevant Directorates/Units. Additionally, they contribute to the analysis and proposal of regulatory modifications, working in conjunction with Postgraduate and Specialty committees. These efforts are aimed at optimizing management, as well as self-assessment and accreditation processes.

The Postgraduate Policy, approved in 2008 and updated in 2023 (**Annex 1.1 and 1.2**), represents the guiding principles for various actions historically implemented by Universidad de La Frontera in the development and consolidation of postgraduate activities. Key components of this document include strategic guidelines outlining the mission, vision, criteria, and orientation of postgraduate activities; the definition of principles; and the types of programs encompassed within the University's postgraduate activities.

The primary objective of the Policy is to "Strengthen and promote the development of postgraduate studies at Universidad de La Frontera through highly qualified graduates, possessing in-depth knowledge in their respective disciplines, thereby contributing to priority areas for local, regional, national, and international development, in accordance with current accreditation criteria, the University's Educational Model, and the Gender Equality and Equity Policy." Its specific objectives are:

- 1) To articulate the strengthening of the postgraduate academic body, consolidating both current and future postgraduate offerings.
- 2) To promote the management of necessary resources to consolidate the University's institutional postgraduate offerings.
- 3) To enhance the internationalization of postgraduate and specialty programs.

Regarding Doctoral Programs, their objectives include:

- a) Developing autonomous, original, and significant research in their respective fields of study.
- b) Promoting high-level scientific production within the context of various disciplinary fields.
- c) Fostering and developing competencies for the integration of graduates into various disciplinary fields.

In addition, our institution hosts the Coordination of Reception and Case Follow-up (<https://deg.ufro.cl/>), which provides, when necessary, support, counseling, accompaniment, referral, and, and ongoing monitoring of processes. This service is dedicated to assisting members of the university community who encounter instances of arbitrary discrimination, sexual or gender violence within the university setting.

### Regulatory Framework

The general provisions that regulate the academic and financial activities leading to the academic degrees of Doctor, Master, and Specialist Title at Universidad de La Frontera are contained in the following normative documents:

- General Regulation of Doctoral Programs (**Annex 1.2**).
- Regulation of Financial Obligations and Scholarships (**Annex 3.13**).
- Regulation for the Accreditation of the Postgraduate Academic Body (**Annex 3.9**).

Specific provisions governing the academic activities of each Doctorate, Magister, and Specialty program are contained in the internal regulations of each program.

### Curricular Record Computerized System

The management of information regarding student enrolment, program registration, academic activities, student movements, and curricular progress, among other aspects, is integrated into a computerized system administered by the Student Academic Registry.

### Financial Computerized System

Since 2006, the Vice-Rector's Office for Administration and Finance has implemented the Financial Control System for Postgraduate and Specialty Students (tuition and scholarships). To date, this system is well-established, centralizing the financial commitments of students entering postgraduate or specialty programs within the Vice-Rector's Office for Administration and Finance.

### Self-Assessment Processes Leading to Accreditation

Since 2002, Universidad de La Frontera has been committed to ensuring the quality of all its postgraduate and specialty programs. With the approval of the Postgraduate Policy in 2008 by the University's Collegiate Bodies, this commitment was explicitly stated, mandating that "all programs must necessarily achieve quality certification through accreditation by the Chilean National Accreditation Commission (CNA) or other national or international bodies." It is stated that "a negative self-assessment or the lack of accreditation within a period not exceeding six years for doctoral programs and four years for magister and specialty programs from their inception will be grounds for suspending the admission of new students until the deficiencies identified in the external and internal quality assurance processes are remedied."

In response to our postgraduate policy, all postgraduate and specialty programs commit to accreditation, supported methodologically by the Central Administration's Quality Assurance Directorate. In line with this, and within the timelines established by the University, the majority of programs with expired accreditation or those newly incorporated into quality assurance processes have largely complied with the preparation, review, and subsequent submission of the Self-Evaluation Report to the Chilean National Accreditation Commission. Meanwhile, programs that do not meet the minimum accreditation requirements have their admissions suspended.

### Program Design

At Universidad de La Frontera, the fundamental criteria for decision-making regarding the creation of programs are as follows:

- Alignment with the objectives of the Strategic Development Plan.
- Proven scientific productivity and/or professional expertise.
- Accreditation of the academic body.
- Relevance, pertinence, and impact in the scientific and professional field.
- Economic sustainability.

The generation of proposals for postgraduate and specialty programs has two aspects: a) The senior management team encourages academic groups to present initiatives, particularly those with a stable core of professors recognized for their quality in the professional and scientific field; b) initiatives can also arise from one or more academic units or research groups.

### Regulatory Body

As part of implementing institutional mechanisms for quality assurance, since 2006, Universidad de La Frontera established a system with criteria for the accreditation of academics involved in Doctoral and

Master's programs. Subsequently, in 2010 and again in 2016, improvements were made with the establishment of a Regulation for the Accreditation of the Postgraduate and Specialties Academic Body, including academics participating in Specialty Programs. The regulation distinguishes between Permanent Professors, who maintain an employment relationship with the University, and Visiting Professors, academics affiliated with other universities, institutes, and centers, who do not have an employment relationship with the University.

### Postgraduate Teaching Evaluation

The evaluation of teaching by students is a fundamental aspect to ensure quality in various postgraduate programs. Since 2011, this process has been centralized in the Postgraduate Academic Directorate, conducted through surveys via the Intranet as an important part of self-evaluation. This evaluation, conducted twice a year, is an official activity incorporated into the Postgraduate Activities Calendar, approved by the Academic Council and formalized through a resolution. The results of the program teaching evaluations are found in **Annex 11**).

### Incorporation of Postgraduate and Specialty Teaching into Academic Planning

Recognizing the importance of fostering postgraduate and specialty activities, the University included the allocation of hours for direct teaching for all accredited academics in the Postgraduate Academic Directorate. This mechanism has enabled the integration of teaching into academic activities as a regular and planned activity.

### Follow-up and Engagement Programme

The follow-up and engagement programme operates within the current quality standards for postgraduate programs, aiming to characterize the training experience of students and graduates to provide feedback to programs in their internal evaluation and curricular innovation processes. The program's methodology involves planning and annual information gathering from students to characterize compliance with the graduation profile and to understand the satisfaction and impact of the program on the professional development of graduates.

### Postgraduate Curricular Innovation Programme

The purpose of this program is to support the modification, updating, and innovation of the curricula of master's, doctoral, and specialty programs in the areas of curricular design and course program updates. Part of the program aims to gradually implement the Chilean Transferable Credit System (SCT-Chile) across various programs, operationalizing the stipulations set out in the Postgraduate Policy of Universidad de La Frontera and current requirements of the Chilean National Accreditation Commission (CNA).

### Research

Research development at Universidad de La Frontera has been stimulated through various mechanisms of promotion, incentive, recognition, and regulation. To date, these efforts have enabled the University to achieve levels of scientific production that place it prominently on the national stage. UFRO increased from 265 ISI publications in 2013 to 616 WoS publications in 2022, showing sustained growth and significant

enhancement in scientific productivity. These mechanisms are detailed in the Research, Development, and Innovation Policy. This policy, along with the definition of priority areas for scientific development (Bioresources and Social Sciences), the establishment of Scientific Research Nuclei, and the launch of the Performance Agreement in the field of Social Sciences, have contributed to consolidating advancements in this area. As an example of recent institutional achievements, in 2023, UFRO ranked 10th in the number of regular FONDECYT projects awarded, 5th in the number of FONDECYT postdoctoral projects, and 4th at the institutional level in FONDECYT initiation projects.

### Financial resources

The Doctorate in Psychology and Doctorate in Communication rely on annual funding from the National Scholarships provided by ANID (Chilean National Agency for Research and Development).

For the ANID National Doctoral Scholarship, the Doctorates account for the scholarship amounts received by students from ANID in the program's cost centre. This amount corresponds to the tuition fee for the student's admission year.

The Academic Postgraduate Directorate offers various financial benefits for students, including Maintenance Scholarships, Internationalization Scholarships, R&D+i+e Internship Scholarships, Thesis Completion Scholarships, Assistance for Conference Attendance, and the Francisco Salazar Scholarship. Students who do not receive ANID scholarships may apply for Maintenance Scholarships based on the proposal of the respective programme's management, contingent upon the available budget of the Academic Directorate of Postgraduate Studies. An ad hoc committee, comprising the research and postgraduate directors of the faculties, makes the decision.

Furthermore, the distribution of the 22% is detailed as indicated in Exempt Resolution No. 4129 of 04/10/2012, which establishes the consolidated text of the Special Teaching Programmes Regulations.

The National Doctoral Scholarship, awarded by the Chilean National Research and Development Agency (ANID), to which students entering CNA accredited doctoral programmes can apply, allows for the funding of doctoral studies in all areas of knowledge for a maximum period of four years (counted from the start date of the study program). Annually, ANID awards approximately 900 scholarships nationwide.

This scholarship includes an annual maintenance allowance for the amount established in Supreme Decree No. 335/10, and its modifications, from the Ministry of Education, accrued in monthly instalments. This sum will increase annually according to the Consumer Price Index (CPI), which will be established by the respective administrative act issued for that purpose. This allowance will be renewable annually upon accreditation of the scholarship holder's continuation in the respective study programme. The allocation will be proportional to the duration of the scholarship's validity; that is, the scholars will receive their maintenance for the days they effectively carried out their studies funded by the scholarship. If applicable, this benefit can be extended for up to a maximum of six months for the writing of the doctoral dissertation.

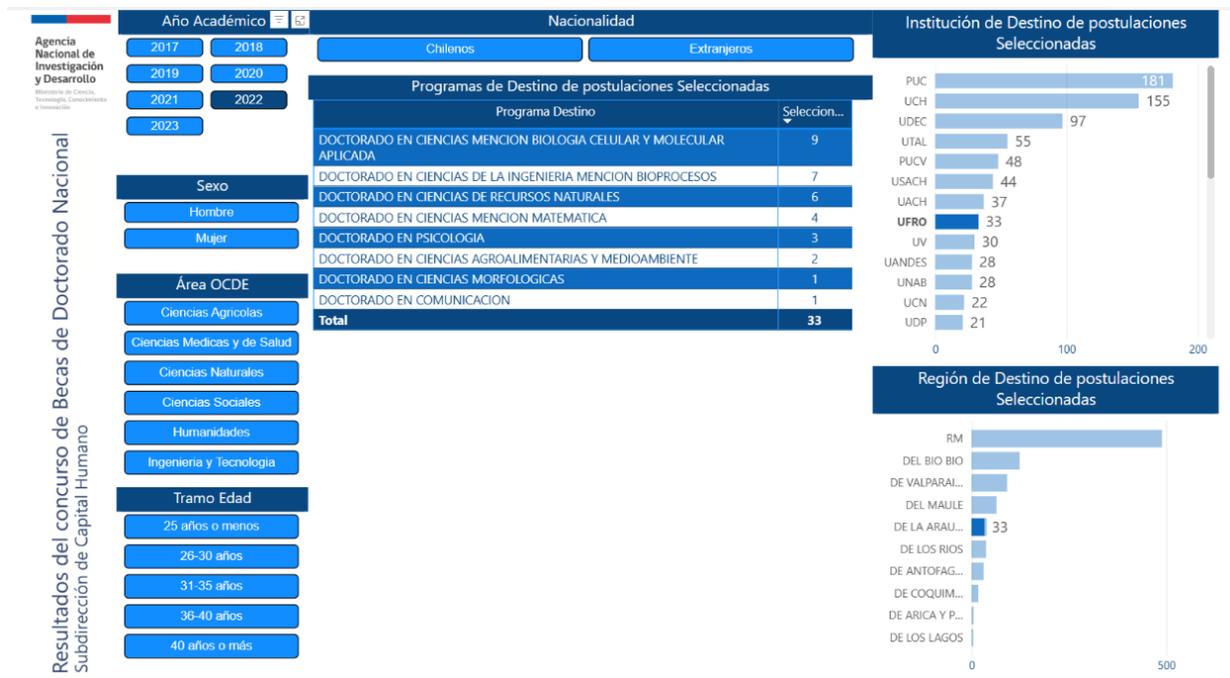
Additionally, the scholarship includes an annual allocation for the payment of the tuition fee of the scholarship holder for the amount established in Supreme Decree No. 335/10, and its modifications, from the Ministry of Education, a sum that will increase annually according to the Consumer Price Index (CPI), which will be established by the respective administrative act issued for that purpose. This allocation will be

paid against an invoice directly to the university. In 2023, the tuition fee scholarship amounted to \$3,733,000 CLP. The funds allocated by each programme, for the payment of tuition fees, are transferred to the current account of Universidad de La Frontera. Once the funds are received, the Finance Directorate carries out an internal transfer to the cost centres of each programme, and it is the responsibility of the Programme Director to manage and prioritize their use, as established in their annual Action Plans. The funds are used following the internal regulations of the institution for the use of public resources.

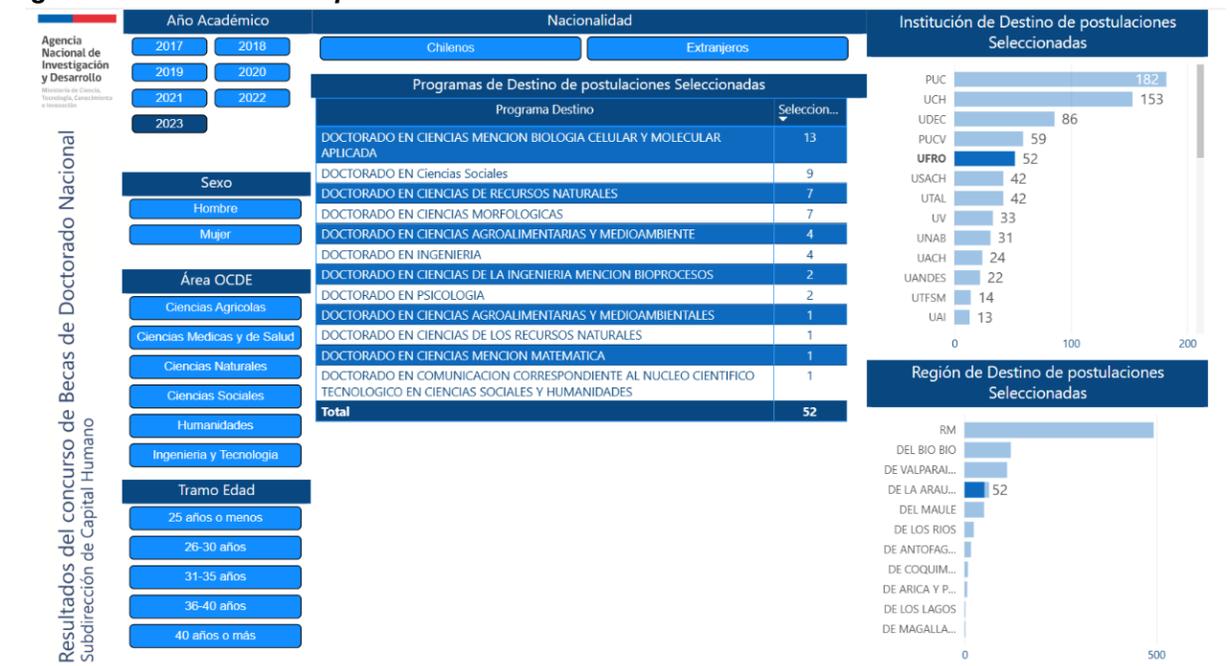
To apply for the ANID Doctoral Scholarship, it is necessary to meet certain requirements, such as having a bachelor's degree and/or professional title or equivalent, being in the process of formal application, admitted or having the status of a regular student in an accredited doctorate in accordance with Law No. 20.129, and taught by a Chilean university, having academic excellence, among others.

The doctorates of Universidad de La Frontera have been awarded a high number of ANID scholarships in the last five years, varying between 32 (year 2020) to 52 scholarships (year 2023), ranking fifth nationally in the number of awards. See: [Microsoft Power BI](#)

In the case of students who do not receive the ANID scholarship, the Postgraduate Academic Directorate grants them an annual maintenance scholarship, renewable for up to four years, which exempts the student from the annual program tuition fee (See: <https://postgrado.ufro.cl/becas/>).



**Figure 2: ANID Scholarship Award Results – Year 2022**



**Figure 3: ANID Scholarship Award Results – Year 2023**

### Faculty of Education, Social Sciences and Humanities

The Faculty of Education, Social Sciences and Humanities of the Universidad de La Frontera (FECSyH) was born one year after the creation of the UFRO, that is, in 1984. For more than three decades, it has undoubtedly been the cradle in the training of professionals with a humanistic spirit and vocation in the south of Chile, where prominent and influential figures in the social and political life of the country have passed through. Parliamentarians, journalists, world-renowned professors and even a National History Prize winner, who currently teaches in the Department of Social Sciences, are part of the formation of this Faculty.

The Faculty's mission is to strengthen the principles of education, humanities and social sciences, while safeguarding academic autonomy, freedom of expression and freedom of thought. At the same time, on a regional, national and international scale, it develops knowledge in its own fields through research and the development of social relations. It maintains its commitment to the training of professionals, specialists and graduates, to the development of critical capacity, to the study of processes of transformation oriented towards interculturality, valuing diversity, the deepening of democracy and sustainable development.

The Faculty has 164 academics, of which 142 are full-time equivalent. Of these teaching staff, 56% have doctoral degrees, 28% have master's degrees and 16% are professionals. In terms of their working hours, 75% are full-time, 13% are part-time and 12% work on an hourly basis.

### Student Body

The postgraduate enrolment at Universidad de La Frontera averages a total of 900 regular students, distributed across various levels of training and areas of knowledge. The new enrolment for the year 2024 is represented as follows:

**Table 1: New enrolment, 2024**

	Total	Female (%)
<b>New enrolments</b>	415	52%
<b>By type of programme</b>		
Master's	265	49%
Doctorate	73	56%
Medical Specialty	60	48%
Dental Specialty	17	76%
<b>By Area of Knowledge</b>		
Business and Commerce	40	40%
Agricultural Sciences	23	48%
Basic Sciences	44	52%
Social Sciences	103	64%
Education	19	47%
Health Sciences	111	58%
Technology	75	33%

## Common Elements to Doctoral Programs

The following section provides overarching information for the doctoral programs detailed later in this report, organized according to self-assessment criteria.

### 1. Aims and structure of the doctoral programmes [ESG 1.2]

#### Intended Learning Outcomes

In defining specific competencies or qualifications for the Postgraduate Programs at Universidad de La Frontera, the National Qualifications Framework (NQF) for Higher Education, developed by the Higher Education Division of the Ministry of Education of Chile in 2016, is considered. This framework aims to establish a coherent, transparent, and understandable system of certifications for higher education (See **Annex 2.4**).

For Doctoral Programs, these correspond to the highest level of certification in the country's Education System, aimed at specializing qualifications in artistic, professional, and research areas, characterized by knowledge generation and contribution to the advancement of a disciplinary area.

The Doctorate degree is defined as: *An academic degree certifying that the graduate demonstrates specialized theoretical and practical knowledge at the forefront of a disciplinary area and advanced knowledge in related disciplines; evaluation and integration skills that enable them to conceptualize, problematize and issue well-founded judgments; design solutions to problems in uncertain contexts; and generate knowledge that contributes to the advancement of a disciplinary area; and the ability to perform autonomously in research, innovation, or artistic creation within their disciplinary area*" (NQF, 2016).

Level 5 qualifications, corresponding to a doctorate, for the depth of knowledge, skills, and competencies are as follows:

**Knowledge:** Individuals at this level demonstrate theoretical and practical knowledge at the forefront of a study or work area and advanced knowledge in disciplines related to the Doctoral Programs offered at Universidad de La Frontera.

**Skills:** Individuals at this level possess cognitive, technical, and communication skills that enable them to:

- Evaluate and integrate diverse information to conceptualize, problematize, and make well-founded judgments.
- Solve problems in uncertain contexts.
- Generate knowledge contributing to the advancement of a study or work area.
- Create products, execute procedures, develop processes, conduct original research, innovation, or artistic creation, using material resources.
- Effectively communicate and argue research, innovation, or artistic creation results in Spanish and a second language.

**Competence:** Graduates at this level apply their knowledge and skills, demonstrating responsibility, ethics, and autonomy, which enable them to:

- Assume the implications of their work results and those of their group, engaging in critical dialogues.

- Make decisions and perform in research, innovation, or artistic creation.
- Lead teams to achieve common goals.
- Respect the socio-economic, cultural, ethnic, gender, nationality, and religious diversity of those they interact with.

In this regard, and concerning the expansion and deepening of knowledge, the Doctoral Programs have ensured the acquisition and demonstration of theoretical and practical knowledge at the forefront of their respective study areas. This has been achieved through the application of advanced knowledge in curricular activities of research lines, as well as through the offer of specialization courses, applied to participation in research groups, cotutelles with national and international agreements, and participation in ANID/FONDECYT, PIA-ANID/ANILLOS projects, among others.

Regarding the transmission of competencies, the Doctoral Programs have focused their efforts on developing cognitive, technical, and communication skills present in promoting disciplinary competencies applied to research, innovation, or knowledge transfer. This has been achieved with the institutional educational model, which is implemented from the comprehensive training that promotes a person-centered approach, using a competency-based approach. This approach allows the establishment of formative purposes that describe the committed performances, specifying scopes and contexts, and providing projections to contribute to society from the labour market.

The institutional educational model contemplates three types of competencies for its implementation: pillar competencies corresponding to aspirational performances of the institution to guide the formative and participative actions of each member of the educational community. These constitute an ideal to be achieved in each institutional function; specific competencies corresponding to the expected performance expectation in a certain disciplinary area, are key components of graduation profiles, therefore, constitute the identity of the professional or graduate; and lastly, generic competencies corresponding to transversal performances to any professional area and therefore transferable to different contexts. The institution's generic competencies are autonomy, communication, ethics and social responsibility, teamwork, and critical thinking.

Finally, the graduation profile of each Program delineates the domains and disciplinary and generic competencies that it seeks to develop, from which the learning outcomes emerge, allowing the articulation between different subjects (curricular activities) of the study plan. This is evidenced through the competency matrix of each program, indicating the competencies to which the curricular activities contribute<sup>4</sup>.

### *Elements and programme quality*

Regarding the workload of the programs, Universidad de La Frontera employs a Transferable Credit System (SCT-Chile) at the institutional level. This system quantifies, through credits, the average time a student dedicates to achieving the expected learning outcomes in each curricular activity of the study plan. These credits are determined by an "academic workload estimation," which surveys students and teachers of each subject about the time devoted to it. According to the Institutional Regulations for Postgraduate Programs at Universidad de La Frontera, 1 SCT is equivalent to 28 chronological hours, which include:

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<sup>4</sup> More information on program curricula can be found in the following chapters.

- Contact Hours (Trabajo de docencia directa/horas intra-aula): This term refers to the time students spend in a structured educational environment under the direct supervision of a teacher or instructor. This includes lectures, tutorials, seminars, lab sessions, and any other form of face-to-face teaching.
- Independent Study Hours (Trabajo de docencia indirecta/horas extra-aula): This refers to the time students are expected to spend on study, research, assignments, or any other learning activities independently, outside of the scheduled contact hours. It encompasses a range of learning activities, including reading, writing, problem-solving, and preparation for classes or exams.

The workload in SCT-Chile allows for equivalence with studies undertaken in those countries, for instance, with the European Credit Transfer and Accumulation System (ECTS) model, which has the same credit definition and calculation basis (60 annual credits) as the Chilean system. Comparable measurement forms exist in other countries, like the United States, where most academic measurement systems consider the total workload of the student. (p.94. SCT Manual, 2015; **Annex 2.1**).

The Chilean Transferable Credit System (SCT-Chile) is directly aligned with the European Credit Transfer and Accumulation System (ECTS) and the Latin American Credit System (CLAR):

<b>Credit system</b>	<b>SCT-Chile</b>	<b>ECTS</b>	<b>CLAR</b>
Credits in 1 Academic Semester	30 SCT	30 ECTS	30 CLAR
Credits in 1 Academic Year	60 SCT	60 ECTS	30 CLAR
Annual Chronological Academic Work Hours	1440-1900	1400-1680	1440-1980

The University stipulates in its doctoral program regulations that these programs must express their academic workload in the Chilean Transferable Credit System (SCT-Chile). The purpose of this system is to enhance the readability of a training program and facilitate the transfer of these academic credits from one institution to another, thereby promoting university student mobility.

Regarding the periodic updates of the course handbook, the process is governed by Exempt Resolution 1441 of 2023, which establishes the curricular procedures for the analysis, updating, adjustment, and redesign of Postgraduate and Specialty Programs at the institutional level.

Curriculum evaluation, an integral part of this process, involves conducting a curricular analysis. This analysis entails reviewing the curriculum against criteria of coherence, relevance, and sufficiency with the graduate's profile. Through this analysis, potential weaknesses or critical aspects are identified, and modification alternatives are proposed to enhance the program's quality.

This curricular analysis is an ongoing process that encompasses both macro-curricular aspects, such as improvements in internal regulations and study plans, and micro-curricular aspects, including enhancements in subject programs and pedagogical actions aimed at achieving the graduate's profile.

The key components covered in curricular analysis include the graduation/exit profile, entry profile, curricular activities/courses, study plan, as well as internal regulations and associated norms. This holistic approach

ensures that the program's regulatory updates are comprehensive and effectively aligned with the objectives of the Programme, the Postgraduate Policy, and the General Regulations for Doctoral Programs, thereby promoting continuous improvement in educational quality.

Furthermore, concerning employability, UFRO Alumni offers various programs. UFRO Alumni, established in 2020, falls under the Directorate of Integral Formation and Employability (DIFEM) and is derived from one of the axes of the Plan to Strengthen State Universities. Its purpose is to contribute to consolidating a valuable and enduring relationship between alumni and their alma mater, fostering the creation of significant ties and pride in belonging to a university community of excellence. The programs aimed at enhancing employability include:

- **Prepare for your professional future:** Consists of eight 100% asynchronous, virtual courses covering various topics.
- **Training Workshops for the World of Work: These workshops are conducted every Thursday to develop** generic competencies and facilitate integration into the workforce. The content varies each month.
- **Alumni Tools:** This service assists in creating valuable resources to improve professional presentation during the transition to the workforce. It includes assistance with the Curriculum Vitae, a professional video, positioning on social networks, profile photo, and preparation for job interviews, among others.
- **Professional Orientation:** This is a personalized space directed at Alumni, offering support from a professional to identify the graduate's personal strengths and provide tools that facilitate career management throughout life. This space consists of face-to-face or virtual sessions, delving into topics such as making career decisions, preparing for an effective job search, strengthening competencies and skills, and defining actions to approach one's professional purpose in-depth.
- **Labour Preparedness Days:** These sessions provide practical and intensive work focused on alumni who wish to enhance their personal brand and professional profile. They develop differentiating tools and resources necessary for an effective job search, whether entering the workforce or transitioning to new career development opportunities.
- **Tips for Job Searching.**

## **2. Procedures for Quality Assurance [ESG 1.1, 1.7 & 1.9]**

### Quality assurance

Universidad de La Frontera has established a postgraduate policy based on strategic guidelines and defined principles, including recognized quality, interdisciplinarity, continuous innovation, cooperation, ongoing evaluation, relevance, flexibility, sustainability, and impact. This policy aligns with the National Quality Assurance Public Policy (**Annex 1.3, Annex 1.4**, Law 21091, and Law 20129).

In this context, the University has implemented a quality assurance system that focuses on improving formative processes and employs tools for planning, implementation, evaluation, and feedback. The Quality

Policy's (**Annex 4.13**) guidelines are utilized, supported by the Development Plans Monitoring tool (SEPLAD).

The SEPLAD tool corresponds to a planning and control system focused on monitoring Development Plans, which is attached in the annexes to the Institutional Strategic Development Plan of the University (<https://pregrado.ufro.cl/images/files/2018/documentos-desarrollo-curricular/MANUAL-SEPLAD-2018.pdf>). It has been implemented since 2019 and it is accessible through the Intranet (<http://intranet.ufro.cl>). This platform enables the Quality Management Department to monitor online the Development Plan and the annual action plan of the programs, as well as to compile evidence of progress on commitments. This procedure is duly documented in the SGIC-UFRO (Comprehensive Quality Management System) and described on the website: <http://calidad.ufro.cl/>.

On the other hand, the Postgraduate Academic Directorate actively promotes continuous innovation in postgraduate profiles and study plans, considering the evolving environment and conducting internal review processes. This approach involves a participatory, consultative, and validating framework for modifications, involving key stakeholders from the program and specialty communities. This process is formalized by Ex. Res. 1441 of 2023. Units responsible for Curricular Design and Management, along with the Quality Management unit, provide consistent support to programs following the guidelines of this resolution. To keep curricular content up-to-date according to external demands, a biennial monitoring process is carried out through instruments that collect feedback from graduates. This process allows access to information about employment outcomes and the relevance of curricular activities and courses in academic or professional performance (refer to the graduate tracking instrument, **Annex 3.2**). This survey has been conducted by the Postgraduate Academic Directorate since 2016, and the results and mechanisms are accessible through the University's Virtual Campus.

Additionally, postgraduate programs and specialties are subject to continuous improvement through the monitoring of recommendations from external evaluations and the commitments outlined in their improvement plans. The use of the SEPLAD tool, along with annual evaluations and action plan development, helps maintain evidence of objective achievement or the necessary redefinition of strategies and actions to effectively reach and sustain their objectives.

Finally, the institution is committed to safeguarding students' rights through the implementation of the Gender Quality and Inclusion Policy (**Annex 4.2**) and the University Coexistence Regulation (**Annex 4.9**). These measures ensure protection against intolerance and discrimination and guarantee rights such as comprehensive and quality training, non-arbitrary discrimination, freedom of expression, student mobilization, the right to information, the right to petition, and the right to complain.

### Information management

The various stakeholders involved in the programs have access to platforms that provide permanent, systematic, and updated information for decision-making within the framework of quality assurance and continuous improvement of postgraduate programs and specialties. These platforms include:

- Intranet: A management platform for academic and administrative actions related to postgraduate programs, such as subject enrollment, teacher performance evaluation, academic accreditation, and grade report management.

- Monitoring of Development Plans (SEPLAD): A platform used to track commitments and planning within the framework of continuous improvement.
- System for Managing Courses and Programs (ASIGNA): A platform that facilitates the entry and monitoring of all academic activities of students.
- Academic Planning (PLANAC): A platform used for entering and monitoring the planning of curricular activities and courses within the programs and specialties.
- Biennial monitoring of occupational employment and curricular feedback: Surveys directed at graduates collect information about employment trends and knowledge demands in the labor market.
- Management Report: The Postgraduate Academic Directorate systematically generates an annual summary report of key internal efficiency indicators for postgraduate programs and specialties. This report supports decision-making for continuous improvement.

Student progression and success rate information is managed on the ASIGNA platform. Learning resources in the teaching domain are designed to enhance teaching-learning methodologies. The Vice-Rector of Undergraduate Studies offers various programs and resources for teaching improvement, including induction programs, an inverted teaching diploma, deepening workshops, micro-courses, and internal monitoring of key performance indicators, employment outcomes for graduates, and the number of publications resulting from these.

### **3. Learning and Assessment of students [ESG 1.3]**

#### Assessment

Regarding regulations for compensating disadvantages, illness, or absence, Universidad de La Frontera's General Doctorate Regulations include institutional provisions concerning program withdrawal. The aim is to prevent dropout situations by facilitating postponement or temporary withdrawal from studies and/or medical leave due to health-related circumstances. In 2022, in compliance with current legal regulations in Chile, specifically Law 21369, Universidad de La Frontera formalized its Equality and Gender Equity Policy. As part of this policy, the University commits to:

- Integrating the principles of equality and gender equity into the practices and institutional structures that govern university life.
- Incorporating co-responsibility and reconciliation of personal, family, work, student, and academic life into the institutional structure, without affecting the fundamental rights of the university community members, particularly their right to privacy, private life, and honor.
- Applying gender criteria to academic and work conditions related to access, continuation, and graduation from the University.
- Promoting balanced gender representation in academic and administrative structures, as well as in the University's individual and collegial decision-making bodies.
- Developing an intercultural gender perspective at the University, with special consideration for the Mapuche People.
- Preventing, eradicating, and sanctioning various forms of gender-based violence and discrimination at the University, including sexual harassment, violence, and gender discrimination.

- Conducting training activities for members of the university community on gender issues and the consequences of gender-biased behaviors.

Regarding the grading scale, as per Article 33 of the General Doctorate Regulations, " Doctoral students at Universidad de La Frontera will be graded in their curricular activities on a scale of grades ranging from one point zero (1.0) to seven point zero (7.0), with the minimum passing grade being five point zero (5.0)." (**Annex 1.3**).

#### **4. Legal status, admission, and certification [ESG 1.4]**

##### *Degree awarding powers*

According to the Statutes of Universidad de La Frontera (**Annex 4.14**), the University grants academic degrees of Licentiate, Master, and Doctor. In accordance with the General Law of Chilean Education (consolidated, coordinated, and systematized text of Law No. 18962, the organic constitutional law of education), the doctorate degree is the highest that a university can confer. It is awarded to a student who holds a Licentiate or Master's degree in the respective discipline and has successfully completed an advanced program of studies and research. This degree certifies that the holder possesses the capacity and knowledge necessary to conduct original research. Additionally, a doctoral program must include the preparation, defence, and approval of a thesis, which involves original research, conducted independently, and contributing to the relevant discipline.

The General Doctorate Regulations, (**Annex 1.2**), govern the offering of programs with Double Graduation or jointly taught programs, as outlined in Titles XVII and XVIII. According to Title V of the General Doctorate Regulations Ex. Res. 3834, Art. 23, a regular student is one who has met the admission requirements (Title IV), formalized their enrollment, and registered for the corresponding curricular activities/courses.

##### *Admission and certification*

Title IV of the General Doctorate Regulations provides the regulations for "admission to doctoral programmes," with specific program requirements outlined by each program. It states:

Art. 17. To enroll in a Doctorate Program, applicants must hold a Licentiate or Master's degree in the corresponding disciplinary field, unless their application falls under an international agreement or treaty signed by the State of Chile.

Art. 18. Within the deadlines specified in the calls for applications, applicants must submit their application for admission to the corresponding Postgraduate Program Secretariat. The application should include the following documentation:

- a. A well-substantiated request for admission to the Program.
- b. Original certificate or legalized copy of the Licentiate or Master's degree.
- c. An original certificate or legalized photocopy of the corresponding academic transcript/grade report.
- d. Two reference letters, sent directly to the Programme Director. At least one of these letters must be from an academic at the University where the applicant graduated or from the University or Institution where they currently work.

- e. Any other background information required by the Program's Regulation.

Graduates of doctoral programmes receive a diploma with their degree (**Annexes 13.1 - 13.4**). The diploma is associated with the certification process of each programme, which involves the delivery of a degree certificate or digital degree with advanced electronic signature, as the case may be, and the subsequent delivery of the diploma (90 working days), which the student is informed of in writing at the time of processing the certificate.

There is no specific regulation governing the awarding of diplomas in postgraduate programmes, other than the exception indicated in the regulations for the creation of these programmes, informing the characteristics they must have.

Graduates may also opt for different certificates:

- Linked to their permanence at the University: Certificates detailing the semesters in which they were a Regular Student; range of dates in which they were enrolled at the University.
- Linked to Academic Performance: Certificates of Grades, Transcript of records
- Grade Ranking Certificate
- Certificate of Hours of the programme studied
- Study Plan: Resolution of the Study Plan that was studied. This Resolution includes the subjects and the number of hours of these, in each of the levels, and incorporates the regulations of the programme.

As for the procedure for obtaining certificates, these must be requested by the holder (student or former student) by email to [dirae.certificacion@ufrontera.cl](mailto:dirae.certificacion@ufrontera.cl). This email will take them to an online form, where they can select the type of document they need. This form is available from Monday to Friday, from 09:00 to 13:00 hours. In the case of degree certificates, these should be requested by emailing [titulos@ufrontera.cl](mailto:titulos@ufrontera.cl). In both cases, students must provide their personal details, registration number and personal telephone number. They must also attach their identity card (photo).

The certificates are digital, with an advanced electronic signature, which has the same legal backing as a printed document. They are sent to e-mails, in PDF format.

The delivery time is 10 working days, according to the law N° 21.398, in its article N° 3 quater.

## **5. Academic level of supervisors and human resources [ESG 1.5]**

In terms of the University's staff, they are classified concerning the type of functions they perform, into two main groups: academic and non-academic.

The academics of the University are assigned to the Regular Academic Body (CAR) or the Non-Regular Academic Body (CANR), and may have the condition of paid or Ad-Honorem.

The Regular Academic Body constitutes the stable academic staff of the Institution. Its members are subject to the Academic Career, enter by a tenure-track search, and must be in possession of a doctoral degree as a basic requirement. The Mechanism of Hierarchization (Ex. Res. N°1104 of 1993) applied by the

Appointments and Promotions Committee is activated, and they may be classified as Instructor, Assistant Professor, Associate Professor, or Full Professor. Their salary is associated with their hierarchy, with levels A, B, and C for each of them, except in the case of the Instructor (DU (University Decree) N°226 of 1998).

The Non-Regular Academic Body is made up of academics who perform specific functions in the Institution and whose contract is for a defined time. They are not hierarchized, nor are they subject to the Academic Career. Their salary is made equivalent to one of the academic hierarchies and their appointment may correspond to one of the following categories, according to article 27 of the Universidad de la Frontera Statute: Emeritus Professor, Researcher, Visiting Professor, Practice Professor, and Assistant.

Additionally, the Institution strengthened the inclusion of professionals assigned to Departments and/or Schools, who carry out activities of collaboration in teaching or research and who are called to generate the academic turnover. To fulfil these functions, they must have an academic degree or prove remarkable expertise in the discipline of their development. Professionals who satisfactorily meet the academic profiles defined by the Institution (Academic Career Ordinance, Ex. Res. 1686 of 2011), and as vacancies arise in the Departments, have the possibility of joining the Regular Academic Body through the tenure-track route.

Additionally, the University has internal regulations for linking visiting academics, who are academics belonging to another institution of Higher Education or national or foreign Research Centre and who are invited to participate in the program to reinforce certain areas of knowledge in which there are no consolidated specialists or researchers. The visiting professor may assume the role of a thesis co-supervisor or solely a teaching position. The regulations also cover the role of programs that involve thesis co-supervision, where professors external to the University are appointed as thesis co-supervisors.

The suitability of visiting academics is regulated according to the accreditation regulations of the Postgraduate Academic Body (Ex. Res. 4942/2016). The regulation establishes criteria and procedures for the accreditation that all academics who participate or have an interest in participating in Doctorate and Master's Programs must undergo.

In Article 12, it is described that Visiting Professors may assume roles in thesis co-supervision and teaching, provided they meet the following criteria: hold a doctorate degree and meet the productivity requirements established by the Chilean National Accreditation Commission, according to the program's area.

Regarding professional training available for the staff, through the Vice-Rectorate of Undergraduate Studies, teachers involved in both undergraduate and postgraduate activities have access to relevant and up-to-date training that provides the opportunity to incorporate tools and principles to enhance their teaching practices. This is reflected in the availability of reverse classroom diplomas, workshops, micro-courses, training sessions, and inclusive teaching (see: <https://docencia.ufro.cl/>).

A maximum of 3 hours a week will be considered, regarding teacher training, courses, workshops, and diplomas that strengthen teaching activities, approved by the Department Director or School Director, as applicable.

For academics in the process of professional development, either in a full-time postgraduate program or following part-time studies, the actual hours dedicated to professional development will be considered.

These hours must be properly accredited by the Postgraduate Directorate and translated into a study commission.

Support and incentives provided by the Research Directorate for academics are mentioned below:

**Research Strengthening:** Its purpose is to strengthen research activities within the Universidad de La Frontera.

- Payment of publication fees in Wos/Scopus journals (contestable)
- Research groups to enhance productivity in Wos journals (formerly Gap) (contestable)
- Additional equipment for Fondecyt and Diufro projects (contestable)
- Editing, translation, or review of scientific articles (non-contestable)
- Registration of external projects with the Research Directorate (non-contestable)
- Applicants to Fondecyt (contestable)

**New Researchers:** It aims to enhance research activities in new thematic areas and develop research activities that allow the incorporation of new researchers into the University.

- Doctoral Thesis (contestable)

**Formative Research:** Its objective is to carry out scientific research activities aimed at building new knowledge to enhance undergraduate teaching and its contribution to the achievement of the graduation profile of students at the Universidad de La Frontera.

- Professors sponsoring undergraduate and postgraduate students (contestable)

**Economic Incentives<sup>5</sup>:**

- Recognition of most-cited articles
- Scientific productivity
- Scientific photography
- Productivity of books

**Commissions for Professional Development and Studies:** The professional development commission aims to improve the training of an academic in Postgraduate Programs (Specialization or Diplomas) or Postgraduate Programs leading to a Master's or Doctorate degree (**Annex 3.7.**). The professional development commissions will be granted for the duration of the program plus any levelling studies if necessary. The academic will sign a commitment letter specifying the conditions and duration of the programme.

**Study Commissions:** The study commission aims to authorize an academic to be absent from their usual duties to attend congresses, symposia, round tables, colloquia, or other academic activities that do not involve systematic professional development.

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<sup>5</sup> Under the Research Directorate.

As for administrative staff, there are the following welfare services:

- Psychosocial First Aid Program: The objective is to provide support in situations of personal or family crisis by conducting an initial evaluation and, if necessary, making referrals with the support of a network.
- Medical Expenses Reimbursement: This benefit covers the reimbursement of expenses for medicines, medical consultations, examinations, dental treatments, surgeries, hospitalization, among others, for members of the Staff Welfare and their current legal dependents.
- Telemedicine
- Dental Care
- Technical Aids
- Loans
- Multiple agreements
- Legal guidance
- Social allowances
- TCV Program: It is a tool aimed at preventing drug and alcohol consumption, contributing to improving the quality of life of university staff and their immediate families by promoting a preventive culture.
- Recreational Centres

## **6. Support services and research environment [ESG 1.6]**

### Support

In January of the year 2006, the Vice Presidency for Research and Postgraduate Studies was established with the purpose of providing the University with the capacity to generate policies and instruments that allow for the allocation of resources to areas of excellence, whether existing or emerging, related to research and postgraduate studies. Under this Vice Presidency, four interdependent units are articulated, one of which is the Postgraduate Academic Directorate (DAP).

The DAP is an academic-administrative unit whose fundamental task is to establish, promote, incentivize, develop, safeguard, and coordinate the postgraduate activity at the Universidad de La Frontera and the accreditation of the academic bodies of the programs. Its mission is: *"To promote and maintain the excellence of the postgraduate programs offered by the Universidad de La Frontera to the regional and national community. To promote and stimulate the creation of new postgraduate programs, disciplinary or interdisciplinary, around consolidated groups of specialists, existing researchers, or in strategic alliances with other private or public, national or foreign institutions dedicated to the training of specialists and research, thus facilitating national or international scientific and technological cooperation."*

Regarding support for students, the DAP conducts inductions, upon request from the programs, with a focus on providing students with information about financial obligations, scholarships, procedures for applying for student aid, obtaining the TNE (National Student Card) and TUI (University Identification Card), among other internal processes.

Students may apply for internal (institutional) scholarships, the sources of financing for which originate from:

- Postgraduate Program Tuition Fee Exemption Scholarships (Partial or Total): Directed to students enrolled in Doctoral, Master's, and Specialization Programs. Coverage may be total (100%) or partial (15%, 20%, 25%, 35%, 50%, 75%).
- Francisco Salazar Tuition Fee Exemption Scholarship: Directed to undergraduate alumni who have received the Universidad de La Frontera Award and enroll in a Doctoral or Master's Program within 3 years following their graduation. The scholarship covers the total exemption of tuition fees (excluding registration fees).
- Maintenance Scholarship: Directed to students enrolled in full-time doctoral programs.
- Doctoral Thesis Completion Scholarship: Directed to doctoral students and is not compatible with the maintenance scholarship. This scholarship aims to enable students to complete the work necessary to obtain the doctoral degree within a period of six months, allowing them to dedicate themselves exclusively to the writing and revision of their doctoral thesis and the attainment of the academic degree.
- Connectivity Scholarship, Notebook Loan Modality for Postgraduate Students: This support is provided to postgraduate students in Doctoral, Master's, and Specialization Programs who do not have computer equipment to participate in mixed-mode teaching. This benefit aims to assist those who do not have access to equipment or, if they have one, must share it with other family members and have no means to acquire another. This support originated during the pandemic but has been maintained for students who need equipment.
- Internationalization Scholarship: The purpose of this scholarship for Doctoral programs is to carry out internships abroad, allowing for the strengthening of international scientific collaborations, contributing to the enhancement of double-degree agreements signed by the Doctoral Programs of our University, and supporting the academic training of regular students in Doctoral Programs who, as part of their thesis development, need to carry out activities at foreign universities or research centers.
- I+D+i+e Internship Scholarship: Directed to active Master's and Doctoral students who are developing or preparing their thesis or AFE (Equivalent Formative Activity). The objective of this scholarship is to promote closeness, collaboration, and the deepening of practical knowledge in the areas of I+D+i+e (Research, Development, Innovation, and Entrepreneurship) between postgraduate students of the Universidad de La Frontera and national and international companies and/or industries, as well as governmental and non-governmental organizations, through short-term internships.

Regarding tuition and/or fee exemptions, the director is the one who determines the percentage of tuition fee exemption based on the academic background of the students, taking into consideration the forms available on the website (<https://direcciondepostgrado.ufro.cl/becas/becas-internas/>).

In relation to the dedication of academics, the institutional regulations formalized in Ex. Res. 3280 of 2012, which approves new Standards on Levels of Academic Activities, state that academics with a 44-hour contract will dedicate a minimum of 8 direct hours to undergraduate and postgraduate teaching, or, in their absence, two semester-long courses. In the case of postgraduate programs, only professors accredited by the Postgraduate Academic Directorate can allocate hours for this academic activity. Academics with a

contract of equal to or greater than 22 hours and less than 44 will dedicate a minimum of 6 direct hours to two semester-long courses for undergraduate and postgraduate teaching.

Regarding thesis supervision, the weekly dedication time per academic will be two hours per topic for undergraduate programs and three hours per topic for postgraduate programs.

The established times for the preparation of theoretical and laboratory classes, creation of assessments (theoretical and practical), and assessment corrections should be calculated for academics with a contract of equal to or greater than 22 hours with a maximum factor of 1 hour per direct hour.

In the case of thesis evaluators and participants in degree examinations, they may allocate a maximum of 1 hour per week for this purpose.

For student support, all academics with a workload of equal to or greater than 22 hours must allocate a total of 2 hours exclusively for student support, which will remain constant throughout the semester, and the schedule must be communicated at the beginning of the semester.

### Research environment

The Universidad de La Frontera has an Internationalization Policy, which describes that the Institution understands the field as a dynamic, continuous, and comprehensive process that involves the entire university community, with the purpose of incorporating the international and intercultural dimension into the institution's activities, expanding and consolidating its international networks, to distinguish itself for its high standards of quality.

Community engagement is among the areas of action, ensuring the proper development of international links established with the disciplinary, artistic, research, technological, productive, or professional environment.

This policy was reinforced by the award of the Performance Agreement in Doctoral Internationalization FRO1204, whose main objective was to increase the visibility of the programs at the international level and improve the indicators related to I+D+I of the Doctorates.

In terms of orientation and guidance on professional development opportunities, there is:

#### **Postgraduate Summer School:**

Under the initiative of the Academic Directorate of Postgraduate, academic bodies of Doctorate, Master's, and Specialization Programmes are encouraged to provide short courses aimed at enhancing cross-cutting competencies in students, graduates, and degree holders. These courses are designed to contribute to the development of students, graduates, and degree holders across various Postgraduate Programmes at the Universidad de La Frontera. They are conducted by faculty members and focus on the cultivation of cross-cutting topics and competencies essential for postgraduate education.

**Internship in the Industry:**

As part of the "Support Fund for Innovation in Higher Education 2019, FRO 19101" initiative, the Academic Directorate of Postgraduate, in collaboration with the Directorate of Innovation and Technological Transfer at Universidad de La Frontera, recognizes the importance of enhancing Postgraduate programs with practical experiences within various national institutions. This approach aims to foster collaboration and create networks between postgraduate students and external organizations.

To achieve this, funding is provided to students for internships that contribute both practically and theoretically to the enrichment and complementation of the knowledge they have acquired during their studies. The ultimate goal is to make a meaningful contribution to the development of various industries and the public sector.

This initiative seeks to promote and facilitate collaboration between students and institutions in specific thematic areas, including Health and Social Welfare, Climate Change and Sustainability, as well as Industrial Transformation and Technological Revolution.

**TOEFL Scholarship:**

The DAP, in conjunction with the Language Coordination (CODI), offers English courses for postgraduate students at the University, to support and encourage comprehensive training and improve language skills in English. One of them is the "TOEFL Exam Preparation Course," which provides funding for the TOEFL exam registration fee to the top-performing student.

**Support for attendance at national and international scientific events for postgraduate students:**

It is a complementary financial aid for attending national and international scientific events, for those students who can prove the presentation of accepted papers with the respective evidence.

**Resources**

In terms of infrastructure and equipment for conducting thesis research, each professor hosts her/his students in their own laboratory, providing the infrastructure and equipment necessary for the student research. In addition, in 2009 the University of La Frontera created the Scientific and Technological Center in Bio resources (BIOREN-UFRO) dependent from VRP, which is an equipment center that has centralized equipment of high range and performance, such as: flow cytometer, confocal microscope, electron microscopes, chromatography coupled to mass spectrometry; illumina My Seq sequencing and Maldi-TOF proteomic platforms, others. BIOREN-UFRO facilitates the use of these equipments. UFRO using institutional funds, hires the technical personnel who operates them permanently. This has meant a quantum leap in the possibilities of using high performance technologies and with it, access to carry out research in several disciplines of Bioresources, Biotechnology developed by doctoral programs.

Additionally, to ensure that there is an appropriate amount of literature, journals, and information sources, the Universidad de La Frontera subscribes to specialized databases and electronic journals, such as Communication & Mass Media Complete, Dialnet, DOAJ, EBSCO, E-revistas, Humanities Source, Journal Citation Report, Jstor, Academic Search Complete, Master File Premier, OXFORD Journals, Psychology

and Behavioral Science, Redalyc, SAGE, SciELO, Web of Science, Scopus, and Socindex. Access to these resources can be obtained through the following website:  
<http://www.bib.ufro.cl/portav3/index.php/recursos-electronicos/bases-de-datos-ufro>

In this regard, continuous training sessions are regularly conducted on the library's services, including database management. These sessions are coordinated and scheduled at times most convenient for students and faculty, even on Fridays and Saturdays.

In general terms, the texts available at the Universidad de La Frontera's library are as follows:

- Number of print materials: 134,242
- Number of ebooks: 424,630
- Number of electronic journals: 41,510
- Number of resources in the Digital Library UFRO: 10,600

*Source: Library Directorate*

Regarding the amount of titles available in the university library's catalog related to research areas of the Doctorate programmes based on searches using "all fields" and subjects related to the research lines, we can observe that for studies in economics (434 titles), geography (491 titles), sociology (546 titles), psychology (993 titles), environmental studies (172 titles), cultural studies (225 titles), communication (923 titles), anthropology (162 titles), Chilean history (218 titles), epistemology and philosophy (915 titles), political science (140 titles), among other related fields, there is a sufficient availability of bibliographic material. This is further reinforced by access to the aforementioned journal and book databases, which enhance the availability of relevant and up-to-date documents related to course content and the necessary readings for doctoral research within the programmes.

Here is the link to access the bibliographic catalog available at the Universidad de La Frontera Library:  
<http://200.10.20.55/uhtbin/cgisirsi.exe/?ps=Fen4jgm91X/BC/X/60/502/X>

The UFRO Libraries Directorate consists of five buildings distributed in Temuco (central library, health library and indigenous documentation centre), Angol campus and Pucón campus; constituting a service unit designed to meet the information requirements in about 6 thousand square meters built and with more than 130,000 volumes, 54 multidisciplinary databases, more than 900 academic journals, a platform with 17 its own academic journals and a digital library with more than 2,000 files (own books published by Ediciones UFRO, audiovisual, photographic and textile archives, theses and regional historical archives).

Additionally, students can access a set of bibliographic resources located in library facilities of the Universities belonging to the Chilean Council of Rectors. Through a Cooperation Agreement among Libraries of Universities affiliated with the Chilean Council of Rectors, students can request loan materials that are not available in the Universidad de La Frontera's Library and Information Resources System.

## **7. Public Information [ESG 1.8]**

The DAP conducts communication campaigns to disseminate the academic offerings through digital media, including platforms such as META (Instagram and Facebook), LinkedIn (Lead Form), Programmatic, Google Search, and Youtube. You can watch the following campaign spot for postgraduate studies:

<https://www.youtube.com/watch?v=Qu2b7U6ORyY>. Currently, there is a pilot platform for candidate applications for programs in the admission stages (<https://postgrado.ufro.cl/doctorados/>).

At the level of the Postgraduate Academic Directorate, program information is available on the website (<https://postgrado.ufro.cl/doctorados/>), where you can find details about the programmes' description, graduate profile, curriculum, research lines, faculty, admission requirements, national accreditation, contact information, and the official website of each postgraduate program. This information is regularly updated and disseminated during the respective admission periods.

## **II. Doctorate Programme in Communication**

### **Embedding of the doctoral programme in the Universidad Austral de Chile**

The Doctorate in Communication is a joint program between the Universidad de La Frontera and the Universidad Austral de Chile. The creation of this program aligns with the principles and goals of both universities, enhancing their undergraduate and postgraduate offerings in the field of Communication. Additionally, it is the fourth program of its kind in Chile and the first outside the capital, focusing on issues of communication and culture.

Below, institutional information from the Universidad Austral de Chile is presented, complementing the previously provided information about the University of La Frontera.

#### **Mission of the Universidad Austral de Chile**

"According to its statutes, the mission of the University is to contribute to the spiritual and material progress of society through the resources of scientific and humanistic knowledge, technological progress and artistic creation, in accordance with the values of its own historical tradition and the need for sustainable development of both the region and the country.

In fulfilling this mission, the University declares its unrestricted adherence to the cultural, intellectual and moral values of society and, consequently, recognises and assures each and every one of its members the right to personal development and the free expression of their ideas within the mutual respect, the search for excellence and the attachment to the truth required by the nature of the institution.

In accordance with its founding origin, the University will give special preference to the knowledge of the natural resources of the Southern Chile, seeking the conservation of its ecosystems. Likewise, it will especially promote studies aimed at solving the problems of human welfare in the Southern area, primarily those related to education, health and community life, also giving preferential support to the preservation of its historical heritage and cultural development".

#### **Structure and functioning of the Universidad Austral de Chile**

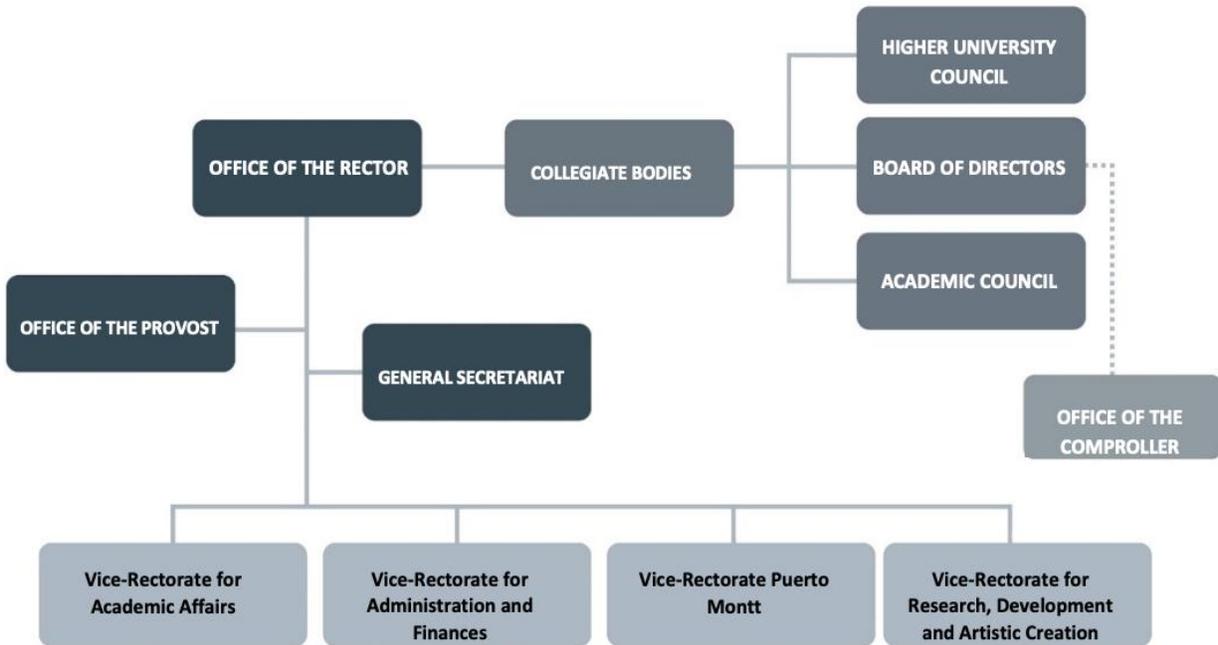
Universidad Austral de Chile is a study community made up of academics and students who, with the support of academic and administrative staff and service personnel, works towards the goals of higher education. It was founded through Supreme Decree No. 3,757 of 7<sup>th</sup> September 1954, in Valdivia, on the initiative of prominent personalities of the city led by Dr. Eduardo Morales Miranda, in response to the urgent aspiration to have a higher education institution in the Southern Chile. The promulgation of Law No. 16.848 of 3<sup>rd</sup> June 1968 enshrined its autonomy to dictate study plans and programmes.

Universidad Austral de Chile is legally organised as a non-profit private Law Corporation, recognised by the State and enjoying academic, administrative and financial autonomy in accordance with the law. This fact has been established since its founding statutes in 1955, which latest amendments were approved by the General Meeting of Members of this Corporation on 25<sup>th</sup> November 2004 and 26<sup>th</sup> April 2005. Its main location is in the city of Valdivia, without prejudice to the development of its activities in other places through campuses, headquarters or other dependencies.

The University assumes as its main objectives those set out in Art. 4 of its Statutes:

- a. To develop scientific and humanistic research, and to promote the advancement of technology and artistic creation that contribute to the solution of problems and requirements of human beings, society and the environment.
- b. To transmit knowledge through undergraduate and postgraduate teaching and other activities that lead to the training of professionals and academics, within a framework of respect for fundamental rights and socially shared values.
- c. To Interact with the community through outreach, training, technology transfer programmes and services, that contribute to its cultural development and the link between the University and the productive sector.

The governance structure of the Universidad Austral de Chile is organised into three levels of operation: Collegiate Bodies, Central Administration and Academic Units, which, divided in terms of functions and powers and interrelated by the activities they carry out, provide the necessary support and stability for the University to fulfil the institutional statutory and strategic goals. Figures 1 and 2 below show the General Organigram of the University and the functional structure of the Central Administration, respectively: The Board of Directors, the Academic Council, the Higher University Council and the higher unipersonal authorities that include the Rector, the Provost, the Vice-Rector(s), the Secretary General and the Comptroller as established in the Statutes.



**Figure 4: general organisational chart of the Universidad Austral De Chile**

For the development and realisation of its academic activities, the University is essentially organised into Faculties. These are the higher academic units of the University, organised around the same area of knowledge or related areas. In order to carry out their functions, they are structured into Institutes, Schools or other units. There are currently 10 Faculties: Medicine, Sciences, Agricultural and Food Sciences, Forestry and Natural Resources, Veterinary Sciences, Engineering Sciences, Economic and Administrative Sciences, Legal and Social Sciences, Philosophy and Humanities, and Architecture and Arts.

The university community is made up of approximately 16,900 undergraduate students, 1,200 students in postgraduate programmes, 1,150 academics and adjunct professors and 2,584 administrative and service staff, distributed among the ten Faculties, the Puerto Montt campus, the Patagonia Campus (Coyhaique), the Osorno Clinical Campus and the Representative Office in Santiago.

Universidad Austral de Chile is an active member of the Council of Rectors of Chilean Universities and one of the eight traditional universities in the pre-1981 higher education system. The development achieved by the Universidad Austral de Chile in its 66 years of existence is considerable: more than 38,000 professionals have graduated from its classrooms and they can be found in every corner of the country, mainly in the Southern area, and also abroad; the experience in postgraduate training in various disciplines has been in existence for 47 years, with more than 3,000 graduates in Master's and Doctorate programmes.

The University currently offers 62 undergraduate programmes, 7 technical programmes, 3 Bachelor's programmes, 11 Doctorate programmes, 32 Master's programmes, 14 Medical Specialty and Subspecialty programmes and 25 Diploma programmes in the cities of Valdivia, Puerto Montt and Coyhaique. This educational offer is developed in a multidisciplinary environment, with a modern and harmonious environment in line with the concerns and needs of the students.

Universidad Austral de Chile is a complex institution that develops undergraduate and postgraduate teaching, research and outreach with its territory. To guide the management of these areas and their future, the University establishes strategic plans at the institutional, Faculty and Institute levels, ensuring due alignment between the objectives set at the central level and those of these academic units.

Undergraduate education, Postgraduate education, Research, Development and Artistic Creation, Outreach, Institutional Management and Quality Assurance are defined as strategic axes. For each of these areas, objectives and strategic lines of action are established to guide institutional efforts to achieve the value propositions for its target groups: students, graduates, the public sector, the productive sector, civil society, academic, administrative and service staff.

In addition, the University has academic-administrative policies that enable it to deploy quality assurance mechanisms and processes in each of its management areas. In effect, the following policies are in force: Undergraduate Teaching Policy (2005), Postgraduate Policy (2020), Research Policy (2009), Outreach Policy (2009), Extension Policy (2009) and University-Business-Industry Liaison Policy (2009).

### **Status and degree-awarding powers**

Universidad Austral de Chile is governed by the regulations and legality in force in the country. Decree with Force of Law No. 1 of 1981 applies to all universities in Chile and establishes the academic capacities of these institutions, including the possibility of granting the degree of Doctor:

" Article 9 - The universities are exclusively responsible for awarding the academic degrees of Bachelor, Master and Doctor. (...) The degree of Doctor is the maximum degree that can be granted by the University. It is conferred to the student who has obtained a Bachelor's or Master's degree in the respective discipline and who has approved a superior program of studies and research and certifies that who is granted with the doctoral degree, has the capacity and knowledge necessary to carry out original research".

The amount of tuition fees and the system of internal scholarships is independently agreed by the university. The cost of the programme takes as a reference fee the amount designated by ANID for this purpose.

### **Institutional environment - Organisation of Postgraduate at the Universidad Austral de Chile**

The training of Universidad Austral de Chile's graduates is strongly based on the development of competencies in the field of research excellence and the solution of complex problems. In this way, the area contributes to the development of advanced human capital that will participate in the social, cultural and productive processes of the country in line with the institutional mission of contributing with excellence to the sustainable development and welfare of the country, from the Southern Chile, training ethically and socially committed professionals and graduates, creating and researching in the various areas of scientific, technological, humanistic, artistic and social knowledge and maintaining an active outreach.

The **Department of Postgraduate Studies** of the Vice-Rectorate for Academic Affairs is the senior academic-administrative unit of the central administration, which defines and promotes specific policies and guidelines, promulgates resolutions and ensures compliance with the regulations of the University's postgraduate studies.

The **Graduate Schools** are the academic-administrative units in charge of organising, managing, supervising and promoting the Postgraduate Programmes of the Faculties or branches, in accordance with the statutes of Universidad Austral de Chile, its strategic plan, policies and regulations in force. They report

to the Department of Postgraduate Studies, a unit that institutionally directs, controls and coordinates their work through a Postgraduate Council composed of the Directors of the Graduate Schools, the Director of Postgraduate Studies and a Postgraduate Student Representative.

The Directors of the Graduate Schools, together with the Programme or Specialisation Directors, oversee the admission processes, the progress of students in their studies and timely graduation. In this institutional context, the quality assurance of the management of postgraduate teaching in all programmes is analysed and resolved by the Postgraduate Council. At the same time, each School forms a Graduate School Council composed of the Programme or Specialisation Directors. At the same time, the Programme or Specialisation Committees are appointed by the Department of Postgraduate Studies at the request of the Director of the respective School to which the applicant postgraduate programme belongs.

The quality assurance of the programmes is ensured through the coordinated work of five bodies:

- Postgraduate Council, consisting of the directors of all Graduate Schools.
- Central Doctoral Committee, appointed by the Academic Council on the basis of a proposal from the Director of Postgraduate Studies.
- Central Master's Commission, appointed by the Academic Council on the basis of a proposal by the Vice-Rectorate for Academic Affairs.
- Central Graduate Commission, appointed by the Department of Postgraduate Studies and composed of two Directors of Graduate Schools and the Director of Postgraduate Studies.
- Central Commission for Medical Specialties and Medical Subspecialties composed of the Directors of Medical Specialty and Subspecialty Programmes, the Director of the Graduate School and the Director of Postgraduate Studies or his/her representative.
- Central Commission for Postgraduate Self-Assessment and Accreditation, appointed by the Vice-Rectorate for Academic Affairs.

The aforementioned commissions mainly establish the regulations and procedures for the proper functioning, development and quality assurance of the programmes and their professors with regard to accreditation, whether internal or by external bodies.

### **Regulatory body**

Postgraduate studies - doctorates, specialisations in the area of health, masters and diploma courses - are organised according to the recently updated Postgraduate Policies (**Annex 1.2**) and the regulations that guide their administration, management and operation:

- General Regulations for Doctoral Programmes at the Universidad Austral de Chile. D.R. N° 33/2009 (**Annex N°14.3**).
- General Regulations of the Master's Programmes at Universidad Austral de Chile. D.R. N° 22/2014.
- Regulations for Diploma Programmes at Universidad Austral de Chile. D.R. N° 11/2012.
- Regulations for Graduate Schools at Universidad Austral de Chile. D.R. N° 16/2015 (**Annex N°3.1c**).

- General Regulations for Medical Specialty and Subspecialty Programmes at Universidad Austral de Chile. D.R. N° 19/2016.

Doctoral programmes are regulated internally by Universidad Austral de Chile's General Regulations for Doctoral Programmes (**Annex N°14.3**). The document defines the Central Doctoral Commission as the highest control body for the quality, relevance and development of the programmes offered by the University's Graduate Schools. The Central Doctoral Commission is chaired by the Director of Postgraduate Studies and is made up of professors accredited by the University, who are proposed by the Director of Postgraduate Studies and confirmed by the Academic Council, which is the University's highest collegiate academic decision-making body. The professors who make up the Commission have a four-year term of office, and may be re-elected only once.

#### **Computerised curriculum registration system**

The management of information related to student enrolment, registration of academic activities, curricular progress, among other aspects, is incorporated into a postgraduate computer system, which, among other functions, allows online application to the different programmes.

#### **Computerised financial system**

For the registration, management and processing of financial information, Universidad Austral de Chile has corporate systems such as Student Benefits Management, Financial Accounting System - FIN700, University Credit Fund Management - HELEN and Enrolment Service Centre – CAM (for its abbreviation in Spanish).

#### **Self-evaluation processes leading to accreditation**

Universidad Austral de Chile has been permanently concerned with the continuous improvement of the quality of its processes and has participated in the National System of Quality Assurance in Higher Education since its inception in 1999. It is accredited by the National Accreditation Commission for 6 years in all areas subject to accreditation: Institutional Management, Undergraduate Teaching, Postgraduate Teaching, Research and Outreach.

Postgraduate programmes and specialisations are committed to accreditation and are supported by the Institutional Self-Evaluation and Quality Department and the accreditation units of the Faculties.

#### **Programme design**

The proposal of a new Doctoral Programme, by a Graduate School, requires the approval of the Academic Council after the approval of the Central Doctoral Commission in the first instance. The proposal is made by means of a project that must consider the criteria that the CNA has defined for these programmes, in addition to the following background information:

- **Curricular.** General background, justification and relevance, objectives, length, admission requirements, graduate profile, study plan (compulsory and complementary subjects with an indication of the number of credits for each subject, prerequisites, responsible professors, collaborating professors), characteristics of the thesis or final project.
- **Academic.** Curriculum vitae of the participating professors, according to the standardised format and in accordance with the requirements established by the Central Doctoral Commission for their respective accreditation or authorisation to teach postgraduate courses.

- **Institutional.** Facilities in infrastructure, equipment of minor and major complexity, support units, Institutional Library System with the list of books and scientific journals related to the Periodic Subscription Programme, and electronic databases whose functional importance is progressively increasing.
- **Financial.** Economic feasibility study approved by the Vice-Rectorate for Administrative and Economic Affairs.

### **Accreditation of Academics**

One of Universidad Austral de Chile's postgraduate quality assurance mechanisms is the accreditation of professors participating in Doctoral, Medical Specialty and Master's programmes. In the case of Doctoral Programmes, the Central Doctoral Commission is in charge of accrediting or authorising professors to collaborate or direct subjects and sponsor Theses. This qualification is carried out according to the Criteria for the Accreditation of Professors of Doctoral Programmes, established in Resolution No. 26 of 13<sup>th</sup> April 2012 of the Department of Postgraduate Studies (**Annex 14.5**).

### **Evaluation of postgraduate teaching**

The evaluation of teaching performance is carried out through a Postgraduate Teaching Evaluation Survey, conducted every six months. In addition, at the institutional level, the evaluation of teachers is carried out through the signing of individual performance agreements, within the framework of the guidelines of the Faculty and the Universidad Austral de Chile (**Annex 14.6**). The subscription of the performance agreement is a requirement for academic promotion, which is in accordance with the Academic Career Regulations approved in its latest version in January 2013. These have a duration of three years with annual monitoring and periodic control, and evaluation at the end of the period.

### **Research**

Since the founding of the Universidad Austral de Chile, research, development, innovation and artistic creation have been conceived as fundamental tasks linked to teaching and outreach. Considering its historical tradition, the demands of the higher education system, the country's needs, as well as those of the academic community, Universidad Austral de Chile approved in 2018, through its Decree No. 6, the creation of a Vice-Rectorate for Research, Development and Artistic Creation, whose general objective is the planning, organisation and management of university activities in the field of research, creation, development, innovation and technology transfer. To this end, it must propose and execute policies and mechanisms that ensure the transversality and articulation of actions, efficiency in management, communication and transfer and its insertion in the national and international context.

This macro-unit is made up of three departments: Research, Development and Innovation, and Artistic Creation, which support and guide all researchers and creators who contribute to the generation of new knowledge from the different disciplinary lines of the University. It has an Advisory Council that connects the Vice-Rectorate with the Faculties, branches and campuses, which supports the planning, execution and monitoring capacities of the institutional efforts made in research, development, innovation and artistic creation.

In order to promote research, the results of which in 2020 are expressed in the publication of 822 WoS articles and the participation of academics in 472 projects, there is a Research Policy within the framework of which a system of research funds, incentives and other mechanisms for strengthening the area is structured.

## **1. Aims and structure of the doctoral programme [ESG 1.2] 2.**

### **Intended learning outcomes**

The Doctorate in Communication of the Universidad de La Frontera (UFRO) and the Universidad Austral de Chile (UACH) is of an academic nature and is aimed at training graduates whose skills will enable them to contribute socially from the development of autonomous research and the dissemination of knowledge generated in the area of communication. The programme began its activities in March 2018 with ten students enrolled, five at UFRO and five at UACH.

“The purpose of the programme is to train students who will become qualified Doctors, able to carry out autonomous research in the field of communication and to develop the dissemination of knowledge in the area to academic audiences; they will also have the skills to communicate effectively with different audiences and to analyse problems in known and emerging intercultural contexts, with different theoretical and methodological techniques, from an interdisciplinary perspective and with critical thinking” (Article N°4, Res. Ex. 4158/2017: **Creates the Doctorate Programme in Communication and approval of Study plan and its Regulation**)

Its study plan has a total theoretical duration of eight semesters, which students actually complete in 9.4 semesters on average. As of the first semester of 2024, the programme had 22 students in the final cycle, i.e., with research projects approved in a qualifying examination and with different levels of progress. By the same date, twelve had graduated, with 31 publications associated with their thesis projects, with an average of 3.4 per person.

The main employment destination of the graduates is the university/academic field either as lecturers or professionals, where 56% of the employability is concentrated; of the remaining 22% work in non-governmental organisations, consultancies or foundations in the private system. As of the second semester of 2023, students have participated in 31 national and nine international conferences and seminars.

The definition of specific competences or qualifications of the Postgraduate Programmes at the Universidad de La Frontera is carried out in accordance with the National Qualifications Framework (MNC, in Spanish) for Higher Education, which provides definitions for different levels of training, the most advanced of which is the doctorate. In this context, the degree of Doctor in any field or discipline, shall be understood as:

"Academic degree that certifies that the graduate demonstrates specialised theoretical and practical knowledge that is at the forefront of a disciplinary area and advanced knowledge of related disciplines; skills of evaluation and integration of information that allow them to conceptualise, problematise and make informed judgements; design of solutions to problems in uncertain contexts; and generation of knowledge that contributes to the advancement of a disciplinary area; and the ability to perform autonomously in research, innovation or artistic creation in their disciplinary area" (MNC, 2016).

In the specific case of this Doctorate programme in Communication, its graduation profile aims to enable students to work in research centres and institutes, as well as in public or private higher education

institutions. The graduate profile is built considering a "academic training of quality, comprehensive and relevant to the challenges posed by today's society" (**Annex 6.1.c and 6.1.d:** Article N°6, Res. Ex. 4158/2017) and is defined as follows:

The Doctor in Communication trained at the Universidad de la Frontera and the Universidad Austral de Chile is a graduate with skills to perform in (1) autonomous research in the field of communication, and (2) the dissemination of knowledge in the area to academic audiences.

From this profile, there are two (2) Performance Domains in which students are trained:

1. Autonomous research in the field of communication. Specific competences emerge from this domain:
  - 1.1. To identify new problems in intercultural contexts, both known and emerging, using different theoretical and methodological techniques;
  - 1.2. To conduct research in the field of communication, using theoretical and methodological tools from an interdisciplinary perspective to contribute to the understanding of the problems associated with different intercultural contexts.
2. The dissemination of knowledge in the area to academic audiences. Specific competences emerge from this domain:
  - 2.1. To prepare scientific articles for publication in indexed journals in the field, based on theoretical discussion, preliminary analysis of different corpora and own research results.
  - 2.2. To produce scientific texts for the presentation of research results to academic audiences.

In addition, two (2) Generic Competences are identified

- Critical thinking: ability to evaluate or analyse reality and the arguments about it, both one's own and those of others.
- Communicating effectively to diverse audiences: skill to develop and present ideas clearly, precisely and concisely

The process of creating this doctoral programme was conformed to a series of internal and external regulations that seek to ensure that the programme and its learning will be meaningful for its graduates and the contribution they seek to make to society. One such regulation is the resolution approving the procedure for the creation of new postgraduate programmes and specialisations (**Annex 4.1:** Res. Ex. 1146/2020). This regulation requires the submission of a needs study justifying the creation of the programme, statistics of evidenced demand and a comparative study of similar programmes.

In addition, the graduation profile can be redesigned, if appropriate, in accordance with the stipulations of Resolution 1441/2023 (**Annex 2.3**), which defines the procedure, analysis, updating, adjustments and curricular redesign of postgraduate programmes and specialisations, as well as the general regulations for doctoral programmes. All these quality assurance procedures involve the gathering of information from

graduates through mechanisms such as the biannual survey carried out by the Postgraduate Academic Department, and graduate surveys for national accreditation purposes<sup>6</sup>.

### **Elements and programme quality**

The ideal study plan can be illustrated as follows, as shown in Figure 5:

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<sup>6</sup> In the last national accreditation process, the programme did not yet have graduates, so at the date of sending the documentation to the National Accreditation Commission (2021) there was still no information on graduate surveys.



**Figure 5**

The training process contemplates that each student has a UFRO lecturer, a UACH lecturer and an external lecturer to accompany them in the formulation and execution of their research project. The external lecturer is preferably from an international university, so that all students have an experience of thesis research work with a broad perspective and co-tutorship from outside both universities.

The curricular activities that take place in the first semester of each year are held at the Universidad de La Frontera in Temuco. Those in the second semester take place on the campus of the Universidad Austral de Chile, in Valdivia. Each curricular activity has its own mandatory requirements to contribute to the study plan. These requirements are summarised in Table 2 of Curricular Activities.

**Table 2: Curricular activities of the Doctorate in Communication Study Plan**

N.o	CURRICULAR ACTIVITY	FLEXIBILITY	CRED. SCT		PRE-REQUISITE
			UFRO	UACH	
	<b>Level I</b>				
1	Epistemological and theoretical Fundaments of Culture and Communication	Mandatory	12	13	NO
2	Communication and Culture I	Mandatory	12	13	NO
3	Elective I	Elective	6	6	NO
	<b>Level II</b>				
4	Fundaments of Research in Culture and communication	Mandatory	12	13	NO
5	Communication and Culture II	Mandatory	12	13	NO
6	Elective II	Elective	6	6	NO
	<b>Level III</b>				
7	Research Methodology in Culture and Communication	Mandatory	18	19	NO
8	Research Seminar I	Mandatory	12	13	NO
	<b>Level IV</b>				
9	Research Module I	Mandatory	6	7	NO
10	Thesis project	Mandatory	22	23	NO
11	Qualifying Examination	Mandatory	2	2	1 to 10
	<b>Nivel V</b>				
12	Dissertation Advance I	Mandatory	30	32	11
	<b>Nivel VI</b>				
13	Dissertation Advance II	Mandatory	18	20	11 and 12
14	Research Seminar II	Mandatory	12	13	11
	<b>Nivel VII</b>				
15	Dissertation Advance III	Mandatory	30	32	11 to 13
	<b>Nivel VIII</b>				
16	Doctoral Dissertation	Mandatory	26	28	11 to 15
17	Doctoral Degree Examination	Mandatory	4	4	11 to 16

Some of the elective courses are offered in conjunction with Master's or Doctoral programmes at both UFRO in the first semester and UACH, in the second semester. Students must take 2 electives on a mandatory basis to complete their study plan. The rest of the subjects in the study plan are taught exclusively by the programme.

The Elective I and Elective II courses offered by the Doctorate in Communication are usually adapted to the interests of each cohort, to visiting professors or to research projects developed by the academic staff. Since its inception, the programme has offered 23 electives with different perspectives on communication research, which are also open to students from other postgraduate programmes. By way of illustration, some of the elective modules that have been offered in recent years are shown below:

<b>Elective module</b>	<b>Teacher</b>	<b>Year</b>
"Methodologies in framing analysis".	Dr. Carlos Muñiz	2021
The critical perspective in communication: practices, theoretical gaps and institutionalisation	Dr. Claudio Salinas	2021
<i>Corpo política</i> : the alteration of the archive of the body by images.	Dr. Rodrigo Browne	2022
Scientific Writing Workshop	Dr. Paula Flores	2023-2024

In relation to the distribution of the academic load, each of the subjects in Table 3 contributes the following credits.

**Table 3: Credits of the curricular activities, of the Doctorate in Communication Study Plan**

<b>Curricular activities</b>	<b>UFRO Credit</b>	<b>Credit UACH</b>
Mandatory courses	66	71
Elective courses	12	12
Seminars	24	26
Research modules	6	7
Qualifying examination	2	2
Thesis project	22	23
Dissertation advances	78	84
Dissertation	26	28
Doctoral Degree Examination	4	4
<b>Total programme credit, according to own definition of credit/equivalent unit</b>	<b>240</b>	<b>257</b>
Theoretical Length of the Programme	8 academic semesters	
Total length in hours of effective face-to-face and non-face-to-face work (chronological hours)	<b>6.708</b>	

For a better understanding of this table, it is necessary to note that the workload in SCT-Chile allows equivalence with systems in other countries, such as the European ECTS model, which shares the same definition of credit and basis of calculation (60 credits per year). Likewise, in countries such as the United States, where total student work time is considered in most academic measurement systems, an easy transformation is found (p.94. CRUCH Handbook, 2016). For equivalences in credit systems, see Table 4.

**Table 4: Credit systems.**

Credit system	SCT-Chile	ECTS	CLAR
No. of credits in 1 academic semester	30 SCT	30 ECTS	30 CLAR
No. of credits in 1 academic year	60 SCT	60 ECTS	30 CLAR
N° of chronological hours of academic work per year	1440-1900	1400-1680	1440-1980

The curricular activities contribute through the development of specific and generic competences, as derived from the graduation profile. The particular contribution of each activity is illustrated in Table 5: Competences Matrix. For the name of each Curricular Activity, see Table 2 of Curricular Activities.

**Table 5: Competences Matrix**

CURRICULAR ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COMPETENCIES																	
Specific																	
1.1.) Identify new problems in intercultural contexts, both known and emerging, using different theoretical and methodological techniques.	X	X	X	X	X	X	X			X	X					X	X
1.2.) Conduct research in the field of communication, using theoretical and methodological tools from an interdisciplinary perspective to contribute to the understanding of the problems associated with different intercultural contexts.				X			X			X	X	X	X		X	X	X
2.1.) Prepare scientific articles for publication in indexed journals in the field, based on theoretical discussion, preliminary analysis of different corpora and own research results.		X			X			X						X			
2.2.) Produce scientific texts for the presentation of research results to academic audiences					X				X			X	X		X	X	
Generic																	
1) <u>Critical thinking</u> : ability to evaluate or analyse reality and the arguments about it, both one's own and those of others.	X	X	X	X	X	X	X	X		X	X			X	X	X	X

CURRICULAR ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COMPETENCIES																	
2) <u>Communicating effectively to diverse audiences</u> : skill to develop and present ideas clearly, precisely and concisely.								X	X		X	X	X	X	X	X	X

This curricular structure has not had any major updates since its opening in 2018, but the programmes of each subject are adapted each year according to the needs of each cohort. This considers the basic training of the students, as well as the type of research projects they expect to develop. The Academic Committee and the Programme Management are directly responsible for the evaluations and the implementation of improvements or updates once they have been approved by the academic bodies of each university. In addition, one of the objectives of the annual academic staff is to evaluate the progress of the programme. The evaluation considers the revision of the subject programmes through a "Curricular activity revision guideline" that allows the activities to be monitored, ensuring the articulation between subjects and, the graduate profile and study plan.

Cases where programmes have been adapted are shown for illustrative purposes.

**Research Methodology in Communication and Culture:** Since last year, specific lectures and a formative assessment have been included to guide the development of the literature review or state of the art. The assessments were redesigned in a way that prepare students to work on their research project submission form and also for the presentation of their qualifying exam.

**Fundamentals of Research in Communication and Culture:** Each year a review of the types of methodologies to be incorporated during the development of the subject is carried out, based on the experience of the course in previous years, the availability of new lecturers and the needs expressed by the students of the programme. In 2023, the assessment rubrics were redrafted, the guided readings for some classes were updated, practical activities were incorporated, and the option was given of a pre-delivery of the theoretical-methodological proposal, for those students who needed feedback in preparation for the delivery of the final project.

**Communication and Culture I:** The subject is taught collegially, that is, each session has a different lecturer who shows his or her research interests. We have gone from a programme in which everyone told their perspective with little order and less agreement, to a programme in which everyone shows their work following a pedagogical and thematic order, hoping to generate agreement.

The evaluation of the programme can be carried out through the performance of its graduates, as well as through ongoing self-evaluation. According to the aforementioned graduation profile, the programme aims to develop two specific competences. The first is "developing autonomous research in the field of Communication" and the second is "disseminating knowledge in the area to academic audiences". With regard to the effective achievement of the first competence, it should be noted that 56% of graduates are already working in the academic/university field. The achievement of the second competence is shown by the fact that each graduate has achieved an average of 3.4 academic publications based on their theses.

In terms of ongoing evaluation, Universidad de La Frontera uses the existing system for the Evaluation of Postgraduate Teaching at the end of each subject. The "Subject Feedback" survey collects the evaluation around different dimensions: Student Reflection, Pedagogical Strategies, Autonomous Work, Learning Assessment, Self-Assessment and Satisfaction.

At the UACH, the evaluation of teaching performance is carried out through a Postgraduate Teaching Evaluation Survey, conducted every six months. In addition, at the institutional level, the evaluation of academics is developed through the signing of individual performance agreements, agreed within the framework of the guidelines of the Faculty and the Universidad Austral de Chile (**Annex 14.6**). The subscription of the performance agreement is a requirement for academic promotion, which is in accordance with the Academic Career Regulations approved in its latest version in January 2013 (**Annex 14.7**). These have a duration of three years with annual monitoring and periodic control, and evaluation at the end of the period.

In order to harmonise the evaluation processes, the Programme Coordinators agreed to apply a single evaluation survey corresponding to the one used at the Universidad de la Frontera (**Annex 14.8**).

The majority of students and academics agree (over 80%) on the relevance and quality of the academic staff, agreeing or strongly agreeing that the programme's lecturers are up to date in the theoretical and practical knowledge of the discipline, and that there are mechanisms for students to evaluate the programme's academics. They also point out that there are enough lecturers on the programme to guide theses and that the support of the advising professors is permanent. The students recognise that the lecturers are academics with a recognised prestige and trajectory. In the comments on the open question, they highlight the quality of the teaching staff, their trajectory and internationalisation, as well as the participation of foreign specialists through seminars or elective subjects.

The programme also offers the possibility of training agreements with other universities. As of the first semester of 2024, there are seven students at different levels of completion of their double graduation agreements, which include an on-site internship at the headquarters of these universities to deepen different aspects of their research. One of them is with the Pontificia Universidad Javeriana in Colombia, another with the Universidad de Sevilla and five with Sapienza Università di Roma.

In terms of supporting the employability of students, the main action of the programme is the incentive to academic publications derived from their research, considering the insertion of graduates in the academic world. Even though the early demonstration of academic productivity does not guarantee, but it does improve the possibilities of insertion into academia as researchers. In this sense, incentives are provided to develop research that is aligned with the research projects of the programme's academics, which allows them to write co-authored articles and thus aspire to the publication compendium modality in order to obtain their academic degree. The Universidad de La Frontera also has an annual Competitive Fund to Support Publications. In this way, financial resources are allocated to support specific tasks that allow research to progress and requires the submission of an article to a scientific journal in which the student is the main author.

## **2. Procedures for Quality Assurance [ESG 1.1, 1.7 & 1.9].**

As part of the context of quality, both institutions have solid regulations that govern the different areas of university life. Thus, the UFRO's Coexistence Regulations (Res. Ex. No. 33 of 2009 and Res. Ex. No. 728 of 2021), seeks to provide solutions through consensus and democratic forms in order to promote, protect and guarantee a peaceful and constructive coexistence for all. To this end, it defines the following rights and duties of students: Comprehensive and quality education, Non-arbitrary discrimination, Freedom of expression, Student mobilisation, Right to information, Right to petition, Right to complain, Right to free association (trade union rights, maternal and paternal rights, university identification card, representing the university, use of spaces, resources or equipment). The offences to the regulations are defined in Title IV, whose transgressions are considered minor, serious and very serious; in the case of Title V - on the investigative process and its resolution - its procedures and protocols were updated in Res. Ex. No. 728 of 2021. In 2017, the University approved the "Protocol of Good Labour Practices and the Management of Complaints of Labour Mistreatment, Labour and/or Sexual Harassment" (Res. Ex. N°3597 of 2017), which provides the guidelines required to define, classify, report, evaluate and, eventually, sanction cases of abuse, conflict and harassment within the University Community. To carry out these activities, in 2019 the University created the Office of Gender Equality (Res. Ex. N°813 of 2019, which has: the Organic Regulations (Res. Ex. N°813 of 2019), the Gender Equity Policy (Res. Ex. N°2340 of 2022), the procedure for the use of a social name for trans persons of the University (Res. Ex. N°1073 of 2022) and the Communication Plan of the Gender Equality and Equity Policy (Res. Ex. N°2348 of 2022). As well as a Model of prevention against sexual harassment, violence and gender discrimination (Res. Ex. N°2347 of 2022), which establishes the provisions that regulate the model of prevention against sexual harassment, violence and gender discrimination of the university and all other conduct that originates or is related to these areas. The cases of students (Student Coexistence Regulations), as well as academic and non-academic staff (Protocol of Good Labour Practices to Internal Conflicts and the University Coexistence Regulations) are of a reserved nature, as are their resolutions. However, since the entry into force of both procedures, all cases have been solved and resolved by means of the UFRO's regulated protocols and procedures.

The UACH has a Three-strata Gender and Diversity Committee, which is attached to the Provost's Office and is made up of representatives of the different strata of the University Community. Its main objective is to promote the inclusion of the Gender and Diversity perspective through the proposal of policies, procedures, actions and goals that favour the development of a diverse but inclusive university community, and equitable in the distribution of rights, opportunities, loads and responsibilities. The university has a Gender Equality, Sexual and Gender Diversity and Dissidence Policy of the Universidad Austral de Chile. Decree N°49 of 2022, the Procedure for Monitoring, Investigation and Punishment of Harassment, Violence and Discrimination among Students at Universidad Austral de Chile - D.R N° 28 of 2016, Resolution N°17 Approves the procedure for the use of a social name and the Regulations for Intervention in situations of harassment, violence and discrimination in the University Community.

All situations where agreement cannot be reached will ultimately be resolved by the Inter-institutional Coordinators. Communication between the lecturers of the Programme is established by means of cloister meetings and by e-mail. In these meetings, the development of the Programme has been evaluated and reported on, and agreements have been reached on certain academic and organisational matters (**Annex 14.9**). The Committee, for its part, meets periodically to deal with its own matters.

## Quality assurance

Internal quality assurance at the UFRO and the UACH is a strategic area incorporated into the institutional planning processes, academic programmes and specialities of both institutions. Internal and structural regulatory changes, together with the changes that have occurred in Higher Education, have favoured and promoted the materialisation of institutional adjustments and the promotion of continuous improvement in training processes with a focus on the pursuit of excellence. The Universidad de La Frontera has materialised its commitment to quality through its Quality Assurance Policy, updated in 2024 (Res. Ex. No. 943 of 2024). Also, in 2019, Universidad Austral de Chile created the DU<sup>71</sup> N°74 which approves the Quality Policy of Universidad Austral de Chile, to ensure compliance with the institutional purposes, and external coherence, which is the ability of the institution to successfully meet the quality standards of its institutional environment. Both policies emphasise compliance and the importance of continuous improvement of the institution's mission processes, as well as the installation and promotion of a culture of quality. The operationalisation of both instruments, through internal mechanisms, focuses on the organisation and articulation of the different areas of quality assurance, with the aim of promoting a culture of continuous improvement and ensuring the harmonious development of the institutional project in all its areas and levels of training and management, especially in the doctoral programmes, that under laws 20.129 and 21.091 are mandatory accredited in Chile.

The self-regulation capacity of the Universidad de La Frontera and the Universidad Austral de Chile is reflected both in the existence of regulations that systematise the academic management of the postgraduate programmes and the processes of promotion and secondment of its lecturers, as well as in their capacity to generate strategic plans that guide the daily work, the implementation of improvements and new academic projects. The regulations, norms and other quality assurance mechanisms that guide the actions of the Doctorate are:

- General Regulations for Doctoral Programmes at the UFRO.
- General Regulations of Doctoral Programmes UACH.
- Regulations of the UACH Graduate School.
- Joint Regulations of the Doctorate in Communication Universidad de la Frontera - Universidad Austral de Chile.
- UFRO Postgraduate Policies.
- UACH Postgraduate Policy.
- Course programmes.
- UFRO 2030 Strategic Plan.
- UACH Strategic Plan 2020 - 2023.
- Accreditation Regulations of the UFRO Postgraduate Academic Body and Specialities.
- UACH Academic Career Regulations.
- Criteria for the Accreditation of Professors of Doctoral Programmes UACH.
- Regulation of Financial Obligations and Scholarships for Postgraduate Students and UFRO Specialities.

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<sup>71</sup> Note of the Translator: University Decree

- Regulations for internal scholarships of the Graduate School of the Faculty of Philosophy and Humanities UACH.

In order to establish clear regulations for the development of the Programme, both universities approved a Joint Regulation of the Doctorate Programme in Communication Universidad de La Frontera - Universidad Austral de Chile (**Annex 6.1.c** and **Annex 6.1.d**) which establishes, among other matters: the organisational system; the purpose and objectives of the programme; the admission system; the characteristics of the study plan and its administration; the characteristics of the thesis project, qualification exam, doctoral thesis, doctoral degree examination and degree awarding. This regulation articulates both postgraduate regulations by establishing a common framework for action. The regulation, which was updated in 2023, has been an effective coordination mechanism.

In order to reinforce the organisation of the Programme and the correct articulation between both universities, this Regulation is complemented with a Joint Protocol between Universidad de La Frontera - Universidad Austral de Chile that includes a Unified Plan of Activities. The Protocol aims to resolve and anticipate difficulties that may affect students and/or lecturers in the future, considering some administrative differences in the functioning of the Universidad de La Frontera (UFRO) and the Universidad Austral de Chile (UACH). The Unified Plan of Activities, meanwhile, establishes minimum academic activities for an adequate coordination between institutions: among them the development of at least one extended academic meeting per year and a joint session of both Committees, among other aspects related to the study plan (**Annex 14.10**).

In both universities, the organisation and management of the Programme is carried out in accordance with the regulations, which are updated according to needs and in agreement with the procedures established for this purpose. Compliance with these regulations is ensured at different levels that articulate both the management units and the action of the collegiate bodies of both institutions, on which the academics and students of the Programme agree (**Annex 11.1**).

In addition, the Programme has two directors, one director in charge of academic and administrative management for each university and is advised in this task by the Academic Committee/Programme Committee, which has the following functions in accordance with the regulations in force (**Annex 6.1.d**); everything related to the selection process, student admission, validation and homologation. It is also responsible for the academic monitoring of students, applying the regulations, dealing with applications, assigning advising professors and/or dissertation advisors, establishing the Thesis, Degree Project and Qualifying Examination Committees or Commissions, evaluating and proposing curricular and regulatory modifications, suggesting academics, collaborating in the selection of academics who will participate in the Programme and other issues that may arise or are assigned to it by the Inter-institutional Coordinators.

Programme Directors have the following functions:

- To direct the execution and development of the Programme and ensure compliance with the current curriculum.
- To elaborate and propose the annual academic and budgetary programming of the Programme and to carry out the corresponding monitoring.
- To ensure compliance with the current regulations of the doctoral Programme.
- To communicate with the students and to inform them of the decisions of the Academic

Committee/Programme Committee.

- To maintain permanent communication with the students of the Programme, in order to guide and orientate them.
- To communicate who will be the Advising Professor and/or Thesis Sponsor, the members of the Tutorial/Advisory Committee, the Thesis Project or Qualifying Examination Commission and the Doctoral Examination Committee.

It is important to note that both institutions have established mechanisms that safeguard the quality of the Programmes from their creation to their subsequent development. Thus, in the formulation of the Doctorate in Communication project, advice was provided by the Curricular Design and Management Unit of the UFRO's Postgraduate Academic Department, whose purpose is to support postgraduate programmes in their creation, design and evaluation process. This is why, when the Programme was created, it followed a review procedure articulated between the Universidad de La Frontera and the Universidad Austral de Chile, based on the methodologies of Curricular Innovation. The result of the process is a programme designed in a curricular structure that incorporates an evaluable and measurable graduation profile, in which the performance domains, areas of training, specific and generic competences, and areas of occupation are made explicit. On the other hand, the curricular activities were designed in accordance with the graduation profile, assigning them transferable credits (SCT) through the process of estimating the academic load. At the Universidad Austral de Chile, the formulation of the project considers a review by the Central Doctoral Commission (CCD, in Spanish), which is responsible for ensuring compliance with the criteria that the CNA has defined for these programmes. For this reason, proposals for new programmes are made taking into account the formats and requirements of accreditation.

In terms of organisation, the Doctoral Programme of the Universidad de La Frontera and the Universidad Austral de Chile has a system of direction and management with functions and attributions clearly defined in the regulations that concern them, corresponding to the General Regulations for Doctoral Programmes of the Universidad de La Frontera and the General Regulations for Doctoral Programmes of the Universidad Austral de Chile.

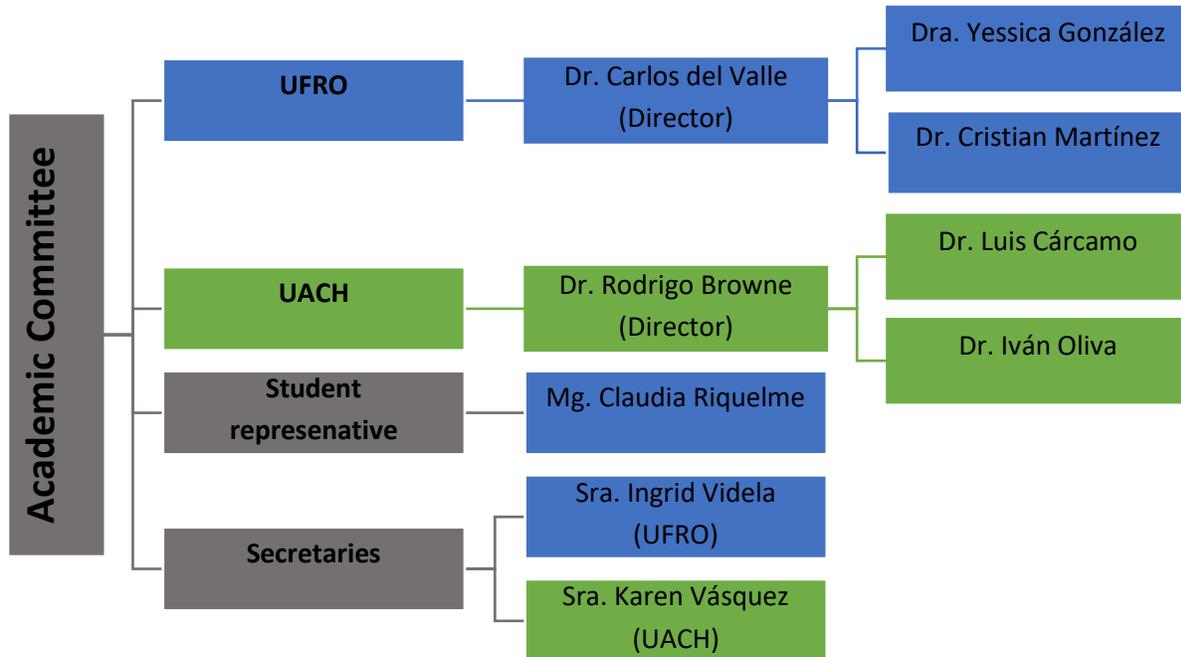
The General Regulations for Doctoral Programmes of the Universidad de La Frontera, establishes that, for the Joint Doctoral Programmes (Art. 87) with regard to the definitions, concepts and general provisions that regulate them, these shall be governed by the General Postgraduate Regulations of the participating Universities and (Art. 89). For the technical and administrative coordination of the agreement, each participating institution shall appoint an authority to represent it for the purposes of articulation and search for solutions to academic and administrative issues that may arise during the term of the agreement.

Both regulations, the General Regulations for Doctoral Programmes of the Universidad de La Frontera and the General Regulations for Doctoral Programmes of the Universidad Austral de Chile, establish a management system composed of a Programme Director/Coordinator and an Academic Committee.

Specifically, the Doctorate has a *Joint Regulation of the Doctorate in Communication Universidad de La Frontera - Universidad Austral de Chile (Annex 6.1.c-d)* developed in accordance with the internal regulations of the Universidad de La Frontera and Universidad Austral de Chile. According to these regulations, the body in charge of organising, coordinating and monitoring the programme is the Academic Committee/Programme Committee. This Committee has the following composition:

- a) Two Inter-institutional coordinators.
- b) Two UFRO representatives.
- c) Two representatives of the UACH.
- d) One student representative.

Currently, the Doctoral Academic Committee's organisation chart is as follows:



**Figure 6: Organigramme of the Doctorate in Communication.**

The purpose of this committee is the technical administrative coordination of the agreement and the search for academic solutions that may arise during the term of the agreement. The specific administration of the Programme is carried out by the directors, whose functions were mentioned above.

In the framework of quality assurance processes, self-evaluation allows weaknesses to be identified and improvement plans to be developed. These plans incorporate objectives, actions, achievement or target indicators, baseline and annual targets (the current improvement plan can be found in **Annex 12.1**). Periodically, the progress of the plan, which sets annual targets, is reviewed. The strategies contained in the improvement plan are incorporated into the SEPLAD. By way of example, some progress as set out in the SEPLAD is presented below:

Specific Objective:

**5.1. Encourage ongoing self-regulation of the programme**

Indicator/Measurement	Baseline	2022		State	Target 2023	Target 2024
		Advance	Target			
5.1.1. % of staff academics who guide Theses of the Programme.						
<b>Measurement:</b> (No. of staff academics who guide theses of the programme/Total number of staff academics) *100.	0,00 %	85,00 %	50,00 %	 52,00 %		55,00 %
5.1.2. % Satisfaction in student survey.						
<b>Measurement:</b> % Satisfaction in student survey.	0,00 %	100,00 %	70,00 %	 80,00 %		90,00 %
 Achieved, reaches goal	 Partially Achieved, does not reach goal but performs all committed actions.			 Not achieved, does not reach goal		

The self-regulation of the Programme takes place within the framework described above. These practices include the permanent review processes carried out by the Programme Committee, as well as the academic staffs, which allow for the contribution of lecturers, core staff and collaborators with regard to its development. These are regular activities for which protocols exist and which have been carried out as planned. These mechanisms result in changes such as updating the lines of research, updating the number of vacancies in the Programme, and improving the articulation of subjects, to name a few.

The Doctorate Programme in Communication ensures that there is a balance between the number of students and the total resources available. An intake of five students per year at each university, i.e., a total of 10 students, was considered an appropriate number for a permanent follow-up of the training process in its first two years. After the first self-evaluation process, the number was analysed and defined as 8 students per cohort, 4 UFRO and 4 UACH from 2020 to date.

In terms of continuous improvement, the Programme has defined actions aimed at improving consistency between its objectives, its lines of research and the productivity of the academic staff. These include the following:

1. **Updating of the lines of research.** The new lines of research respond to:
  - a. The need to integrate the different topics addressed in the research projects of future theses to the lines of research of the academics who belong to the Programme and the lecturers who have joined it, even from other disciplines.
  - b. The need to improve, as indicated by the Chilean National Accreditation Commission (CNA) in the previous accreditation process, the relationship between the same lines of research, the character, definition, the objectives of graduation and the contents of the subjects, achieving a single and homogeneous discourse between all the dimensions that make up the Programme, including the academic work of students and lecturers.

In this table, the changes justified above can be seen:

Previous	New
<p><b>Line 1. Communication, discourse and image.</b> Discourse studies, semiotic studies, image studies, literary studies.</p>	<p><b>Line 1. Communication and Media.</b> The aim of the Communication and Media line will be to study, from an interdisciplinary perspective, the tensions, relations and crossings between communications, its theories and the media and its mediations. In this area, the work can be developed either from the classic spaces of interpersonal or group mediations, as well as through devices and tools typical of the history of the media (press, radio, TV); concentrating on the analysis of media products from contemporary remote, virtual and digitalised devices.</p>
<p><b>Line 2. Communication, media and power.</b> ICTs, cultural and creative industries, political economy of communication.</p>	<p><b>Line 2. Communication and Power in Inter, Multi and Transcultural Contexts.</b> This line focuses on the phenomena, processes and problems of communication that occur in specific contexts of relations between different cultures; considering the tensions and disputes expressed in the demands of a new social treatment, where, for example, conceptions of gender, sexual dissidence, ethnicity, migration and diversity in general are at the centre of the debate. Linguistic, sociological, literary and educational studies, among others, are inscribed in this area, insofar as these contexts are present.</p>
<p><b>Line 3. Communication, society and culture.</b> Migration studies, cultural studies, intercultural studies, educommunication, development, communication and organisations.</p>	<p><b>Line 3. Communication and Culture.</b> This line focuses on the study of communication as an instance of culture update in the articulation of social life. Its object of study are symbolic and communicative mediations, understanding by this the different modes of intervention of signs and processes of social production and reproduction of meaning in the configuration of human sociability. This includes the study of primary and secondary modelling systems, symbolically mediated expressive, cognitive, social and instrumental practices, and the textual products, materials and institutional systems resulting from them, in different contexts and historical moments. Here, we understand communication as a basic constituent instance of the phenomenology of the society through which models of the common order are proposed, reproduced and disputed. Its modes of production, forms of articulation and consequences for social life are our object of study.</p>
	<p><b>Line 4. Communication, Science and Technologies.</b> The main objective of the Communication, Science and Technologies line is the construction</p>

Previous	New
	<p>of knowledge around objects of study oriented towards communication and scientific dissemination, the implications of technological changes in communication processes and, data science applied to the understanding of informational and communicative ecosystems.</p> <p>This includes, for example, studies of communication in social networks, educational-communicative innovations mediated by technologies and the search for ways of communicating science and global problems.</p>

**2. Incorporation of new academics to the doctoral academic staff.** In this process, care is taken to ensure compliance with productivity guidelines that ensure that potential thesis students are incorporated into lines of research under development, as well as the relevance with the lines of research and the interdisciplinary nature of the programme. In this way, the incorporation of the following lecturers is mentioned as an example:

- Dr. Camila Cárdenas, PhD in Translation and Language Sciences from Pompeu Fabra University (Spain), is part of the Communication and Power in Inter, Multi and Transcultural Contexts line
- Dr. Cristóbal Balbontín, PhD in Philosophy from the Université Paris Nanterre, France - Universität Johann Wolfgang Goethe, Germany, participates in the Communication and Culture line.
- Dr. Matthieu Vernier, PhD in Computer Science from the University of Nantes, France, in the line of Communication, Science and Technologies.
- Dr. Alba Zambrano, PhD in Social Psychology from the University of Barcelona, is part of the Communication and Culture line and is being incorporated as a subject collaborator and as an advising professor.
- Dr. Aldo Olate, PhD in Linguistics from the Universidad de Concepción, in the line of Communication and Power in Inter, Multi and Transcultural Contexts.
- Dr. Ana María Alarcón, PhD in Medical Anthropology from the University of Connecticut, joins the Communication and Power in Inter, Multi and Transcultural Contexts line.
- Dr. Cristian Martínez, PhD in Human Motor Sciences from the Universidad Metropolitana de Ciencias de la Educación, participates in the Communication, Science and Technologies line.

This year (2024) the following new members joined the academic staff:

- Dr. Danko Jaccard, PhD in Constitutional Law. University of Salamanca, Spain
- Dr. José Manuel Rodríguez, PhD in Literature
- Dr. Francisca Silva, PhD in Communication, Universidad de La Frontera

In addition, the incorporation of these academics has boosted collaborative work through collective publications with the participation of students and lecturers from the Programme, participation in academic activities such as chairs, seminars, conferences and meetings with other doctoral programmes in the field in the country (See further information about internationalization in **Annex 14.12**).

**3. Reduction in the number of vacancies** from the 2020 entry cohort. This was done to safeguard the balance between the number of lecturers of the academic staff and the number of students, coinciding

with the reality of each cohort and with the universe of lecturers who meet the CNA's productivity criteria for the area. To date, and in any case, the number of core lecturers has been expanded by calling on academics from different areas of knowledge linked to the field of communication.

- 4. Review of subject programmes.** For the review of subject programmes, a Curricular Activity Programme Review Guideline designed by the Postgraduate Curricular Design Unit of the Vice-Rectorate for Research and Postgraduate Studies at the Universidad de La Frontera was used. On the basis of the results, modifications were made to some of the contents of the subject programmes with the aim of better articulating the progression in the development of competences.

In addition, in surveys with students, the majority of opinions reflect that (**Annex 11**):

- The commitment of the Programme to ensure the quality of training is evident.
- There are opportunities to raise concerns or suggestions regarding the development of the Programme.
- There is evidence of control, monitoring and evaluation of the actions within the Programme.
- The information received by means of dissemination of the Programme before entering the Programme, was useful to make the decision to enrol in it (website, telephone contacts or advertisements).
- The information disseminated about the Programme is truthful and complied with.
- There is an adequate balance between the number of students and the total resources available.
- There is a clear regulation that establishes my rights and duties as a student.
- The rules and regulations governing the Programme are complied with.

The academics agree or strongly agree with the aspects referring to integrity and self-regulation. In addition to those raised by students, the confirmation of compliance with the rules and regulations governing the Programme and their participation in its periodic evaluation.

### **Information management**

In the context of improvement actions, in the previous national accreditation process, the establishment of a Unified Annual Plan of Activities between both universities was determined. In order to address this matter, strengthen the organisation of the Programme and the correct articulation between both universities, a Joint Protocol was agreed between the Universidad de La Frontera - Universidad Austral de Chile that includes this Plan. The Protocol aims to resolve and anticipate difficulties that could affect students and/or teachers in the future, considering some administrative differences in the functioning of the Universidad de La Frontera (UFRO) and the Universidad Austral de Chile (UACH). The Activity Plan, meanwhile, establishes minimum academic activities for an adequate coordination between institutions: among them the development of at least one extended academic meeting per year and a joint session of both Committees, among other aspects related to the study plan. In relation to this, students and academics evaluate the internal organisation of the Programme positively, valuing the existence of regulations governing postgraduate activity, the instances of communication, the capacities and suitability of the directors and the efficiency of administrative procedures.

In the opinion surveys, the institutional context and internal organisation is highlighted as a strength by both students and academics in the open question. The academics highlight the articulation between two

universities in the South of the country with a commitment to the territory and a long history of joint work. Among the students, they highlight the management of the Programme directors, as well as the communication established with the lecturers. Notwithstanding these strengths, the Self-Evaluation Commission considers that the active participation of students in the Academic Committee/Programme Committee should be encouraged in order to strengthen their active integration in the decisions that concern the Programme.

In relation to the participation of the different stakeholders, the following can be mentioned:

### **Evaluation of postgraduate teaching**

The evaluation of student teaching is a fundamental aspect of quality assurance in the different postgraduate programmes. Although the programmes carry out this process through the application of surveys as an important part of self-evaluation, since 2011 this process has been centralised in the Postgraduate Academic Department. The evaluation of postgraduate teaching, which is carried out twice a year, is an official activity that is included in the Calendar of Postgraduate Activities and Specialities, which is approved by the Academic Committee and made official by means of a resolution.

### **Teacher performance evaluation**

The evaluation of teaching performance is carried out through a Postgraduate Teaching Evaluation Survey, conducted every six months. In addition, at the institutional level, the evaluation of academics is developed through the signing of individual performance agreements, agreed within the framework of the guidelines of the Faculty and the Universidad Austral de Chile. The subscription of the performance agreement is a requirement for academic promotion, which is in accordance with the Academic Career Regulations approved in its latest version in January 2013. These have a duration of three years with annual monitoring and periodic control, and evaluation at the end of the period.

In the case of the UFRO, the existing system for the Evaluation of Postgraduate Teaching is used at the end of each subject. The purpose of this process is "to gather valid and reliable information on teaching practices, in order to contribute to the improvement of teaching quality, and which is framed in the General Postgraduate Regulations and the accreditation criteria released by the Chilean National Accreditation Commission". To ensure the above, it has been established that: "Students who do not complete the Teaching Evaluation process are prevented from registering subjects for the next semester in accordance with their study plan and curricular progress". The "Subject Feedback" survey collects the evaluation around different dimensions: Student Reflection, Pedagogical Strategies, Autonomous Work, Learning Assessment, Self-Assessment and Satisfaction.

In order to harmonise the evaluation processes, the Programme Coordinators agreed to apply a single evaluation survey corresponding to the one used at the Universidad de la Frontera (**Annex 11**).

The majority of students and academics agree (over 80%) on the relevance and quality of the academic staff, agreeing or strongly agreeing that the Programme's lecturers are up to date in the theoretical and practical knowledge of the discipline, and that there are mechanisms for students to evaluate the Programme's academics. They also point out that there are enough lecturers on the programme to guide

theses and that the support of the advising professors is permanent. The students recognise that the lecturers are academics with a recognised prestige and trajectory.

In the comments on the open question, they highlight the quality of the teaching staff, their trajectory and internationalisation, as well as the participation of foreign specialists through seminars or elective subjects.

### **Student Tracking**

Each university has its own system for monitoring students. The Universidad de La Frontera has the digital platform *Dirección de Carreras/Programas*<sup>8</sup> (Asigna) in which all the academic movements that students can make are entered, i.e.: enrolment, subjects enrolled, grades, leaving movements and reinstatements. This platform also provides statistical information on the progression and curricular progress of students. Similarly, Universidad Austral de Chile has a curriculum management system for postgraduate studies that facilitates the academic monitoring of students from the moment they apply to the programme until their graduation.

The monitoring task is the responsibility of the Academic Committee/Programme Committee according to the Joint Regulation (**Annex 14.10**). Furthermore, the programme has defined an implementation plan organised around two strategic objectives:

- Ensuring the Graduation Profile and the quality of the Study Plan.
- Safeguarding programme results and self-regulatory capacity.

This implementation plan establishes specific objectives and associated targets aimed at ensuring the outcomes of the training process. Special emphasis is given to the monitoring of progression, through the elaboration of a six-monthly monitoring plan and targets associated with retention and timely graduation.

Among the actions that ensure the progression of students is the levelling process in certain thematic areas or in academic writing skills, for those who come from areas other than communication, as well as for those who come from the area of communications who update their knowledge; this process is included in the first semester and is voluntary, but participation has always been positive. In terms of thesis progress, the Programme includes the assignment of advising professors for the first year, which, together with the annual colloquium, encourages thesis progress.

While the work of advising professors has proven to be an effective mechanism, it can be strengthened. In the four years of the Programme's operation, two different modalities for the election of advising professors have been organised. In the first two years, the Programme Committee proposed the professor for each student, then, the students themselves decided. Both modalities showed limitations that need to be resolved: the choice made by the Committee did not always respond to the students' research interests, while the choice made by the students themselves, upon entry, was restricted because they did not have enough information to make a proper choice. In this sense, this is an area that needs to be strengthened.

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<sup>8</sup> Note of the Translator: since it is the name of the platform, it remains in Spanish. However, the translation would be Programme's Management

## Graduate follow-up

An institutionalised task at both the Universidad de La Frontera and the Universidad Austral de Chile is the monitoring of graduates. In the case of the UFRO, the Postgraduate Academic Department has been conducting since 2012 various processes of information gathering in order to analyse the employment (institutions, functions and positions) of graduates of the postgraduate Programme, in order to contribute to the curricular feedback of programmes and specialties. This is in line with what is established in the University's Strategic Plan (2013-2023), which states that all self-evaluation processes, aimed at programme accreditation, must include graduate follow-up processes.

At the UACH, graduate follow-up has two operational levels: institutional and Graduate School. At the institutional level, there is the Graduate Liaison Unit, which reports to the Outreach Department. Among the functions of this unit is the management of databases with updated information on graduates and the carrying out of follow-up studies to support decision-making at the central level and in the academic units. To this end, an annual survey of graduates from UACH postgraduate programmes started being carried out in 2016, with the aim to provide information to evaluate the impact of the postgraduate Programme on the employment trajectory and the satisfaction of graduates with the training process (**Annex 11**). Within the Faculty, the Graduate School maintains contact with graduates of all programmes, to whom it sends information on talks, conferences and other academic activities that take place in the Faculty, according to the disciplinary interests of the different groups of graduates.

In relation to the instances of socialisation of information, meetings are held at the beginning of the semester with each of the entry cohorts. These meetings are held jointly with the two coordinators of each university, at which information is provided on the semester's activities, administrative processes and procedures; the progression of subjects is assessed and changes or adjustments to subjects and student situations are managed.

Regarding the dissemination of the Programme, this is mainly done through the regular channels of the Universities of La Frontera and Austral de Chile, as specified in greater detail in section 7 of this chapter. In both cases, there is a website for the postgraduate area that provides information on the different programmes. The information contained therein is kept up to date so that both regular students and interested newcomers are aware of the constitution and work of the Programme.

- Universidad de La Frontera Postgraduate website:  
<http://postgrado.ufro.cl/index.php/doctorados/85-doctorados/247-doctorado-en-comunicacion>
- Website of the Universidad Austral de Chile:  
<http://humanidades.uach.cl/postgrados/doctorado-en-comunicacion/>
- In addition, the Programme has an exclusive web page that contains all the associated information. This page explains the objectives, the application and admission process, the regulations and associated scholarships, the study plan, the associated professors and their respective lines of research, among other matters of interest.  
<http://www.doctoradoencomunicacion.cl/>

In terms of dissemination, the Programme has motivated some actions such as a report on the Doctorate in Communication on Hispan TV and the publication of the Programme's experience in the section Studies of the Journal *Revista Latinoamericana de Ciencias de la Comunicación Sciences* of the Latin American Association of Communication Researchers - ALAIC 2020<sup>9</sup> . Likewise, the different activities of the Doctorate Programme are broadcast by media such as La Voz de los Que Sobran, La Cosa Nostra and El Mostrador. Similarly, opinion columns and other works, signed by Programme's students and lecturers, are permanently published in newspapers such as La Tercera, El Desconcierto, Radio Universidad de Chile, El Porteño and Le Monde Diplomatique in Chile, Nodal in Argentina and the magazines Ficción de la Razón in Chile and Anfibia, in Argentina. The Doctorate Programme in Communication also has digital platforms (YouTube channel, Facebook, X), through which it broadcasts and maintains a repository of all its activities <(77) [Doctorate in Communication UFRO-UACH - YouTube](#)>.

Examples own YouTube channel:

- AI: Theoretical, political and epistemological challenges for the social sciences / Dr. Flavia Costa (348 views)
- Workshop - Archaeology of the Creation of Fictional Machines / Dr. Manuela de Barros (610 views)
- Conference: What is media archaeology, 10 years later / Dr. Jussi Parikka (558 views)
- Neoliberalism and democracy; the role of the media / Daniel Jadue (9,100 views)
- Democracy and media / Jaime Bellolio - Alberto Mayol (5,000 views)
- Launch of Chair in Communication and Discourse / Teun A Van Dijk (1,700 views)

Examples of other media:

- <https://lavozdelosquesobran.cl/tag/ufro>
- <https://www.elmostrador.cl/cultura/agenda/2023/08/01/seminario-comunicacion-y-creacion-de-ufro-y-uach/>
- <https://www.lemondediplomatique.cl/carlos-ossa-s-la-quimera-electronica-ediciones-ufro-doctorado-en-comunicacion.html>
- <https://www.lemondediplomatique.cl/seminario-permanente-ufro-uach-universidad-saberes-y-tecnicas.html>

### **3. Learning and Assessment of students [ESG 1.3].**

#### **Learning**

The methodologies are developed to achieve the objectives and graduate profile, and are described in the subject programmes available on the virtual campus and intranet. The methodologies and teaching-learning strategies contained in the courses are based on lectures on theoretical aspects of each unit, practical activities, assessments through tests or quizzes, seminar work involving the presentation of a written report and an oral presentation.

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<sup>9</sup> <http://revista.pubalaic.org/index.php/alaic/article/view/1718>.

The methodological tools used in most of the mandatory and elective courses focus on the access and use of knowledge and the active participation of the student in the appropriation of knowledge. Theoretical and practical courses deal with fundamental aspects of communication, culture and social sciences, and focus on different types of social science research methodologies. This gives a distinctive and specific character to our Programme, contributing to the Graduate Profile. Communication with students is maintained through messaging, specific to each campus user. Students, graduates and academics have indicated that the training process has been developed according to the study plan. And that the teaching methodologies used are coherent with the objectives of the Programme and the Graduate Profile. Students, graduates and academics have indicated that the assessment methods are appropriate to the characteristics of the study plan.

The Programme assigns a central role to supervised and co-tutored teaching, understood as a pedagogical process carried out through support and personalised attention in work sessions between students and academics assigned to each Research Line of the doctoral programme. The attention is focused on the monitoring and guidance of the student with respect to their academic and research progress. Specifically, the following categories of face-to-face teaching strategies are included:

- Face-to-face teaching through the programme's courses, which include procedures such as formal presentation of content, guidance and assignment of work, preparation and review of reports and supervision of research progress, among others.
- As a secondary support to the face-to-face teaching methods mentioned above, the Programme also includes: Lectures and conferences addressed to a large number of students, given mainly by national or international academics invited to participate in the Programme.

The Doctorate defines the teaching-learning process as a space to:

1. Promote rigorous, relevant, contextualised and collaborative work among students and between teachers and students.
2. Stimulate students as agents of their own training, emphasising an active, critical, independent and creative role in their research work.
3. Prioritise autonomous work processes, in which case the teacher is a facilitator.

In addition to face-to-face teaching methods, the Programme includes complementary non-face-to-face procedures to support doctoral training, defined as such by the absence of the physical presence of the professor and students in a classroom, but rather the interaction and exchange of content being mediated technologically. These procedures include videoconferencing and the search and use of digital resources in databases.

Thus, all curricular activities include independent student work (extra classroom), which mainly includes reading general and specific bibliography, writing scientific articles, etc. The Programme considers instances that allow the application of concepts to concrete situations, so that emerging problems can be observed. At the same time, the Curricular Activities programmes include mixed teaching methodologies, such as lectures, directed readings and analysis of socio-cultural situations, in order to strengthen the student's ability to analytically and critically observe reality, as well as the discourses that are produced about it; in this way, the student will be able to problematise with an interdisciplinary approach and apply different techniques to generate adequate and relevant data to understand the complex intercultural

contexts and, finally, to have the necessary competences to disseminate the results of his/her research in indexed journals and books.

The Doctorate Programme has an inclusive approach, addressing the needs of a diverse student population, including adults, workers, part-time students and international students. The programme requires full-time dedication, so scholarships (ANID, UFRO, UACH) are encouraged.

In the selection process, the criteria are based on academic merit. Any situation that arises during the application process and that is not contemplated in the Programme Regulations, or in the General Regulations for Doctoral Programmes, will be resolved by the Postgraduate Academic Director, after a report from the Programme Academic Committee, as long as it does not contravene university regulations, this applies to the UFRO as well as to the UACH.

In terms of pedagogical strategy and teaching-learning methodology, the Doctorate has the following guidelines:

- a) The teaching-learning process must take place in a context of cooperation among students, and between students and academics.
- b) Students must be the main agents in the construction of their own learning. This implies the primacy of the student's role over that of the professor, the latter being a facilitator in the process of construction of knowledge, a modeller of the competences necessary for the training of students capable of performing in:
  1. Autonomous research in the field of communication.
  2. The dissemination of knowledge in the area to academic audiences. Its training is carried out from a critical perspective of the cultural industry and its mediations, through interdisciplinary approaches, theories and analyses to develop studies on communication processes.
- c) Learning must be fundamentally based on the active, independent and creative role of the student in tasks of discovery, reconstruction and critical construction of knowledge, guided by the professors of the programme.

The majority of students (over 90%) and academics on the programme indicate that the curricular structure is coherent with the objectives and graduation profile and that the training process is developed according to the study plan. Along the same lines, they agree that both the teaching and assessment methods are consistent with the objectives and the graduation profile, and that the process of obtaining the degree is clearly established and regulated.

In relation to the support provided to students, in order to foster their academic progress, first year students are assigned an advising professor, which helps the student to get started with their doctoral research project and to develop it further. The responsibilities of the advising professor include:

- a) Assisting the student in academic and administrative aspects of the programme.
- b) Suggesting and agreeing with the student elective courses and contact with other professors to strengthen their lines of research.

- c) Informing the Programme Director of any situation that affects the normal development of the assigned student's study plan.
- d) Establishing regular meetings to guide the development of the research.
- e) Suggesting to the committee possible members of the thesis evaluation committee, based on their knowledge in the area of development of the thesis.

Providing and managing the necessary resources for the correct development of the thesis.

## **Assessment**

The doctoral regulations, which include information about the assessment, are available on the website (<https://www.doctoradoencomunicacion.cl/programa/documentos-y-resoluciones/>) as well as on the UFRO Postgraduate website (<https://direcciondepostgrado.ufro.cl/>) and the UACH Postgraduate (<https://www.uach.cl/postgrado/principal>). Students have access to the internal regulations of each university. However, all the information on the assessment criteria and standards for each semester, their teaching methodologies and planned assessments will be available in the programme of each subject (**Annex 7.1**). This work is carried out each semester with the academics who teach the subject.

Regarding the assessment standards and criteria, at the end of each semester, an evaluation is made of both the Study Plan and all the activities developed. The Academic Committee and the Programme Management are directly responsible for the evaluations and the implementation of improvements or updates once they have been approved by the academic bodies of each university. In addition, one of the objectives of the annual academic staff is to evaluate the progress of the programme. The evaluation considers the revision of the subject programmes through a "Curricular activity revision guideline" that allows the activities to be monitored, ensuring the articulation between subjects, the graduate profile and the study plan (**Annex 6.1**).

### *Thesis Project and Qualifying Examination*

The Academic Committee/Programme Committee will be in charge of guiding and formalising the selection for each student of two (2) Advising Professors/Tutors, one from each University, in accordance with the regulations in force at each university. The Thesis Project Evaluation Committee will have a preparatory role for the Qualifying Examination and will be composed of at least three members:

- a) Advising professors, and
- b) An External Professor, appointed from among the Visiting Professors of the Doctoral Programme.

Once the Thesis Project curricular activity has been approved -at the end of the last semester of the second year-, the corresponding Report will be reviewed by a Thesis Project Evaluation Committee. The student must also take a Qualifying Examination. In order to take the Qualifying Examination, the student must also certify, at least, the submission for publication of an article in a WoS or Scopus journal during their stay in the Programme. The Qualifying Examination Evaluation Commission will be composed of at least five members:

- a) The advising professors, one from each University, who do not evaluate the presentation.
- b) Two professors other than the advising ones, members of the academic staff of the Programme, ensuring that there are both theoretical and methodological contributions; and

- c) One or an external professor, related to the subject of the graduation project.
- d) Members defined by each university as representatives of their institutional authorities; they act as Ministers of Faith and, therefore, do not evaluate.
- e) This Commission shall be chaired by a member of the Academic Committee/Programme Committee, without qualification.

Once the requirements have been met, the students will be qualified as Doctoral Candidates. Likewise, the student will decide who will be his or her Dissertation Professor or Thesis professor, which may be different from those who carried out the tutoring of the Thesis Project.

### Doctoral Dissertation

The Thesis (or Dissertation) will be evaluated independently and on the basis of the reasons given by each member of the Dissertation Evaluation Committee.

This assessment will be expressed by means of a mark and the conceptual categories of Pass, Pass with modifications or Fail. The mark will be the simple average of the marks awarded by each member of the Committee in an independent and reasoned manner. The assessment of the thesis will not be credited. All publications must state the affiliation to the Joint Doctorate of the Universidad de La Frontera and the Universidad Austral de Chile, without prejudice to the recognition of affiliation to other public or private institutions with which the doctoral student has a funding or research relationship.

The Doctoral Degree Examination consists of a public, face-to-face and oral presentation and defence of the thesis before Doctoral Examination Commission. This commission will be made up of, at least, the following members:

- a) The two Advising Professors/Directors, one from each University, who will participate with the right to speak,
- b) Two professors from the academic staff of the Programme, other than the above,
- c) A Visiting Professor of the Programme,
- d) Members defined by each University as representatives of their institutional authorities.

In the case of a double graduation agreement, the commission shall be specified in the agreement. It may vary in the case of double degree agreements, which will be made explicit in the agreement. In the case of the doctoral dissertation, in order to take the Degree Examination, the doctoral student must have completed the preparation of two articles derived from his/her thesis work, one accepted and the other received, both based on the validation criteria for publications of the Fondecyt Study Group "Sociology and Information Sciences (ANID).

### Doctorate Degree

To obtain the degree of Doctor, the following requirements must be met:

- a) Having passed all the curricular activities of the Study Plan, or have the corresponding equivalences.
- b) Having written and published the articles established as requirements.

- c) Finally, having prepared, presented and passed the Doctoral Degree Examination.
- d) Be actively enrolled.

The final grade for the Programme is determined as follows:

- a) Simple average of all the final marks obtained in each of the curricular activities. This average represents 60% of the final grade of the Programme.

The final mark of the Thesis exam represents 40% of the final mark of the Programme.

In relation to the students' appeals, as specified in Resolution Ex. N°2961 of 2023 (UFRO) and Decree N°62 of 2023 (UACH), the Institutional Coordinator of each University will be responsible for resolving any difficulties or aspects not contemplated in these regulations. Their decisions shall be final. It will also be the responsibility of the Academic Committee with regard to students:

- To manage the academic and administrative processes.
- To evaluate student performance, enforcing regulations, dealing with requests, etc.

Also, in UFRO Res. Ex. No. 4210 of 2023, declares it shall be the student's responsibility to review his/her final grades for each curricular activity taken during the academic period. If there is any disagreement on his/her part, the student may request a review of the case to the academic responsible for the respective curricular activity, who will review the background and proceed in accordance with Article. 51 of these regulations.

The grade of "pending" will be awarded to a student who, having partial grades in the subject equivalent to four point zero (4.0) or higher, does not complete all the requirements of the subject for very justified reasons. The student in a "pending" situation will not have a grade recorded on the transcript. Once the academic conditions have been re-established, the student must regularise this situation within a period of no more than two months after the beginning of the following semester. Otherwise, the student will be considered to have failed the curricular activity, which must be recorded in a rectifying report with the grounds indicated in this article. If the thesis project is rejected, the student may apply to the Academic Committee of the programme, once only, for the opportunity to present another thesis project, within a period not exceeding 3 months. In the event that the degree examination is failed, the student will have a single opportunity to repeat it, within a period of no more than three months, and the grade resulting from this new assessment will be the final grade.

Likewise, Decree No. 33 of 2009 of the UACH states that students who fail a subject will have the opportunity for a second sitting. The Qualifying Examination may be failed only once, in which case it must be repeated within a period not exceeding one semester from the date of failure, and in the case of the Degree Examination is approved with modifications, the candidate must submit a new version within a period not exceeding 60 days, to be re-evaluated by the same Doctoral Examination Commission. If the examination is failed, the Evaluation Commission will order the submission of a new version and will set a new examination within the period it defines.

With regard to the regulations for compensating for disadvantages, illness, or absence, Resolution Ex. No. 4210 of 2023 (UFRO) states that each student will have two options for temporarily interrupting their studies:

- a) Postponement of studies: Postponement of studies is the decision of each student to interrupt all curricular activities for a maximum of two semesters, whether consecutive or not, and provided that he/she has not enrolled in curricular activities and has no outstanding financial or academic commitments with the university. The request for interruption of curricular activities must be made within the deadlines established in the postgraduate academic calendar, and must be formalised by means of an *ad-hoc* form addressed to the Programme Management, indicating the period of interruption of studies. The Programme Management shall inform the Postgraduate Academic Department of the period of interruption, for the issuing of the respective resolution with a copy to the Student Academic Registration Office, in order to enter the respective academic movement.
- b) Temporary withdrawal: Temporary withdrawal is the interruption of studies, for one time only, due to supervening situations that affect the development of the study plan. The student must submit a request to the Programme Management within the deadlines established in the postgraduate academic calendar, stating the reasons for the request and attaching the supporting documents required by the programme management. In the same application, the student must prove that he/she has no current obligations with the university and that his/her financial situation is up to date with regard to the payment of the programme fees at the time of the application. The application will be decided by the Academic Committee of the programme, and the decision will be communicated through the Programme Management to the Postgraduate Academic Department for the issuance of the respective resolution with a copy to the Student Academic Registration Office, in order to enter the respective academic movement, automatically invalidating all grades obtained during the respective period.

Decree No. 33 of 2009 of the UACH defines that doctoral students may request suspension of activities for duly justified reasons and provided that they do not carry out activities of their study plan. They may also request the cancellation of one or more subjects that they are taking, when there are reasons of force majeure, which must be qualified by the director of the respective Graduate School. The student's request and the report from the Director of the Graduate School will be sent to the Director of Postgraduate Studies for resolution.

As for the grading scale, Res. Ex. No. 4210 of 2023 of the UFRO considers that each student shall be graded in his/her curricular activities on a scale of grades ranging from one point zero (1.0) to seven point zero (7.0), the minimum passing grade being five point zero (5.0). All grades shall be expressed in figures to one decimal place. A hundredth equal to or greater than five, shall be approximated to the nearest tenth and less than five shall be disregarded.

Decree 33 of 2009 of the UACH indicates that the subjects of the study plan will be graded on a scale of 1 to 7, with the minimum passing grade being 5.0 (five point zero). The language exam, seminars, research units, qualifying exam, thesis project and thesis progress will be graded as Pass or Fail.

External evaluators participate in the Doctoral Degree Examination and Doctoral Qualifying Examination Commissions. They are introduced to the assessment methods once they have been convened (approximately 1 month in advance). These evaluators are incorporated as soon as the student takes the qualifying examination, participating in the assessment of the research project and in the degree examination. This approach ensures that external assessors are familiar with the assessment methods throughout the process, guaranteeing a consistent and rigorous assessment of the students' research work.

Finally, the Doctoral Dissertation will consist of a research work that must represent a theoretical-conceptual or theoretical-methodological contribution in the field of Communication; by means of which the doctoral student must demonstrate creativity, originality and the capacity to obtain relevant conclusions. To this end, they must abide by the formats and parameters that the Programme has established for this type of research work and which are published on its website (<https://www.doctoradoencomunicacion.cl/programa/documentos-y-resoluciones/>). Likewise, the doctoral student must present the Thesis in the form of a Compendium of Scientific Articles. To this end, the proposal will be previously approved by the Academic Committee/Programme Committee and the Inter-institutional Coordinators of each of the universities.

#### **4. Legal Status, Admission, and Certification [ESG 1.4].**

##### **Degree Awarding Powers**

The Universidad de La Frontera (UFRO) and the Universidad Austral de Chile (UACH) are governed by Law 21.091 on Higher Education, and in its Art. 6°, letter e) indicates that they are organisations destined to offer accredited Master's and Doctoral programmes. Thus, the Universidad de la Frontera (UFRO) established in Res. Ex. N°4210 of 2023 in its articles 6 and 7 the definition of doctoral programmes, which correspond to advanced studies leading to the highest degree awarded by the UFRO and is granted to those who, having passed the curriculum and research or creation, have developed, defended and approved a doctoral thesis that expands the frontiers of knowledge in the disciplinary field of the programme. Doctoral programmes aim to train graduates with a deep knowledge of the disciplines involved, a high level in their area of specialisation and the ability to develop original and relevant research in their respective field of study, whose results represent contributions to the knowledge of the disciplines to which their applications correspond. Likewise, the Universidad Austral de Chile (UACH) in its Regulation N°33 of 2009, in its Art. 2, states that the Doctoral Programme leading to the degree of Doctor, is conferred to students who have previously obtained a Bachelor's or Master's degree in the respective discipline. To do so, he/she must pass a higher programme of studies and research, which certifies that the holder has the necessary capacity and knowledge to carry out original research, developed autonomously and which represents a contribution to the respective discipline.

According to the Statutes of the Universidad de La Frontera, the University grants the academic degrees of Bachelor, Master and Doctor. According to the Chilean General Education Act (Consolidated, coordinated and systematised text of the constitutional education laws N° 21.091 and N° 21.094), the Doctoral degree is the highest degree that can be awarded by a university. It is awarded to a student who holds a Bachelor's or Master's degree in the respective discipline and has successfully completed an advanced programme of study and research. This degree certifies that the holder possesses the necessary skills and knowledge to carry out original research. In addition, a doctoral programme must include the preparation, defence and approval of a thesis involving original research, conducted independently, and contributing to the relevant discipline.

The General Regulations of Doctorate of the UFRO (Res. Ex. N°4210 of 2023), regulates the offer of programmes with Double Graduation or programmes taught jointly, as indicated in Title I, Art. 8, paragraph 3. For the Doctorate Programme in Communication, both universities have developed a Joint Regulation, in which processes and requirements are homogenised, the Res. Ex. N°2961 of 2023 (UFRO) and the

Decree N°62 of 2023 (UACH). Both regulations define and regulate the Doctorate in Communication, as it is a programme taught jointly, whose regulations jointly define the conditions and responsibilities for its cooperation, management and administration, through:

- The Inter-Institutional Coordinator of each University.
- The Academic Committee/Programme Committee, according to the name of each university.
- The specific administration of the Programme will be the responsibility of each of the Inter-institutional Coordinators, who will act as director, with the collaboration of the Academic Committee/Programme Committee, according to the denomination of each University. Their functions are:
  - a) To direct the execution and development of the programme and ensure compliance with the current curriculum.
  - b) To elaborate and propose the annual academic and budgetary programming of the programme and to carry out the corresponding monitoring.
  - c) To ensure compliance with the current regulations of the doctoral programme.
  - d) To communicate with the students and to inform them of the decisions of the Academic Committee/Programme Committee.
  - e) To maintain permanent communication with the students of the programme, in order to guide and orientate them.
  - f) To register the subjects.
  - g) To communicate who will be the Advising Professor and/or Thesis Sponsor, the members of the Tutorial/Advisory Committee, the Qualifying Examination Committee or Thesis Project and the Doctoral Examination Committee.

In order to facilitate the solution and better management of any emerging situation (and to avoid constant modifications to the Joint Regulations, unless the case warrants it), there is a Joint Protocol, which has a complementary role to the Regulations and refers to situations such as procedures for the incorporation of grades in the computer system, procedures for monitoring the progression of students, procedures to ensure that each student has all the necessary and sufficient conditions for their development, procedures for the incorporation of Visiting Professors, indications on the authorship of scientific articles, a unified plan of activities and details on the thesis by compendium of scientific articles. It must be signed by the Inter-institutional Coordinators.

The director is appointed in accordance with the Postgraduate Regulations of each university.

Any matter submitted to a vote of the Academic Committee/ Programme Committee shall be approved by a simple majority of the total number of its members. In the event of a tie, the vote of the Programme Director shall be considered the casting vote.

Regarding the legal status of doctoral students , according to Title VI, Art. 38 of Res. Ex. 3834 of 2023, a regular UFRO student will be a person who has been admitted in accordance with the procedure indicated in the preceding title, formalises his/her enrolment and registers for curricular activities of the programme in the current academic period. The student must also enrol during the period in which he/she is working on his/her thesis or fulfilling other requirements necessary to obtain his/her academic degree, such as: training or research stays, seminars and others established by each programme. At UACH, this will be when the student pays the registration fee (Art. 11 of Decree No. 33 of 2009).

Students enrol in the admissions system of one of the two universities, upon payment of a one-time fee at the beginning of the semester (US \$380), and remain administratively a student at that institution. The annual fee is (US \$4130), which is charged by each university accordingly. However, from an academic point of view, all students are part of a single student roll for all academic purposes, such as planning, registration and completion of all subjects (mandatory and elective), assignment of advising professors, assignment of thesis sponsors or dissertation advisors, organisation and presentation of thesis projects and qualifying exams, meetings at the beginning of each semester, communication of all activities, etc. Students who have received a UFRO, UACH or ANID scholarship are exempt from paying this fee or tuition, depending on the benefit obtained. Regularly enrolled students will receive notifications about the courses they are required to attend, along with an orientation from the University. This orientation covers rights and responsibilities, access to the library system, insurance, medical assistance and other relevant information.

### ***Admission and Certification***

Ex. Res. N°2961 of 2023 (UFRO) and Decree N°62 of 2023 (UACH), regulate the selection process of applicants, which is shared between both universities and once accepted, half of the students of each cohort are enrolled at Universidad de La Frontera and the other half, at Universidad Austral de Chile. In this way, each university takes care of the administrative aspects of its students. The regulation establishes that each university has the power to define the tuition fee for the programme autonomously, but obliges them to consider as a common reference the amount designated by the Chilean National Agency for Research and Development (ANID for its abbreviation in Spanish) for these purposes, in the case of students who receive their scholarships from this agency. In both cases, those who are enrolled in the Doctorate Programme in Communication are considered as regular students.

The application and admission process are regulated by the Postgraduate Regulations of both universities and is standardised in the current Doctoral Regulations (Title V of the Programme Admission). There is a single application process each year, in which both universities participate, where the person interested in applying to the programme must:

- a) Be in possession of a Bachelor's or Master's Degree (or Professional Degree equivalent to a Bachelor's Degree), in the different disciplines linked to the programme.
- b) Submit, within the stipulated deadlines, an application for admission according to the standard form and, together with the documents indicated in the prerequisites for admissibility.

The criteria to be used by the Academic Committee/Programme Committee for selection are as follows:

1. Eligibility pre-requisites:

- 1.1. Academic-professional curriculum vitae.
- 1.2. Certificate attesting to a Master's degree and/or Bachelor's degree and/or equivalent.
- 1.3. Personal letter stating the motivations and intentions of his/her application.
- 1.4. Concentration of undergraduate and Master's degree grades, as appropriate.
- 1.5. Letter of recommendation from two academics with recognised experience in the field
- 1.6. Submit a Doctoral Research Proposal (based on the *FONDECYT de Iniciación* form).
- 1.7. Information on the economic situation and sources of financing.
- 1.8. Self-report of English language proficiency based on the Common European Framework of Reference for Languages (CEFR) levels.

2. Selection criteria for admission to the doctoral programme:

2.1. Scientific publications (last ten years)

2.1.1 No. of scientific publications in journals indexed in Wos, Scopus, Erihplus, SciELO as:

- Sole author
- First co-author or corresponding author
- Co-author

2.1.2 No. of publications in other indexes or databases (Latindex, Dialnet), in the capacity of:

- Sole author
- Lead or corresponding author
- Co-author

2.2 Participation in research projects (last ten years)

- Responsible
- Participant

2.3 Structuring and coherence in the research proposal

- Project formulation
- Project coherence
- Relevance to the doctorate

2.4 Personal interview to assess primarily

- Analytical skills
- Attitude
- Motivation to carry out his/her doctoral thesis projections

For the assessment, a guideline or rubric will be used, the criteria of which are detailed in the Joint Regulations (Art. 18), which are published on the Doctorate programme website.

The Academic Committee/Programme Committee, together with the Director, will assess the fulfilment of the requirements and will evaluate the background of those applying for each university separately, on the

basis that the number of students enrolled will be the same at each institution. The decision adopted by the committee will be communicated to the selected applicants, who will have to formalise their enrolment in accordance with the documentation required by each of the universities. At the same time, it will establish the Line of Research to which each student will be admitted.

The Doctoral Dissertation will consist of a research work that must represent a theoretical-conceptual or theoretical-methodological contribution in the field of Communication; by means of which the doctoral student must demonstrate creativity, originality and the capacity to obtain relevant conclusions. To this end, it must follow the formats and parameters that the programme has established for this type of research work and which will be published on its website.

The doctoral student may also submit the thesis in the form of a Compendium of Scientific Articles. For this purpose, the proposal will be previously approved by the Academic Committee/Programme Committee and the Inter-institutional Coordinators of each of the universities.

At the end of the study plan, the student must start the process for his or her degree certificate. At the Ufro, the student opens what is called a "graduation or degree folder" and to apply for the diploma he or she must present a document from the library indicating that he or she has no pending loans, and present an institutional financial document indicating that he or she has no debt. The diploma is then processed, as the Director mentioned, with the signature of both Ufro-UACH rectors.

Whoever graduates will receive a single Diploma certifying the award of the Degree of Doctor, in Joint Graduation Universidad de La Frontera and Universidad Austral de Chile, which will bear the name and coat of arms of both universities, the signature of the respective Rectors and/or the respective Rectors in Office, the name of the Doctor, the date the degree was awarded and will state: "The Degree of Doctor of Communication is awarded to [name]". Without prejudice to the above, Double Degrees may be obtained from other Universities, all of which will be regulated by the corresponding Specific Agreement and the rules or regulations of each university.

As for the procedure for obtaining certificates, these must be requested by the holder (student or former student) by email to [dirae.certificacion@ufrontera.cl](mailto:dirae.certificacion@ufrontera.cl). This email will take them to an online form, where they can select the type of document they need. This form is available from Monday to Friday, from 09:00 to 13:00 hours. In the case of degree certificates, these should be requested by emailing [titulos@ufrontera.cl](mailto:titulos@ufrontera.cl). In both cases, students must provide their personal details, registration number and personal telephone number. They must also attach their identity card (photo).

The certificates are digital, with an advanced electronic signature, which has the same legal backing as a printed document. They are sent to e-mails, in PDF format. The delivery time is 10 working days, as stipulated by Law N° 21.398, in its article N° 3.

The Doctorate programme in Communication maintains a website where all this documentation is freely accessible and downloadable (<https://www.doctoradoencomunicacion.cl/programa/documentos-y-resoluciones/>). It is not necessary to request it through forms or e-mails. The website has a section with the title PROGRAMME (PROGRAMA, in Spanish) in which the main background information is displayed. First on the list is Application, which indicates the timetable for submitting applications and the minimum requirements for submitting it, including model documents for cases where they are needed. In the section

Objectives and Profile, the graduate profile and learning objectives are explained, while the structure of the plan and the programmes of each subject are available in the section Study Plan. These programmes also include updated information for each year on the assessment methods, as well as recommended readings. In the section Documents and Resolutions, you can find the models for the presentation of thesis projects, the rules for the qualifying exam, as well as proposals and guidelines for the presentation of the Dissertation and the progress reports to be submitted at the end of each semester.

Finally, the programme also allows the admission of students whose courses, modules or credits obtained in doctoral programmes at other higher education institutions are recognised. At the Universidad de La Frontera, this procedure is regulated by the General Regulations for Doctoral Programmes issued by exempt resolution 3834 of 08 September 2017. To request a validation, the applicant must attach the study plan of these subjects, as well as the grades obtained. Both documents must be duly certified by the competent academic authority and sent to the programme management. The background information will be evaluated by the lecturer responsible for the equivalent subject to be validated and, if a favourable report is issued, the programme Director will request approval from the programme's Academic Committee. If approved, the validation will be made effective by means of a resolution sent to the Academic Registration Office and the approval of the Vice-Rectorate for Research and Postgraduate Studies. These regulations are available on the Universidad de La Frontera website.

At Universidad Austral de Chile, validation is regulated by the 2009 General Regulations for Doctoral Programmes. This allows the acceptance of a subject, research unit or seminar, taken inside or outside Universidad Austral de Chile, as equivalent for the doctoral programme. According to the regulations, the Director of the Graduate School will be responsible for the validation and recognition of studies at the proposal of the Programme Committee, assigning the corresponding codes and credits and informing the relevant bodies. These regulations are also available on the Universidad Austral de Chile website.

## **5. Academic level of supervisors and human resources [ESG 1.5].**

The Programme is made up of 30 academic staff members and 11 academic collaborators, all of them with Doctorate degrees, and who also meet the accreditation requirements established by both the institutions and the National Accreditation Commission (CNA). In addition, the Programme has the contribution of 30 visiting academics from different universities (see **Annex 5.1.1**).

All the academics that make up the teaching staff are full-time professors at either the UACH or the UFRO. are shown in Annex 5.1.1.

The Collaborating Professors correspond to 11 academics who carry out research in the lines of the Programme. This group of collaborators has a track record in their areas of work (see Annex 5 Short CVs and **Annex 14.11**, productivity of the academic body) that enables them, in accordance with current regulations, to participate only in teaching in the direction of Theses as Co-sponsors.

Academic staff members, collaborating professors and external (visiting) lecturers participating in the programme must hold a Doctorate degree. Their main research activities and key publications, and/or the most important academic activities of the last five years, can be found in the Curriculum Vitae.

The academics associated with the Programme have an outstanding track record and scientific productivity, regularly maintaining external research projects that enable them to develop their lines of research. As an example of this, between 2018 and 2022, these academics participated as principal researchers or co-researchers in 51 externally funded projects as responsible researchers. The following table shows the number of external competitive projects: FONDECYT and others, in the capacity of responsible researcher or director in force (2018 - 2022) for academics.

<b>Name of the academic</b>	<b>N Projects as responsible researcher or director</b>
CAMILA CÁRDENAS	1
CHRISTIAN OLIVARES	1
CHRISTOPHER BALBONTIN	4
EFRAIN BALMACA	2
FELIPE MUNITA	1
IVAN OLIVA	3
LUIS CÁRCAMO	2
MARTA MENSA	1
MARTA SILVA	2
MATTHIEU VERNIER	1
MAURICIO MANCILLA	1
RODRIGO BROWNE	2
RODRIGO MOULIAN	2
ALBA ZAMBRANO	1
ANA MARÍA ALARCÓN	2
CARLOS DEL VALLE	4
ENRIQUE HINOSTROZA	3
JAVIER VELÁSQUEZ	1
MAGALY RUÍZ	1
MARÍA OLGA RUÍZ	2
PATRICIO PADILLA	1
RUBÉN SÁNCHEZ	1
ALEX INSUNZA	1
IVAN FLORES	3
MARCELA HURTADO	1
ROBERTO MORALES	6
CAROLINA MATAMALA	2
<b>TOTAL:</b>	<b>12</b>

New hires are continually added to strengthen the teaching staff and the team of collaborating and visiting professors. If an academic's contract expires, the Programme takes the necessary measures to ensure that the needs associated with that contract continue to be covered by other lecturers on the Programme, or by a new contract.

With regard to staff recruitment and recruitment conditions, the following can be mentioned: With regard to University staff, they are classified in relation to the type of functions they perform, into two main groupings: academic and non-academic.

The academics of the Universidad de La Frontera are attached to the Regular Academic Body (CAR, in Spanish) or to the Non-Regular Academic Body (CANR, in Spanish), and may be remunerated or Ad-Honorem. The Regular Academic Body constitutes the stable academic staff of the Institution. Its members are subject to the Academic Career, are admitted by public competition, and must hold the degree of Doctor, as a basic requirement. The Hierarchy mechanism (Res. Ex N°1104 of 1993) applied by the Appointments and Promotions Commission is activated, and they may be classified as Lecturer, Assistant Professor, Associate Professor or Professor. Their income is associated with their hierarchy, with levels A, B and C for each of them, except in the case of the Lecturer (D.U N°226 of 1998). The Non-Regular Academic Body is made up of academics who fulfil specific functions in the Institution and whose contract is for a defined period of time. They are not hierarchical, nor are they subject to the Academic Career. Their income is equivalent to one of the academic hierarchies and their appointment may correspond to one of the following categories, according to article 27 of the UFRO Statute: Emeritus Professor, Researcher, Visiting Professor, Professor of Practice and Assistant. In the case of the UACH, a distinction is made between regular academics and adjunct academics.

In addition, the Institution strengthened the inclusion of professionals attached to Departments and/or Schools, who carry out collaborative teaching or research activities and who are called upon to generate academic turnover. To fulfil these functions, it is required to have an academic degree or to prove a notable expertise in the discipline of their development. Professionals who satisfactorily fulfil the academic profiles defined by the Institution (Academic Career Ordinance, R.E. N°1686 of 2011 ), and to the extent that the relevant vacancies occur in the Departments, have the possibility of joining the Regular Academic staff through public competition.

Regarding the participation of external academic supervisors, one of the members of the qualification examination commission must be an academic from outside the universities teaching the programme, preferably at an international level (Art. 24 and Art. 27 of the Joint Regulations). The commission is proposed by the dissertation advisor, and is made up of four professors with doctoral degrees who meet the evaluation criteria established by the Universidad de La Frontera and the CNA, with the right to evaluation; one of these may be the dissertation advisor, which must be explicitly stated in the programme's internal regulations. In addition, as previously mentioned, one of its members must be an academic from outside Universidad de La Frontera and Universidad Austral de Chile, preferably from a foreign university. The Qualifying Examination Commission will be approved by the Academic Committee of the Programme and ratified by the Postgraduate Academic Department. The external academic will be proposed by professors from the academic staff and, subsequently, will be invited to participate as a member of the commission. The external academic may act in the co-tutoring of the thesis, and this co-tutoring may lead to double graduation, in which case the agreements established in this respect in each joint programme must be observed (see <https://www.doctoradoencomunicacion.cl/programa/documentos-y-resoluciones/>).

External lecturers must be accredited to participate in the Programme. The Regulations for the accreditation of the Postgraduate Academic Staff and Specialities state that for accreditation, the presentation made to the Postgraduate Programmes and Specialities Committee by the Director of the respective programme, endorsed by the curriculum vitae, will be sufficient. In this case, the accreditation will not be permanent, and

the academic who achieves it will have to be re-accredited within the period stipulated in the Postgraduate Policy. In addition, external academics can familiarise themselves with the regulations and requirements of the Programme through its website <https://www.doctoradoencomunicacion.cl/> or by making direct enquiries to the Programme Directors' e-mail addresses. See document Accreditation of the Postgraduate Academic Staff and Specialisations [https://www2.ufro.cl/transparencia/ver\\_doc.php?id=46944&m=2&i=2&c=1](https://www2.ufro.cl/transparencia/ver_doc.php?id=46944&m=2&i=2&c=1)

The Universidad de La Frontera, through the Continuous Training Programme for Teacher Development, offers programmes to strengthen teaching activities (micro-courses, workshops, diploma courses, e-learning, among others), which address various topics, promoting teacher updating according to the pedagogical guidelines of the UFRO educational model and the challenges that the current educational context demands. The planned initiatives aim to strengthen teaching development and the University's ongoing commitment to innovation and improving the quality of teaching at all levels of education.

For its part, the Universidad Austral de Chile has a Department of Quality Assurance and Curricular Innovation, whose purpose is to offer the academic community support at different levels of appropriation and intervention in university teaching: updating in active methodologies, assessment strategies, and the use of information technologies with didactic approaches.

In relation to the professional training and support opportunities offered to academics, support and administrative staff there are a series of initiatives. From the Research Department, for the academic staff there are the following:

**Strengthening of Research:** Its purpose is to strengthen research activities within the Universidad de La Frontera, which is carried out through:

- Payment of publication fees in Wos/Scopus journals (subject to application)
- Research groups to strengthen productivity in Wos journals (ex Gap) (subject to application)
- Complementary equipment for Fondecyt and Diufro projects (subject to application).
- Editing, translation or review of scientific articles (not subject to application)
- Registration of external projects at the Research Department (not subject to application)
- Fondecyt applicants (subject to application)

**New Researchers:** The objective is to promote research activities in new thematic lines, to develop research activities that allow the incorporation of new researchers into the University, and to encourage links between new researchers and develop inter-, multi- and transdisciplinary research.

- Doctoral dissertation/thesis (subject to application)

**Formative Research:** It aims to develop scientific research activities leading to the construction of new knowledge to improve undergraduate teaching and its contribution to the achievement of the graduation profile of students at the Universidad de La Frontera.

- Sponsoring professors of undergraduate and postgraduate students (subject to application)

**Incentives:**

- Recognition of most cited articles
- Scientific productivity
- Scientific photography
- Book productivity

**Improvement and Studies Commissions:** The aim of the improvement commission is to improve the training of an academic in Specialisation or Diplomas; or in Postgraduate programmes, leading to the academic degree of Master's or Doctorate.

Advanced studies commissions are granted for the duration of the programme plus any additional studies, if any. The academic shall sign a letter of commitment stating the conditions and duration of the programme.

**Study Commissions:** The purpose of these is to authorise an academic to be absent from his/her usual work in order to attend conferences, symposiums, round tables, colloquiums, etc. as participants, assistants, researchers or others. As well as to participate in other academic activities that do not involve systematic improvement.

For administrative staff, the following welfare services are available:

- Psychosocial First Aid Programme: The objective is to generate a space for accompaniment in situations of personal or family crisis, for which an initial assessment is made and, if necessary, a referral is generated, relying on a support network.
- Reimbursement of medical expenses: This benefit covers the reimbursement of expenses for medicines, medical consultations, examinations, dental treatment, surgery, hospitalisation, among others, for members of Staff Welfare and their current legal charges.
- Telemedicine
- Dental Care
- Technical Aids
- Financial Loans
- Multiple agreements
- Legal Guidance
- Social Allowances
- TCV Programme: This is a tool aimed at preventing drug and alcohol consumption, helping to improve the quality of life of university staff and their immediate families, developing a culture of prevention.
- Recreational Centres

On another aspect, the programme has figures that support various aspects of coordination and organisation, among them: Academic Committee, Programme Committee, Directors, advising professors, dissertation advisors. The programme's internal regulations establish in Art. 3 of the Academic Committee/ Programme Committee that this committee is the academic advisory body in charge of organising, coordinating and monitoring the programme. Its composition, main functions and operation are as follows:

About the conformation: a) The Inter-institutional Coordinator from each university. b) An equal number of members from each of the universities who form part of the joint academic staff and who shall be appointed at the proposal of each of the coordinators. c) A student representative, elected by their peers, with the right to speak and vote at the ordinary sessions of the Committee.

About the sessions: d) The sessions shall be held alternately on the campuses of each institution and, if necessary, the meeting place may be changed by mutual agreement or, failing that, the sessions shall be held virtually. e) The Committee shall be chaired by the Inter-institutional Coordinator of the University in which the session is held. f) The minutes of the Academic Committee/ Programme Committee shall be taken in duplicate, with one copy for each University.

About the functions: g) To administer the academic administrative processes. h) To evaluate the performance of the student body, apply the regulations, deal with applications, assign the advising professor and the thesis sponsor/director. i) To appoint the Doctoral Examination Committee. j) To evaluate and propose curricular and regulatory modifications to the programme. k) To propose and participate in the selection of those who will form part of the academic body of the programme. l) And other functions assigned to them by the coordinators. m) In those matters that do not fall within the competence of this committee, those who occupy the position of Inter-institutional Coordinator will make the final decision.

Of the Doctorate programme graduates, two have been incorporated as academics of the doctoral academic staff, after the corresponding accreditation, namely Dr. Francisca Silva, who reinforces the subject of Methodology of Research in Communication and Culture, and Dr. Eduardo Gallegos, who reinforces the subject of Epistemological and Theoretical Fundamentals of Communication and Culture.

## **6. Support services and research environment [ESG 1.6].**

### **Support**

Both institutions have significant support for students through centralised and/or Faculty/Unit level scholarships.

The amount of tuition fees and the system of internal scholarships is agreed by each of the universities independently. The cost of the Programme considers as a reference fee the amount designated by ANID in the national Doctoral Scholarships that it establishes annually for these purposes.

Each university has its own support system, which includes scholarships that students can access according to the institution to which they are enrolled. The Academic Committee takes care and safeguards the balance in their distribution from the selection process (equal number of students) and considering the capacity of both institutions, as well as the conditions of the students.

The UFRO establishes 3 types of scholarships (art. 12):

1. Tuition Fee Exemption Scholarship (partial or total): This grant is available to students in academic Master's and Doctoral programmes. The beneficiary assumes the obligation to carry out undergraduate teaching or other unpaid academic activities. The amount or percentage defined in quartiles up to which an exemption may be granted will be defined in the resolution that annually sets the Programme fees.

2. Maintenance grant: Only for full-time doctoral students. The beneficiary assumes the obligation to carry out undergraduate teaching or other unpaid academic activity. The duration of the scholarship will be for the duration of the Programme; however, its annual renewal will be subject to the evaluation carried out for this purpose by the Postgraduate Academic Department. Exceptionally, maintenance scholarships will be awarded to full-time academic Master's students.
3. Doctoral thesis completion scholarship: This grant is only available to doctoral students and is not compatible with the maintenance grant. The purpose of this scholarship is to allow students to complete the work necessary to obtain the academic degree of Doctor, in a maximum period of six months, allowing them to dedicate themselves exclusively to writing and revising their doctoral thesis and obtaining the academic degree.

The Universidad Austral de Chile, for its part, offers the following scholarships every year:

1. Tuition fee scholarships: 100% financing of the Programme's semester fee (maximum \$1,000,000 CLP).
2. Scholarships for academic assistants: funding of 80% of the semester fee (maximum \$1,000,000 CLP). The scholarship holder dedicates ¼ day (11 hours per week) to support activities in teaching or research.
3. Grants for the completion of doctoral thesis: exclusive dedication to the thesis in order to obtain the academic degree in seven months.
4. VIDCA-DPOST Grants for Postgraduate Thesis Projects: aimed at students with an approved Qualifying Examination. It provides funding for the operational costs of the research project, with a maximum amount of up to \$2,000,000 CLP.
5. Scholarships to encourage timely graduation: Aimed at doctoral students in the final stage of their doctoral research and who demonstrate the effective feasibility of taking their Degree Examination in the period of timely graduation. The scholarship consists of a single grant of \$2,000,000 CLP.
6. Grants for stays in international scientific, technological and humanistic research centres: their objective is to provide the possibility of getting to know international research centres and to achieve significant advances in the work of the doctoral thesis (maximum \$1,000,000 CLP).
7. Grants for attendance at national and international conferences: It finances participation and attendance at scientific events held in Chile or abroad.
8. Graduate School Grants of the FFHH as a policy to strengthen educational quality and equity.
9. Eleazar Huerta Scholarship for Academic Excellence: 50% of the tuition fee for outstanding students.
10. Scholarship for educational equity FFHH Graduate School for doctoral students: contribution between 25% and 50% of the tuition fee for students who are economically vulnerable (Annex N°11.6b).

This support system involved until 2023 a total amount of \$102,352,368 CLP executed in scholarships to the students of the Programme.

Name of Benefit	Annual amount (CLP)
Maintenance Grant Mr. Eduardo Gallego (UFRO)	\$18.000.000
Fee Exemption Scholarship (UFRO)	\$43.845.118
Scholarship of Tariff (UACH)	\$18.000.000
Eleazar Huerta Scholarship for Academic Excellence (UACH)	\$13.007.250
UACH Employee Scholarship	\$2.700.000
Academic Assistant Scholarship	\$6.800.000
<b>TOTAL</b>	<b>\$102.352.368</b>

**Figure 7: doctorate scholarships in Communication, year 2018 - 2023**

With regard to support and guidance in disciplinary subjects, the operation of the Programme is governed by its Internal Regulations, which establish the responsibilities, functions and attributions of its members. Before applying, students must have been in communication with an academic from the Programme, which allows them to previously choose an area of study and have an academic willing to guide them. In this initial phase, students clarify their expectations and receive orientation about the Programme. In addition, all relevant information for applicants to the Programme is available in detail on the Programme's website. During the application process, students are informed about the Programme design, structure and internal regulations. This information is also shared at the time of entry to the Programme and is available to all students.

In terms of support and follow-up, the Programme carries out continuous monitoring of its students, requesting reports from academics on the progress and adjustments of students in their training process. In the first year this monitoring is carried out by the coordinators of the mandatory courses. In the second year, this is done by the advising professors (who sign a monitoring agreement) and in the third and fourth years, this function is carried out by the dissertation advisors (who also sign a monitoring agreement). In addition, the academics offer regular attention to students, and they can contact them via e-mail or through frequent meetings via Zoom. The agreement signed by lecturers and students for tutorials (year 2) and thesis guidance (years 3 and 4) establishes that follow-up is on a semester basis, without prejudice to regular meetings on a case-by-case basis. In this sense, the academics adopt an "open door" policy, which allows students to contact them in person or online.

Students and teachers establish a dynamic of regular meetings, both face-to-face and virtual, according to the characteristics of the thesis work. This work is carried out in semesters V, VI, VII and VIII, through the curricular activities Research Seminars and Dissertation Advances, in such a way that each of these semesters the student receives an assessment and final grade for the semester.

Several instruments are available to ensure that this is done in a timely and appropriate manner:

- a) Guideline for teachers' progress reports:

<https://www.doctoradoencomunicacion.cl/wp-content/uploads/2022/01/informe-tutor.pdf>

- b) Guideline for students' progress reports:

<https://www.doctoradoencomunicacion.cl/wp-content/uploads/2022/01/informe-estudiante.docx>

- c) Template for teachers' and students' progress reports:

<https://www.doctoradoencomunicacion.cl/wp-content/uploads/2022/01/Pauta-Informe-de-Avance-de-la-Tesis.docx>

- d) There is also the document Agreement for Thesis Co-Direction <https://www.doctoradoencomunicacion.cl/wp-content/uploads/2024/07/CONVENIO-CO-DIRECCION-TESIS-DOCTORAL.pdf>, which consists of the signing of a commitment between each student and their tutors (second year) or dissertation advisors (third and fourth year).

d.1.) In the case of advising professors, it is stipulated that: *"they are obliged to fully exercise the function of tutor of the student's thesis project, to carry out periodic reviews within the framework of the relevant curricular activities (Research Seminar I, Thesis Project, Qualifying Examination)".*

d.2.) In the case of dissertation advisors, it is stated that: *"they undertake to fully exercise the function of Guide/Sponsor of the research of the doctoral student, to carry out periodic reviews within the framework of the relevant curricular activities (Dissertation Advance I, Dissertation Advance II, Dissertation Advance II, Dissertation Advance III), and to evaluate the doctoral thesis by means of a written report for the subsequent Degree Examination"; and "they undertake to communicate all information and documentation useful for the organisation of the activities. To this end, they will hold at least a six-monthly coordination meeting at which the student's progress will be assessed".*

This document has been signed since the first cohort of the Doctorate (2018).

In the case of students with special needs, the Programme has the support of the advising professors, whose focus is to guide those students. Likewise, the Doctorate, based on the students' evaluations, generates conditions to facilitate the formative processes, such as workshops for academic writing, workshops for scholarship applications, among others. In the event of student health crisis, the Programme establishes regular communication until the student's reincorporation. In fact, to date only one student has withdrawn for health reasons (1.78%).

In the case of foreign students, the Doctorate has 3 students: Colombia (1, cohort 2022), Cuba (1, cohort 2023) and Peru (1, cohort 2024). The Programme provides them with a 100% exemption grant, and 2 of them (cohorts 2023 and 2024) have a maintenance grant and currently live in Temuco.

In the case of exchange students, the Programme generates the conditions for the work to be done, which mean the access to databases, co-tutorship, etc. To date we have had 3 international exchange students: (Colombia and Argentina) and 1 student in double graduation from La Sapienza University in Rome, Italy (who graduated this year).

## **Research environment**

Students can obtain their graduation through two modes of presentation of their research results: one consists of a traditional thesis and the other, of a compendium of scientific articles, which consists of three scientific publications, one of which must be WoS or Scopus. If students opt for the first one, they must also have one scientific journal article published in order to graduate; while the compendium requires three scientific publications. This measure aims to improve the employability of graduates, since the demonstration of academic productivity is a relevant criterion for access to academic or non-academic research jobs. The obligation to publish at least one article in relevant journals implies for students the need

to develop a research project with relevance to the field. Similarly, the publication of articles and, especially, the completion of thesis research equips students with skills for research development within or outside an academic context, such as consultancies. This is reinforced by participation in seminars or colloquia involving not only academics, but also politicians, organisations and policy makers.

The academic staff of the Doctorate in Communication is grouped into four lines of research:

- Communication and power in inter-, multi- and trans-cultural contexts
- Communication and culture
- Communication, science and technologies
- Communication and media

All thesis research projects must fit into one of these four lines. In this sense, the incorporation of thesis research into research projects, especially those financed by the National Agency for Research and Development (ANID), is encouraged, so that, in addition to having a work plan framed in such a project, the student can count on economic resources. In fact, currently 25% of the students in the thesis process are part of research projects as thesis students. The procedure for this is that students decide to frame their thesis research in the research projects, or they are directly invited by the researchers to participate. The incorporation of students in these research projects is also a way of strengthening their labour insertion in academic research, as they begin to form part of consolidated research groups led by important academics.

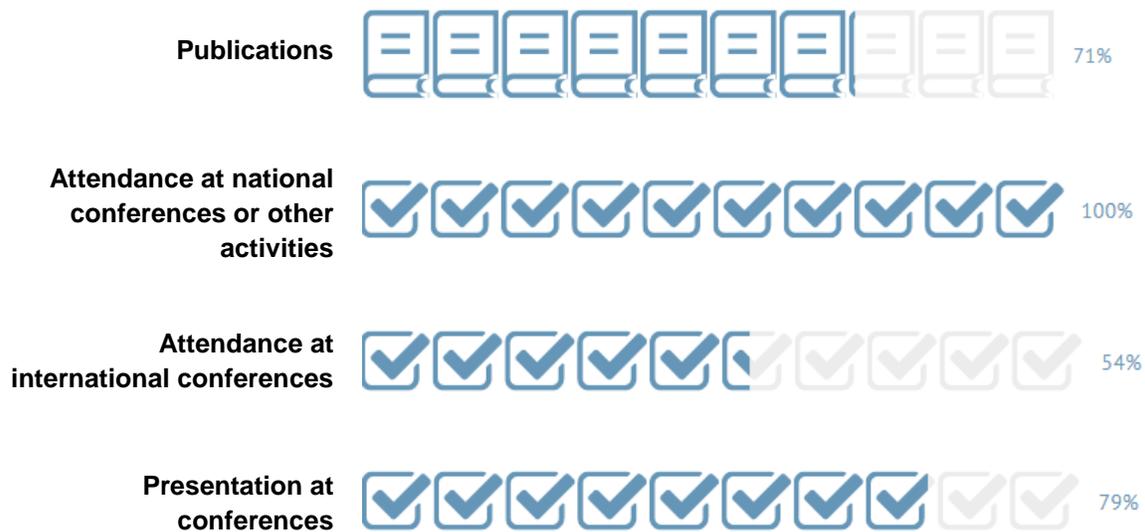
The community outreach is generated through the disciplinary links that the academics associated with the Programme have developed throughout their careers. These links have made it possible to manage collaboration agreements for double graduation, internships and other forms of academic collaboration.

In this regard, it is worth noting that the Programme has:

- 15 collaboration agreements in force through which different activities have been developed.
- 4 double graduation agreements: Università degli Studio di Roma, "La Sapienza", Italy; University of Groningen, The Netherlands, Universidad de Sevilla, Spain and Pontificia Universidad Javeriana, Colombia.
- 9 research networks associated with the Programme.

Another area of outreach is the dissemination of academics' research and, as the progress of thesis research merits it, the participation of students in the dissemination of their research results.

The Programme encourages student participation in seminars and other outreach events.



**Figure 8: student participation in outreach and communication activities**

An important group of students (71%) have publications, all of them have attended national outreach activities and 54% have also participated in international activities. Presentation at conferences is also relevant, with 79% of students having made one or more presentations at this type of event.

In terms of publications, 79% of the students have publications. A strength of the Programme is that it encourages its students to publish articles in scientific journals, which is part of the regular activities of some subjects, especially the Research Unit, which has as a requirement for approval the fulfilment by each student of academic products during their stay in the doctorate, also to pass the Qualifying Exam they must have submitted an article to an indexed journal. Also, to obtain the degree (either conventional thesis or compendium of scientific articles) they must have accepted or published an article in WoS or Scopus journals and sent another to the same type of journals.

One of the goals proposed by the Programme is the participation and generation of instances of analysis in associated topics that allow the articulation of research, teaching and outreach, and to develop in students competencies linked to critical thinking and effective communication to different audiences, within the framework of the theoretical-methodological tools provided by the Programme.

Along the same lines, a proposal was made to formalise a medium- and long-term collaboration plan between doctoral programmes at Chilean universities. A first step was the joint organisation of the First Meeting of Doctoral Students in Communication, on 11<sup>th</sup> January 2019 in Santiago, between our Doctorate and the only two other Doctorates in Communication (from the Pontificia Universidad Católica de Chile and the Universidad de Los Andes), a collaboration that continued with the development of the Second Meeting of Doctoral Students in Communication and the Third Meeting of students "Challenges and Opportunities in the Field of Communication in Crisis Contexts" held in January of this year. This leadership is further strengthened this year with the organisation of the 10<sup>th</sup> Conference of the Chilean Association of Communication Researchers INCOM (<https://www.doctoradoencomunicacion.cl/convocatoria-x-congreso-incom/>).

The internationalisation of the Programme is developed on the basis of the collaboration agreements and international networks in which it participates. Based on these, it has been possible to initiate double graduation processes, have foreign academics participate in training activities, receive foreign students, as well as internships for students on the Programme, among other actions.

### **Programme Collaboration Agreements (MoU)**

The Programme has 15 active agreements, 2 at national level and another 13, with institutions outside the country. These agreements have strengthened the activities of the Programme and its academics.

The established collaboration has facilitated the participation of academics from other institutions in formative instances such as seminars and elective courses, participation in qualifying exams, co-sponsorship of theses and the double graduation of students from the Programme. Internships and scholarships for students have also been developed, an aspect that has been limited by the health contingency.

The links also strengthen the academic staff through internships or academic exchanges and the production of joint publications.

The following figure shows the type of activity developed with each of the institutions:

**Table 6: Agreements and Associated Activities**

Convention	Seminars	Elective courses	Participation in Qualifying Examination	Co-sponsorship of Theses	Double Graduation	Student Internship or Scholarship	Internship or Academic Exchange	Joint Publications
<b>National</b>								
Universidad de los Andes, Chile								
Universidad Católica de Temuco								
<b>International</b>								
Universidade Do Porto, Portugal								
University of Groningen, The Netherlands								
Universidad de Sevilla, Spain								
Universidad de Zaragoza, Spain								
Universidad de Valencia, Spain								
Universidade Federal Do Rio de Janeiro, Brazil								
Universidad Nacional de la Plata, Argentina								
Universidad Nacional de Quilmes, Argentina								

Convention	Seminars	Elective courses	Participation in Qualifying Examination	Co-sponsorship of Theses	Double Graduation	Student Internship or Scholarship	Internship or Academic Exchange	Joint Publications
Università degli Studio di Roma, "La Sapienza", Italy								
University of Neuchâtel								
Babes-Bolyai University								
Mohammed VI Cultural Centre for the Dialogue of Civilisations								
International Centre for Higher Studies in Communication for Latin America								

Students have two modes of participation in exchange programmes. The first, is that thesis students must incorporate the co-tutorship of external, national or international academics, so that they always have a different perspective to that of the Programme. In fact, 33 students have international co-tutorship, for which the Programme has 55 external academics to take on this role. Students can also access a double graduation scheme with one of the 4 foreign universities with which the Programme has active agreements, namely Pontificia Universidad Javeriana in Colombia, Universidad de Sevilla in Spain, Università degli Studi di Roma "La Sapienza" in Italy and University of Groningen in the Netherlands. Two students have completed their doctorate through the double graduation modality and another twelve are in the process of doing so.

Students can also undertake research stays at one of the 11 foreign universities with which the Doctorate has agreements. To date, 10 students have undertaken such stays ranging from one to six months and have allowed them to present their preliminary results to the academic community of the host university, to work on the analysis of their data with academics or to make adjustments to their methodological strategies.

The Programme offers 10 international lectures, which are spaces in which renowned academics in the field of communication hold seminars and talks. These researchers can also carry out specific training electives for students. Just to illustrate the current year, we can mention that in May 2024 the elective "Planetary Scopic Regime" was taught by Professor Alejandra Castillo from the Universidad Metropolitana de Ciencias de la Educación, which was carried out as part of the Nelly Richard Lecture. In January 2024, Professor Manuela de Barros, from the University Paris 8, gave the summer workshop "Archaeologies of Fictional Machines". In June 2024, Professor Natalia Aruguete, from the Universidad de Buenos Aires, held the workshop "Content Analysis and News Framing".

The Doctorate students actively participate in the annual national conference of the Association for Communication Research. In its last two versions, there were six (2022) and seven (2023) papers presented by our doctoral students. Similarly, the Programme provides financial support for registration and travel of students to different conferences, especially for those who do not have external scholarships. 50% of the students have doctoral scholarships from the National Agency for Research and Development (ANID), which allows them to have resources to carry out research stays or participate in international conferences. In order to achieve this, the Doctorate has 4 active double degree agreements; 11 active Memorandums of Agreements with national and international universities, as well as others currently being processed; and another 4 international double degree agreements in the process.

On the one hand, the subject Research Methodology in Communication and Culture contains a unit on research ethics and good academic practice, which familiarises students with the evaluation processes of the Ethics Committees of both institutions, the forms they have to fill in order to apply for them, and requires them to reflect on their position as researchers with respect to their participants.

On the other hand, in terms of ethical safeguards in research, once the qualifying examination has been passed, at the end of the fourth semester, students working with personal data or data production techniques involving contact with people must submit their project to the Ethics Committee of the university where they are enrolled. Research designs involving focus groups, interviews or ethnographic observation are especially evaluated and special emphasis is placed on the correct formulation of informed consent forms, as well as on mechanisms of anonymisation and confidentiality of data. These projects can only start once students receive final approval from the Committee.

On another issue, although it is not a requirement of the doctoral Programme, students are actively involved in teaching, especially those who are part of universities or educational institutions. However,

there is a curricular activity called Research Unit (mentioned above), which requires students to report on all the work they have done during their time on the Programme. This includes especially teaching, publications, participation in projects, and outreach. All these activities allow them to add up points to fulfil the credits of this curricular activity.

Agreements with institutions are also available to enable students to develop in other areas. This is the case, for example, of agreements with four media outlets to write articles or opinion columns. There are also 2 agreements that have allowed students to participate in territorial linkage activities, namely the agreement with the Temuco Court of Appeals, for work with migrant children and adolescents (2 teachers and 1 student) and with the Ministry General Secretariat of Government to produce a report on the media ecosystem in Chile (1 teacher and 1 student), as well as the work with the Indigenous Chile Programme of the National Corporation for Indigenous Development of Chile (CONADI, in Spanish), which consists of advice on territorial planning and communication for the implementation this year of the work with the Mapuche Territorial Roundtables. Three teachers and three students are participating in this project. In the same way, this year a research project financed by the Ministry of Education (agreement in the process of being signed) will be developed to work with the three native peoples recently incorporated in the country: Changos and Afro-descendants in the north, and Selknam in the south. This research is part of the Communication and Power in Inter, Multi and Trans-cultural Contexts research line and the Afrodescendants Lecture. The participation of academics and students of the Doctorate is foreseen.

Finally, the institution offers professional development opportunities to help doctoral students explore career paths outside academia and broaden their qualifications beyond the university environment, mainly through outreach activities, especially with Mapuche and migrant groups, which do not consist of thesis research, but of other formative activities such as planning and dissemination. Another activity consists of encouraging participation in the media to share opinions and analyses that can make a social contribution.

## **Resources**

At the Universidad de La Frontera, the Programme shares and develops academic and administrative activities in the premises of the Nucleus of Scientific and Technological Development in Social Sciences and Humanities and in the premises of the Central Library, located in the Valentín Letelier and Andrés Bello Campuses of the Universidad de La Frontera, respectively.

The Scientific and Technological Nucleus in Social Sciences and Humanities of the Universidad de La Frontera has the purpose of facilitating the coordination of research and postgraduate activities in the priority areas of Social Sciences and Humanities, among which is the field of Communication Sciences. For these purposes, the Nucleus has two buildings: a three-floor building, in which the administrative offices, meeting rooms, auditorium, offices for researchers and for the Doctorates can be found. The second building has two floors, which houses the Laboratory for Research in Applied Social Sciences (LICSA), the offices for the operation of the associated Centres and Lines of Research and, recently, a modern space for audiovisual production and the study of visualities, which is one of the Lines of Research of this Doctorate.

At the Universidad Austral de Chile, academics of the Faculty of Philosophy and Humanities have individual and exclusive offices, located in the disciplinary institutes to which they are attached, which are equipped with computers, printers, telephones, furniture, internet connectivity, online access to the scientific databases contracted by the UACH and its library systems, as well as space for student services.

The Graduate School of the Faculty of Philosophy and Humanities has the following facilities, available exclusively for the Faculty's postgraduate programmes. Two of the five teaching rooms are specially equipped with audio-visual equipment for presentations and degree examinations, without prejudice to the possibility of installing equipment in the remaining rooms as required. The spaces, remodelled in 2017, are:

- Offices for the Director and the Secretary
- Humanities Room, for teaching and conferences, with capacity for 80 people.
- Shakespeare Room, with multimedia equipment and capacity for 28 people.
- Valdivia Room, with multimedia equipment and capacity for 10 people.
- Andrés Bello Hall, with multimedia equipment and capacity for 10 people.
- Gabriela Mistral Hall, with multimedia equipment and capacity for 10 people.
- Cafeteria service for students during study breaks and a foyer that allows students to move around and rest.
- Toilets

Along with the above, the first floor of the Modular Building of the Institute of History and Social Sciences is also for the exclusive use of the Faculty's postgraduate programmes. It consists of a multimedia room with WIFI, with a capacity for 30 students and state-of-the-art technology for virtual meetings and connections at national and international level, allowing for video-conferences. In addition, laboratories, libraries and other facilities are available for the programme's academics and students, with their respective equipment.

Physically available at the UFRO:

- A working room, located on the first floor of building B of the Scientific Nucleus in Social Sciences and Humanities.
- A modern laboratory for audio-visual production and for the study of problems associated with "visualities and representations of others in intercultural relations", located on the first floor of building B of the Scientific Nucleus in Social Sciences and Humanities.

Physically available at the UACH:

- Laboratories and other facilities for use by the Programme, with their respective equipment.
- Andrés Bello Room: Equipped with an oval table and multimedia equipment with capacity for 12 people.

In 2023, the new building of the Faculty of Philosophy and Humanities UACH was inaugurated with an investment of 8,500 million CLP and a projected surface area of 6,517 square metres. This building will house facilities for the Graduate School and the Faculty's institutes, including the Institute of Social Communication.

For non-face-to-face teaching, both institutions provided platforms to support virtual teaching (Zoom and MS Teams) as well as communication platforms, such as email and storage systems (Google Drive and MS Onedrive). For visualisation of the infrastructure, see also **Annex 14.1**.

All these resources, in addition to the general resources of the institutions, are available to the students and enable them to meet their needs during their studies. Each institution has maintenance plans and budgets to maintain and strengthen its infrastructure and library resources.

To address the needs of a diverse student population, including those with special needs, both institutions have implemented specific policies and services. This includes the availability of scholarships, accessibility to up-to-date bibliography and bibliographic databases, and student services that ensure an inclusive and equitable environment. Classrooms and laboratories are designed to be accessible and functional for all students, ensuring that they can fully participate in the curriculum.

### **Library Services**

The Universidad de La Frontera has contracted different types of Digital Resources: Electronic Books, Electronic Journals and Scientific Databases, which can be accessed through the UFRO Libraries website: <https://bibliotecas.ufro.cl/>. Details on electronic databases available, relevant to the programme can be found in **Annex 14.2**.

Resources include e-books from Digitalia Hispánica, EBSCO Ebook Academic Collection, eLibro.net, Libros Ediciones UFRO and SpringerLink eBooks. As electronic journals: Annual Reviews, Investigación y Ciencia, Mente y Cerebro, Nature Publishing Group, Oxford University Press, Sage Journals, Elsevier's ScienceDirect, Springer Link and Wiley Online Library. Scientific databases include access to: Academic Search, Art Source, Communication and Mass Media, Education Source, ERIC, Fuente Académica, Historical Abstracts, Humanities Source, Journal Citation Reports, Masterfile, Political Science, Professional Development, Collection, Psychology and Behavioral, Science Collection, Referencia Latina, Religion and Philosophy, Collection, SciVal, Scopus, SocINDEX y Web of Science (WOS).

The Programme has direct participation in three specialised journals:

1. *Perspectivas de la Comunicación*, edited and funded by the Doctorate <<http://www.perspectivasdelacomunicacion.cl>> Indexed in: Emerging Sources Citation Index (ESCI) - Thomson Reuters.
2. *Vivat Academia*, published jointly with the Universidad Complutense de Madrid. <<http://www.vivatacademia.net/index.php/vivat>> Indexed in: Emerging Sources Citation Index (ESCI) - Thomson Reuters.
3. *Revista de Comunicación de la SEECI*, also published jointly with the Universidad Complutense de Madrid. <<http://www.seeci.net/revista/index.php/seeci>> Indexed in: Emerging Sources Citation Index (ESCI) - Thomson Reuters.

At the Universidad Austral de Chile, the Library System manages five libraries whose physical infrastructure comprises 1,364 study stations. The libraries have an automated system with an online catalogue referring to a collection managed under an open shelving system. It offers local and virtual library services, electronic reference, advance reservation, interlibrary loan, bibliographic switching, among others.

Virtual services include access to the most important reference databases, such as Web of Science, JCR, CAB, MEDLINE, FSTA, ERIC, Scopus and databases with access to more than 39.000 journals, such as EBSCO's collection (Academic Search Complete, Business Source Complete, Regional Business News, EconLit with Full Text, Environment Complete, SocINDEX with Full Text, SPORTDiscus with Full Text, CINAHL with Full Text, Dentistry & Oral Sciences Source, Art & Architecture Complete, Psychology and Behavioral Sciences Collection), UpToDate, Scielo, Nature Publishing Group, Annual Reviews, BioOne, Wiley Interscience, Science Direct, Oxford University Press, American Chemical Society, IOP, Microjuris Chile, ASTM, AVMA, ESA, Emerald, AMA, Naxos Music, among others. In addition, there is access to more than 231,370 full-text books (Access Medicine, AgricultureNetBASE, ASTM, Digitalia, E-Libro, EBSCO, Elsevier, EngNetbase,

FoodNetbase, ClinicalKey, Netlibrary, Springer). Students can access these resources, as well as those available on the Internet, from anywhere in the University, as well as from home.

In terms of institutional support and infrastructure, among students and academics, it is especially valued that classrooms have adequate facilities for the academic requirements and the number of students, and that laboratories and/or workshops are properly implemented. The vast majority of students report that they have access to scholarships, updated bibliography, bibliographic databases and student services offered by the University. It is important to note that students have access to both libraries, regardless of the institution of enrolment.

Finally, we can highlight that the equipment is sufficient to achieve the expected learning outcomes, as the facilities are adequately equipped with modern technology and specific resources for teaching and research. Both universities have laboratories, libraries, multimedia study rooms and audiovisual equipment that allow for high quality teaching and learning. In addition, virtual teaching support platforms, such as Zoom and MS Teams, and cloud storage systems, such as Google Drive and MS OneDrive, are available to facilitate access to resources from anywhere.

## **7. Public information [ESG 1.8]**

The Postgraduate Academic Department of the Universidad de La Frontera (DAP-UFRO) and the Postgraduate Studies Department of the Universidad Austral de Chile (DEP-UACH) have websites on which they promote their doctoral, master's and speciality programmes, as appropriate: UFRO: <https://postgrado.ufro.cl/> and UACH: <https://www.uach.cl/postgrado/principal>. Both departments carry out communication campaigns to disseminate the academic offer through digital media, including platforms such as META (Instagram and Facebook), Google Search and YouTube. This is the case of DAP-UFRO, which created a YouTube channel to promote postgraduate programmes ([https://www.youtube.com/watch?v=Qu2b7U6ORyY&list=PLoqML2XHbxZx9V9QNcurXm\\_jXhJz237-l&index=1](https://www.youtube.com/watch?v=Qu2b7U6ORyY&list=PLoqML2XHbxZx9V9QNcurXm_jXhJz237-l&index=1)) and DEP-UACH, which, for example, created a video on postgraduate student benefits (<https://www.youtube.com/watch?v=G4oX3nn9dWg&t=23s>). At both universities, programme information is available on the website, where details on programme descriptions, graduate profile, curriculum, lines of research, academic staff, admission requirements, national accreditation, contact information and the official website of each postgraduate programme can be found. This information is periodically updated and disseminated during the respective admission periods in each of the universities.

For the Doctoral Programme in Communication UFRO-UACH, since its foundation has been central to provide information in a clear and transparent manner for applicants, students and teachers, which is why:

1. The official website of the Doctorate in Communication: <https://www.doctoradoencomunicacion.cl/>, is built jointly by both universities. The DAP-UFRO also provides general information on the doctoral programme (<https://postgrado.ufro.cl/doctorados/doctorado-en-comunicacion/>) as does DEP-UACH (<https://postgradohumanidades.uach.cl/doctorado-en-comunicacion/>). Similarly, there are the virtual campuses of the UFRO (<https://campusvirtual.ufro.cl/>) and the UACH (<https://www.uach.cl/alumnos>) to resolve curricular issues of the subjects. And for student management processes, the UFRO and the UACH have internal information management platforms (UFRO: <https://intranet.ufro.cl/index.php> UACH: <https://secure20.uach.cl/webInfoalumnos/login.aspx?pagina=panel.aspx>).
2. Expected learning outcomes of the doctoral programme: All subject programmes with their

learning outcomes are available on the web, as well as on the virtual campus: <https://www.doctoradoencomunicacion.cl/programa/plan-de-estudios/>.

3. Admission requirements and selection process: can be found at <https://www.doctoradoencomunicacion.cl/programa/admision/>. Both universities publish and disseminate this information on their official websites.
4. Degree awarded by the Doctorate: <https://www.doctoradoencomunicacion.cl/programa/objetivos-y-perfil/>.
5. Procedures for teaching, learning and evaluation of the doctoral programme: <https://www.doctoradoencomunicacion.cl/programa/documentos-y-resoluciones/>. All programmes are available on the web, as well as on the virtual campus.

The UFRO-UACH Doctoral Programme in Communication disseminates information about its academic and outreach activities, especially news about the Programme's lecturers and students, through the website (<https://www.doctoradoencomunicacion.cl/>), as well as through its social media platforms: Instagram (<https://www.instagram.com/doccomufrouach/>), Facebook (<https://www.facebook.com/doctoradoencomunicacionufrouach>) and X (<https://x.com/DocComUFROUACH>). There is an internal policy of permanently disseminating all activities that involve the participation of lecturers and students of the doctoral programme, both nationally and internationally. There is also support for participation in spaces of academic dissemination and direct transfer to the community, as is the case of collaboration with programmes such as "La voz de los que sobran" (<https://lavozdelosquesobran.cl/>), "Cosa Nostra" (<https://www.youtube.com/@PodcastLaCosaNostra>) and "El Desconcierto" (<https://www.eldesconcierto.cl/>), digital media in which lecturers and students participate by addressing various current issues related to communication as a field.

It is important to note that the programme's website contains other complementary and open information, which are being built with the ongoing collaboration of lecturers and students, such as:

- Communication as a field <https://www.doctoradoencomunicacion.cl/quienes-somos/comunicacion-como-campo/>, where contributions from lecturers and students to the theoretical discussion of the subject are published.
- Official documents of the programme: <https://www.doctoradoencomunicacion.cl/programa/documentos-y-resoluciones/>, this page contains the formal and official information of the UFRO and the UACH about the Doctorate, as well as the university regulations of the postgraduate programme for both institutions.
- Corporate image of the programme: <https://www.doctoradoencomunicacion.cl/programa/imagen-corporativa/>, due to the various national and international presentations, the programme made the official corporate images available to students, for use in spaces of outreach and dissemination of the programme.
- Academic Staff: <https://www.doctoradoencomunicacion.cl/cuerpo-academico/profesoras-es-de-claustro-y-profesoras-es-colaboradoras-es/>, here we present the members of the Academic Committee as well as the Collaborating and Visiting Professors of the programme.
- Lectures: <https://www.doctoradoencomunicacion.cl/cuerpo-academico/catedras/>, on this website are all the chairs of the lecturers of the Programme and linked to their presentations on the YouTube channel of the Doctorate.
- Current projects: <https://www.doctoradoencomunicacion.cl/cuerpo-academico/catedras/>, list of

- the Programme lecturers' projects.
- Thesis students: <https://www.doctoradoencomunicacion.cl/estudiantes/estudiantes-en-proceso-de-tesis/>, describes the theses of the student body and provides access to the thesis co-direction agreements, as the case may be. You can also find information for each of the cohorts entering the programme from 2018 to 2024.
- Publications <https://www.doctoradoencomunicacion.cl/publicaciones/>, divided into publications by lecturers (books and articles) and articles by students on their thesis topics.
- Agreements: <https://www.doctoradoencomunicacion.cl/vinculacion/convenios/>, there are various types of programme agreements (joint graduation, current double graduation, double graduation in process and framework collaboration agreements).

### **III. Doctorate Programme in Psychology**

#### **1. Aims and structure of the doctoral programme [ESG 1.2].**

##### **Intended learning outcomes**

The Doctorate Programme in Psychology is academic in nature and is full-time, from Monday to Friday. Its general aim is to provide advanced training in the fundamentals of psychological science, research methods and cultural psychology, and to develop capacities for original research.

More precisely, the programme is geared towards achieving the following specific objectives:

1. To train graduates capable of developing original research in Psychology, applying advanced research methods, with the aim of generating up-to-date disciplinary knowledge.
2. To train graduates capable of producing scientific documents (research projects, articles, books, etc.) in accordance with the standards and criteria applicable to each of them.
3. To train graduates capable of effectively communicating disciplinary knowledge and research results in academic and training activities, both with specialized and non-specialized audiences, as well as with undergraduate and postgraduate students.

The doctoral programme has an average length of 4.9 years (59 months of actual time spent by graduates in the last 5 years). Currently, it has 7 ongoing doctoral projects. At programme level, a total of 422 publications have been made, including articles in WoS and Scopus scientific journals in the last 10 years (2014-2024).

The programme has organised 21 colloquia, providing a platform for research dissemination and academic interaction. In addition, doctoral students have participated in 80 national and 59 international conferences, presenting their research progress and results.

The graduate profile is explicitly detailed in the internal regulations of the doctorate programme (see Res. Ex. 1098, Annex 6.2., Article 7) outlining the domains, specific or disciplinary competences, and generic competences, together with the areas of performance of graduates. This profile is articulated in all course programmes and is promulgated on the doctorate programme website:

“The Doctor in Psychology of the Universidad de La Frontera is a graduate with advanced training in the fundamentals of psychological science, research methods and cultural psychology, and has the

ability to develop original research. His/her training emphasises the role of culture in the psychological processes associated with human and social development, enabling him/her to develop original research in psychology, applying advanced research methods in order to generate up-to-date disciplinary knowledge, produce scientific documents (research projects, articles, books, and similar) according to standards and criteria relevant to each of them, and effectively communicate disciplinary knowledge and research results in academic and training activities, both with specialised and non-specialised audiences, as well as with undergraduate and postgraduate students.

In order to achieve the above, the development of the following disciplinary competences is envisaged: (1) Developing original research in Psychology, applying advanced research methods, with the aim of generating up- to-date disciplinary knowledge; (2) Producing scientific documents (research projects, articles, books, etc.) in accordance with the standards and criteria applicable to each of them; (3) Effectively communicating disciplinary knowledge and research results in academic and training activities, both with specialised and non-specialised audiences, as well as with undergraduate and postgraduate students.

In addition, graduates develop generic competences such as: (1) Autonomy: Acting proactively and independently and monitoring their work to improve their professional performance; (2) Ethical conduct: Acting in accordance with the ethical principles in force in the discipline, which guide their professional performance; (3) Teamwork: Integrating work teams to achieve common objectives and promote collaborative relationships.

The graduate profile declared by the Programme is aligned with the country's objective of developing advanced human capital to face the current problems of Chilean society. In line with this, the programme's graduates demonstrate high levels of research skills and sensitivity to the role that cultural variables play in the phenomena under study. This has enabled graduates to become actively involved in academia and to be awarded highly competitive research projects. Specifically, 90% of the graduates are currently working in academia (Universidad de La Frontera, Universidad Católica de Temuco, Universidad Autónoma de Chile, Universidad Santo Tomás), and 60% have been awarded projects as the Principal Investigator, thus ratifying the profile stated by the programme.

As part of quality assurance, several self-regulation measures have been implemented, such as the Research Progress Seminars, which allow students to present their academic progress every semester and receive feedback from their thesis committee, programme academics and peers. This measure was implemented because it was detected that students were progressing differently. In addition, biannual meetings were implemented between the Programme Management and students, in which individual student progress is discussed, queries are answered and the experience of studying on this doctoral programme is discussed. Moreover, the doctoral programme is aligned with the quality policy and the internal planning and monitoring system of the university (SEPLAD).

Mechanisms for monitoring students and graduates have also been created, which has allowed for monitoring and supporting curricular progress and scientific productivity in the case of the students and maintaining close contact and assessing the employability of the graduates. In addition, meetings between the academic coordinator and the Academic Committee have been formalised and systematised, allowing for more efficient management of the programme.

At the curricular level, in 2020 a process of evaluation of the Study Plan 2 was carried out, by means of surveys of students, graduates, employers and Doctors of Psychology from other universities in the country, consulting on the relevance and pertinence of the curriculum, satisfaction with the

training, among other dimensions (**Annex 11.2**). All of the above allowed for the redesign of the programme and the creation of the Study Plan 3.

This plan is flexible by allowing students to choose subjects that are aligned with their area of disciplinary interest, or to take subjects from other doctoral programmes that use the SCT-Chile. Moreover, it favours student productivity by generating production milestones associated with subjects. It also formalises learning opportunities such as practical academic activities, which allow students to interact with their peers at other levels, carry out teamwork and have the opportunity to learn from observation of good research practices.

Finally, in recent years the programme has been incorporating new academics to its doctoral staff, with 19 lecturers currently qualified to guide doctoral theses. A high percentage of the new academics incorporated are lecturers with high scientific productivity and of young age, providing sustainability to the programme over time. The doctoral academic staff is organised into 4 lines of research, which have currently been reinforced and diversified by new academics. This opens up an opportunity to rethink the programme's lines of research.

The programme is supported by an academic staff consisting of 19 permanent professors (18 members of the doctoral staff). In the last 5 years, the doctorate programme has produced 422 WoS and Scopus publications. In terms of externally funded research projects, the academics have secured 26 FONDECYT projects, with 17 as Principal Investigators. In addition, there are 17 FONDEF projects, 16 externally funded projects and 34 internally funded projects. Annually, academics and students participate in various congresses in the field organised by various national and international scientific societies. Academics from our programme are members of networks such as the Chilean Scientific Society of Psychology and participate annually in the annual version of the Chilean Congress of Psychology.

The qualifications of the academic staff allow the Doctor in Psychology graduate from the Universidad de La Frontera to work early on activities linked to research and facilitate their future insertion in universities, research centres and public and private institutions, in which they will work both autonomously and as part of teams, respecting socio-cultural diversity and acting in accordance with the current ethical principles of the discipline. Throughout its 14 years, 20 people have graduated from the Programme, who are now contributing to scientific efforts in national institutions (Universidad de La Frontera, Universidad Católica de Temuco, Universidad Autónoma de Chile). In the period 2020-2024, 13 Doctors graduated from the Programme and wrote 125 articles as authors in the Web of Science (with an average of 10,4 publications per graduate).

The four lines of research developed by the programme are: 1) Culture, Behaviour and Health Outcomes; 2) Culture, Personality and Social Psychology; 3) Economic Psychology, Consumption and Identity Construction in the Postmodern Era; and 4) Basic Cognition and Technology in the Development and Sustainable Ageing of People.

Specifically, Line 1 focuses on the study of health inequalities, the search for psychotherapeutic help and adherence to treatments, the social determinants of obesity and its consequences, and the psychological approach to chronic diseases. Line 2 focuses on the scientific study of psychological factors related to psychological phenomena such as intergroup contact between groups, the study of personality and research into processes of social adaptation / maladaptation and typical and maladjusted developmental trajectories of adolescent offenders. Line 3 focuses on the understanding and study of consumer behaviour, the phenomenon of over-indebtedness and its impact on subjective

well-being, as well as the practices of economic socialisation and the underlying psychological and cultural factors, topics that require serious scientific study, given the high percentage of the Chilean population that is over-indebted and how unsatisfactory the economic model is for the vast majority of Chileans. Finally, the scientific study of the psychological functioning of people in all its dimensions and how the manifestations of this functioning can be mediated and modulated by the influences of culture, training, technology, health conditions and the stage of the life cycle they are at, constitutes a highly relevant heterogeneous area for the development and psychological well-being of people. In particular, the focus of Line 4 on the study of technologies linked to the teaching-learning process, language acquisition, basic cognitive processes and ageing represents an area of growing impact on the Chilean population.

Successive accreditations by the Chilean National Accreditation Commission (CNA, Chile) have allowed for a continuous and sustained evaluation of the training provided, giving rise to updates in the study plans. This has contributed to broadening the knowledge and competences of the students.

The graduate profile is aligned with the educational activities being developed and meets the definition of a doctorate programme according to the National Qualifications Framework for Higher Education of MINEDUC (Chilean Ministry of Education). To achieve this graduate profile, the programme considers that the teaching-learning process must: (1) provide a context of cooperation between students and between students and teachers, (2) include the student as the main agent of their own training. In this sense, the active, independent and creative role of the student in tasks of discovery and critical reconstruction of knowledge is emphasised and, (3) consequently, the protagonism of the student is privileged over the protagonism of the teacher, the latter being more of a facilitator of training than an authority. Thus, teaching by tutoring, understood as a pedagogical process, in a rather informal context, carried out by means of personalised accompaniment and attention to the student and a detailed and tutored monitoring of their academic progress, plays a central role in ensuring that the student actively participates in the assimilation of knowledge. Specifically, it favours the development of a close relationship between students and lecturers on the Programme, which allows the modelling of research skills and abilities that form an essential part of the training of future researchers. At the same time, this method allows lecturers to permanently supervise the curricular progress of their students in their thesis work and to respond to the demands and/or needs that emerge.

The Doctorate Programme in Psychology at the Universidad de La Frontera has established itself as a centre for the training of researchers in psychological science, with an emphasis on the interaction between culture, psychological processes and human behaviour. Thus, specialised training is offered in the following five areas: (1) Fundamentals of Psychological Science, (2) Cultural Psychology, (3) Research Methods, (4) Research, and (5) Practical Academic Activities. The mandatory, elective and specialised courses contribute to both disciplinary and generic competences. Therefore, each of the course programmes include learning outcomes related to these competences and the assessment method that will be used to measure the degree of fulfilment through rubrics.

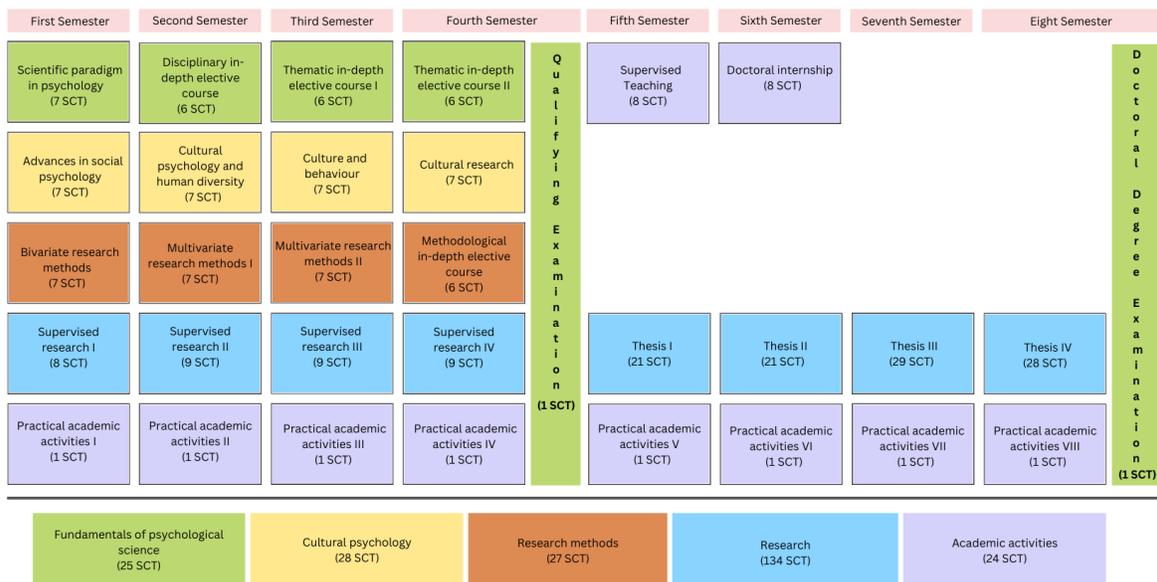
### **Elements and programme quality**

The programme's study plan (Figure 1) is semester-based and lasts 8 academic semesters; it includes 3 general training activities, 20 specialised activities and 10 activities linked to doctoral research (Supervised Research I-IV, Qualifying Examination, Thesis I-IV and Doctoral Degree Examination). The breakdown of curricular activities can be found in the following table:

**Table 7: Study Plan Specifications**

Name of the curricular activity	Character	Classroom workload (chronological hours)	Non-attendance hours (chronological hours)	Total workload (chronological hours)	Total credits	Semester
Scientific paradigm in psychology	mandatory	40	160	200	7	1 <sup>st</sup> Semester
Advances in social psychology	mandatory	60	140	200	7	1 <sup>st</sup> Semester
Bivariate research methods	mandatory	60	140	200	7	1 <sup>st</sup> Semester
Supervised research I	mandatory	40	180	220	8	1 <sup>st</sup> Semester
Practical academic activities I	mandatory	20	20	40	1	1 <sup>st</sup> Semester
Disciplinary in-depth elective course	elective	60	120	180	6	2 <sup>nd</sup> Semester
Cultural psychology and human diversity	mandatory	60	140	200	7	2 <sup>nd</sup> Semester
Multivariate research methods I	mandatory	60	140	200	7	2 <sup>nd</sup> Semester
Supervised research II	mandatory	40	200	240	9	2 <sup>nd</sup> Semester
Practical academic activities II	mandatory	20	20	40	1	2 <sup>nd</sup> Semester
Thematic in-depth elective course I	elective	60	120	180	6	3 <sup>rd</sup> Semester
Culture and behaviour	mandatory	60	140	200	7	3 <sup>rd</sup> Semester
Multivariate research methods II	mandatory	60	140	200	7	3 <sup>rd</sup> Semester
Supervised research III	mandatory	60	180	240	9	3 <sup>rd</sup> Semester
Practical academic activities III	mandatory	20	20	40	1	3 <sup>rd</sup> Semester
Thematic in-depth elective course II	elective	60	120	180	6	4 <sup>th</sup> Semester
Cultural research	mandatory	60	140	200	7	4 <sup>th</sup> Semester
Methodological in-depth elective course	mandatory	60	100	160	6	4 <sup>th</sup> Semester
Supervised research IV	mandatory	60	200	260	9	4 <sup>th</sup> Semester
Practical academic activities IV	mandatory	20	20	40	1	4 <sup>th</sup> Semester

Name of the curricular activity	Character	Classroom workload (chronological hours)	Non-attendance hours (chronological hours)	Total workload (chronological hours)	Total credits	Semester
Qualifying examination	mandatory	4	32	36	1	4 <sup>o</sup> Semester
Supervised Teaching	mandatory	60	160	220	8	5 <sup>th</sup> Semester
Thesis I	mandatory	60	540	600	21	5 <sup>th</sup> Semester
Practical academic activities V	mandatory	20	20	40	1	5 <sup>th</sup> Semester
Doctoral internship	mandatory	84	144	228	8	6 <sup>th</sup> Semester
Thesis II	mandatory	100	480	580	21	6 <sup>th</sup> Semester
Practical academic activities VI	mandatory	20	20	40	1	6 <sup>th</sup> Semester
Thesis III	mandatory	100	700	800	29	7 <sup>th</sup> Semester
Practical academic activities VII	mandatory	20	20	40	1	7 <sup>th</sup> Semester
Thesis IV	mandatory	100	680	780	28	8 <sup>th</sup> Semester
Practical academic activities VIII	mandatory	20	20	40	1	8 <sup>th</sup> Semester
Doctoral Degree Examination	mandatory	1	20	21	1	8 <sup>th</sup> Semester



**Figure 9: Study Plan Doctorate in Psychology**

In order to obtain the degree of Doctor of Psychology, students must take the subjects contained in the Study Plan (see details in Table 1). The elective courses correspond to "Thematic in-depth elective course I", "Thematic in-depth elective course II" and "Methodological in-depth elective

course". Even though the contents of these courses are elective, they must be mandatory taken, in order to complete the study plan, and are also directly related to the line of research to which the student assigns the development of his/her thesis. In this way, it is hoped that this specialised training will contribute to a more robust thematic development of the Thesis Project and subsequent Doctoral Dissertation (Thesis). The following elective courses have been offered in recent years:

<b>Year</b>	<b>Semester</b>	<b>Elective</b>	<b>Lecturer</b>
2020	1	Advances in Personality Psychology	Dr. Eugenia Vinet
2021	2	Health Psychology	Dr. Daniela Gómez
2021	1	Advances in Neuroscience	Dr. Germán Gálvez
2021	2	Advances in Personality Psychology	Dr. Eugenia Vinet
2021	2	Behavioural Change	Dr. Manuel Ortiz
2022	2	Multilevel and longitudinal data analysis	Dr. Manuel Ortiz Dr. Camila Salazar
2023	2	Constructing sexual minority identity in socio-political contexts	Dr. Ligia Orellana
2023	1	Studies on heteronormativity in Psychology	Dr. Ligia Orellana
2023	2	Systematic reviews: from idea to publication	Dr. Camila Salazar
2024	1	Cognitive Psychology	Dr. Vicente Cancino

All mandatory courses are offered exclusively to students enrolled in the Programme. However, since the Doctorate in Psychology is under the SCT credit system, students from any doctoral programme at the Universidad de La Frontera or any other Chilean university can take the subjects offered by the programme. For example, students of the Doctorate in Social Sciences take several subjects offered by this doctoral programme. Elective or specialisation courses can be taken in other doctoral programmes within the institution or in other national universities. However, there is no formal link with other postgraduate programmes. There is a network of doctoral programmes in psychology and related sciences to which the Doctorate in Psychology belongs, and under that figure, there is the possibility of enrolling in elective courses, doing internships or research stays, and having lecturers from other programmes as members of thesis committees.

In terms of workload, the curriculum is homologated to the Chilean Transferable Credit System (SCT) and corresponds to 240 and 6845 hours of effective classroom work, which are distributed in the following five areas: Fundamentals of Psychological Science (25 SCT), Cultural Psychology (28 SCT), Research Methods (27 SCT), Research (134 SCT) and Practical Academic Activities (24 SCT). Chile's Transferable Credit System (SCT) is directly aligned with the European Credit System (ECTS).

The courses are evaluated and updated every six months. Inputs such as the Teaching Evaluation carried out by the students are used to adjust the content, methodology and assessment processes. In addition, in the semester evaluation meetings with students, suggestions are made on how to improve the contents and methodologies of the subjects being taught. This is then reviewed and evaluated under criteria of coherence, relevance and sufficiency with the graduate profile. This analysis identifies those aspects that enable the quality of the programme to be improved, including macro-curricular aspects such as improvements in internal regulations and study plans, as well as micro-curricular elements, which include improvements in course programmes and pedagogical actions to achieve the graduate profile. The Academic Committee is in charge of this monitoring process.

The curricular analysis encompasses four fundamental elements: the graduate profile, the entry profile, the curricular activities and the study plan, as well as the internal rules and regulations. This comprehensive approach ensures that the updating of the programme's regulations is complete and effectively in line with the programme's objectives, the Postgraduate Policy and the General Regulations for Doctoral Programmes, thus promoting continuous improvement of educational quality.

In relation to international student mobility, the programme contemplates a doctoral internship in the sixth semester to encourage student mobility in foreign institutions, allowing students to develop part of their thesis and create work networks for their future careers. There are international agreements with various institutions to facilitate these internships, in which there is a prior relationship between the universities and the lecturers of the Programme. The completion of this internship is associated with the application for the internship benefit of ANID Doctoral Scholarships. In addition, the University has a competitive fund for financial support for international internships. 95% of the students have done their doctoral internships abroad. The universities where these internships have been carried out are:

<b>Year</b>	<b>Student</b>	<b>University</b>	<b>Country</b>
2024	Mauro Olivera	Loma Linda University	United States
2024	Luis Mario Castellanos	Konrad Lorenz	Colombia
2024	Jorge Schleef	Loma Linda University	United States
2023	Belén Salinas	University of California Los Angeles (UCLA)	United States
2023	Sebastian Neira	University of California Los Angeles (UCLA)	United States
2022	Andrés Concha	University of Oviedo	Spain
2022	Marcoantonio Villanueva	Universidad Nacional Autónoma de México	Mexico
2022	Claudio Bascour	University of Granada	Spain
2021	Sergio Chesta	University of Almeria	Spain
2021	Regina Navarro	University of Valencia	Spain
2021	Marcela Rodríguez	CEDETI, Pontificia Universidad Católica de Chile	Chile
2020	Tomás Gaete	University of Groningen	Netherlands
2020	Rebecca Muñoz	University of California Santa Cruz	United States
2020	Camila Salazar	University of Queensland	Australia
2019	Miriam León	University of Twente	Netherlands
2019	Daniela Gómez	University of California Los Angeles (UCLA)	United States
2018	Andrea Ibieta	University of Bristol	United Kingdom
2018	Vicente Cancino	Boston	United States
2017	Ana Barrera	Clark University	United States
2015	María José Baeza	Loma Linda University	United States

Year	Student	University	Country
2015	Natalia Salinas	Loma Linda University	United States

The programme also encourages students to undertake activities such as attending international conferences, for which resources are available (subject to annual budget availability). In addition, the university also offers Internationalisation Scholarships and grants for attendance at national and international conferences. Thus, in the last 5 years, the students have attended 59 international conferences.

In addition, work is being carried out on formal agreements with the Universidad del Norte (Colombia), the Universidad Autónoma Nacional de México (Mexico), Loma Linda University (United States) and the Universidad de Salamanca (Spain).

In terms of how the programme addresses employability requirements, it should be noted that the skills trained in the Doctorate in Psychology' students at the Universidad de La Frontera enable them to develop original research in psychology, generate and disseminate up-to-date disciplinary knowledge in universities, research centres and public and private institutions, which is in line with the demands of employers (most of whom are higher education institutions). This Programme offers an alternative of postgraduate training with criteria of relevance and quality in the southern macro zone of the country. The rapid insertion of our graduates in the academic world, as well as the achievement in the awarding of research projects with state funding proves that this programme has become a pole of development of Doctors in psychology, who have managed to successfully insert themselves in regional universities in the South of the country, thus directly impacting on the training of future professional psychologists in Chile.

To date, the programme has trained 20 people, 90% of whom are in academia. Of these, 12 have been awarded state-funded projects. The remaining 10% are in the free practice of their profession.

As this is an academic doctorate, the actions of the programme are aimed at improving the research productivity of the doctoral students in their respective lines of research. Thus, from their entry and throughout the programme, they are involved in research activities. The development of this aspect improves the possibilities of insertion into academia as researchers. These activities allow them to join research teams and participate in the different stages of the research process, as well as to write articles as co-authors. This aspect is essential because at the end of the fourth semester, students must demonstrate to the Programme Management the productivity associated with their doctoral work by means of: a) a letter of acceptance of a WoS/Scopus scientific article and b) a document certifying the submission of another WoS/Scopus scientific article. At the end of the eighth semester, and before taking their Doctoral Degree Examination, they must demonstrate their scientific productivity by means of: a) A published article, b) An accepted article, derived from their doctoral thesis work, c) in the case of developing the thesis with primary data, 1 article submitted and in the case of using secondary data, 2 articles submitted, all derived from their doctoral thesis.

## **2. Procedures for Quality Assurance [ESG 1.1, 1.7 & 1.9].**

### **Quality assurance**

The Doctoral Programme in Psychology has an internal organisational structure, which is responsible for ensuring the correct internal functioning of the programme.

The specific administration of the Programme is the responsibility of the Programme Director, who, together with the Academic Committee, ensures the proper functioning of the Programme, in accordance with the functions defined in the General Regulations for Doctoral Programmes (Res. Ex N°4210 of 2023). In 2019, the figure of Academic Coordinator of the Programme was created, who supports the work of the Programme Director, in matters of coordination, monitoring and implementation of academic activities of the Programme. The Academic Coordinator is a person who directly supports the work of the Programme's students.

The functions of the Programme Director are defined in Article 8 of the Internal Regulations of the Programme. They define that it is the **responsibility of the Programme Director**:

- To direct the implementation of the programme, ensuring its proper functioning.
- To coordinate the process of application and selection of applicants.
- To elaborate the academic semester programme and supervise its correct execution.
- To inform the Postgraduate Academic Department of the formation of the Qualifying Examination and Thesis Evaluation Committees.
- To call regular meetings of the Programme's Academic Committee.
- To coordinate the sitting of Qualifying Examinations and Thesis Defence.

The **Programme Academic Coordinator** supports the work of the Programme Director in matters of coordination, monitoring and execution of the academic activities of the Programme. The Academic Coordinator is a person who directly supports the work of the students of the Programme.

The **Academic Committee of the Programme has the following functions**, in addition to those defined in the General Regulations for Postgraduate Programmes (for more details see Article 10 Internal Regulations of the Programme).

- To review the Study Plan and Regulations and propose modifications.
- To establish the Programme's lines of research.
- To evaluate the incorporation of new academics to the doctoral staff.
- To support the annual call for applications and selection process.
- To designate the professors and thesis topics offered to applicants in each annual call for applications.
- To assign each student, at the beginning of the first semester, an advising professor, a dissertation advisor and the professors who make up their Thesis Committee.
- To evaluate and provide feedback every semester on the progress of each student in the Study Plan.
- To validate or homologate subjects or curricular activities previously taken by students in other national or foreign postgraduate programmes.
- To authorise students to take subjects or curricular activities in doctoral programmes in psychology or related areas outside the Universidad de La Frontera.
- **Annex 6.2.** Res. Ex N°1098\_Regulation New Curriculum

- **Annex 1.2. Regulation-General-Doctorate-Programmes**

**Secretary:** Responsible for carrying out administrative activities of the programme, responding to requests from academics and students. She/he collaborates in the programme's admission process and in the promotion of internal and external information.

**Programme academics.** According to the internal regulations of Research and Postgraduate Studies, the academics who make up the doctoral staff must meet the individual and group criteria of the CNA-Chile. Their responsibilities include teaching as lecturers, being in charge of subjects and they are also authorised to guide students' doctoral theses. They participate in thesis committees of other students, form and lead lines of research and conduct research laboratories. They may form part of the Academic Committee of the Programme.

The programme's collaborating academics are accredited by the Research and Postgraduate Studies Department to participate as academics, not in charge of subjects, but teaching specific contents of the programme's subjects. They may be members of doctoral thesis committees.

**Self-evaluation committee.** Made up of academics from the academic staff, they carry out the programme's self-evaluation processes and propose the development plan to the Academic Committee.

The programme's Academic Committee carries out regular and frequent evaluations of the study programme. It is the Academic Committee that carries out the processes of self-evaluation and continuous improvement, to generate reports that are presented to the Chilean National Accreditation Commission (CNA-Chile). At its meetings, this committee evaluates the academic progress of each student and requests reports from academics and subject teachers every six months.

Each semester, the students of the Programme are invited to a day of evaluation of individual and group perceptions about the functioning of the Programme and how to support the students in their doctoral training.

In the Research Advancement Seminar (SAI, in Spanish) activity, students carry out an evaluation

of their progress every semester, reporting on milestones such as participation in conferences and/or scientific events, preparation and/or submission of scientific articles, thesis project progress, progress in thesis execution and associated activities such as the data collection process, among others. There is also a record of academic productivity of the students, in which they describe their evidence of productivity, which allows them to evaluate their progress in their doctoral training. Every six months, students carry out the teaching evaluation survey of academics, which allows them to obtain information on the performance of lecturers and provide them with feedback.

The Doctoral Programme in Psychology adheres to the Quality Assurance Policy. The University's Postgraduate Academic Department (<https://vrip.ufro.cl/>) in line with the Research and Postgraduate Department of the Faculty of Education, Social Sciences and Humanities (<https://humanidades.ufro.cl/investigacion/>) promotes the continuous improvement of the programme, accompanies self-evaluation processes and updates the study plan and its programme.

This year, the Programme has created a monitoring and continuous improvement committee, which is made up of academics from the doctoral staff, who will be in charge of monitoring the fulfilment of the development plan and its annual activities.

The programme's continuous improvement plans are supervised by the Quality Assurance Departments of the Faculty of Education, Social Sciences and Humanities. Since 2024, the Programme Development Plan is monitored by the Institutional Platform SEPLAD, which allows the progress of the commitments and goals planned by the Doctoral Programme to be evaluated. This system takes into consideration the strengths and weaknesses observed in the self-evaluation processes. It also incorporates the observations arising from the CNA-Chile's accreditation report.

In relation to stakeholder participation in quality assurance processes, students participate in the Programme self-evaluation processes, answering satisfaction surveys and taking part in focus groups. There are also biannual meetings to discuss the progress of the programme and how the programme can support their doctoral training processes.

Students use the formal channels of communication, either by interacting directly with the Academic Coordinator or Programme Director, or by communicating via email, to raise their concerns. Likewise, in their interaction with their dissertation advisors, students can send requests to the Programme Management.

In the case of labour market representatives, these employers have participated in self-evaluation processes of the programme, evaluating the entry and exit profile of the doctoral programme and answering surveys on the quality of the programme.

All programme information is freely available to all interested parties. This includes the application background, research lines, research laboratories and more, which are available on our website ([www.doctoradopsicologia.ufro.cl](http://www.doctoradopsicologia.ufro.cl)). In addition, official programme communications are disseminated via institutional email.

Upon entering the programme, in their first semester, students are informed about the General Regulations for Doctoral Programmes and the Internal Regulations of the programme. The Programme Management also informs both students and dissertation advisors of the deadlines for the submission of products and associated exams.

As for the subjects, the course programmes describe objectives, contents, assessment methodologies and dates. Likewise, the Postgraduate Academic Department periodically informs about the academic calendar, dates for scholarship applications, and support for attendance at conferences and internships, by sending emails to both students and the Programme Management.

In this way, clear and accessible communication is guaranteed for all members of the programme, ensuring that both students and lecturers are informed in a timely and comprehensive manner.

On the other hand, the doctoral programme, as part of its constant self-evaluation process, and considering the sources of information available to it, has generated changes in the programme that have led to its redesign. For example, as a result of the 2016 CNA-Chile accreditation report, which accredited our programme for 4 years, the Doctorate in Psychology underwent a redesign process, in which a new Study Plan was created, moving from Study Plan 2 to Study Plan 3. This involved redefining its graduation profile, creating an entry profile, establishing a transferable credit system (SCT-Chile), redefining academic activities and academic progress milestones.

Currently, and based on the new CNA-Chile report that accredits our doctorate for 6 years, we have taken into consideration the observations made in their report, which have been incorporated into the development plan that has been entered into the SEPLAD platform, for follow-up and compliance.

With regard to the professional insertion of our graduates, this is supported by the Programme, encouraging and supporting our students to attend national events and conferences, where they can make their line of research known. We strongly support the participation of students as authors and/or co-authors of scientific articles, as we understand that this activity allows our graduates to have a competitive curriculum when they graduate. Along the same lines, we encourage at least one of the members of thesis committees to be from a university other than the UFRO, as this allows our students' research to become more visible.

In addition, we follow up with our graduates and keep in permanent contact with them, whether in joint research activities or invitations to programme activities such as colloquiums. With the recent creation of ALUMNI UFRO, students maintain a link with the University that stimulates continuous contact with our graduates.

Finally, in terms of protection against intolerance and discrimination, the Universidad de la Frontera has a Gender Policy, which is managed by the Office of Gender Equality, a unit whose objectives include implementing, raising awareness, disseminating and training in actions aimed at preventing and dealing with situations of sexual harassment, mistreatment, harassment in the workplace and arbitrary discrimination. It promotes good practices and prevents discrimination, sexual and gender-based violence among members of the University. For more information, see the general chapter of this report.

## **Information management**

The Programme frequently consults its graduates in terms of their employment situation, research activities, publications and projects awarded. This information helps to guide the programme's work and introduce continuous improvements to the training process.

Every semester, the Programme Management holds meetings with students from all periods to qualitatively assess the level of satisfaction, inform decisions and monitor the functioning of the programme and the curricular progress of its students. Through the Research Advancement Seminar (SAI) activity, the curricular progress of its students is monitored.

For the accreditation processes before the Chilean National Accreditation Commission (CNA-Chile), the programme carries out a review of its graduation profile, which is consulted with academics from other national doctoral programmes and potential employers.

In general terms, the level of student satisfaction is high. 90% of our graduates are currently working in academic positions in universities, where they teach and carry out research. The programme's evaluation of its training process is that it fully meets the declared profile.

This information helps to guide the work of the Programme and to introduce continuous improvements to the training process.

As mentioned in previous sections, information about the programme is regularly published on our programme's website. Specifically, it details the entry and graduation profile, the objectives of the programme and its syllabus. In addition, the programme maintains a fluid relationship with its graduates, and monitors their employment situation, academic activities, research and publications.

The quality-related information systems cover the following data:

- a. student progression and success rates: The programme continuously monitors the progression of its students. The level of productivity of our graduates is high for a Doctorate in Psychology. They must present evidence of participation in at least 3 scientific articles generated during their doctoral training. The Programme also encourages students to attend national and international conferences, so that they can present papers derived from their doctoral thesis projects or from their participation in research teams.
- b. employability of the graduates: The programme monitors this information. Of the 20 graduates, 18 of them are currently working in academia. Of these, 18 are working in academia, teaching and doing research. Our graduates have been awarded FONDECYT research projects in its Postdoctoral, Initiation and Regular modalities. They are also authors and/or co-authors of WOS and mainstream publications.
- c. students' satisfaction with their Programme: The Programme monitors its students on an ongoing basis, through biannual group meetings, which allows to evaluate the functioning of the programme, the challenges that students may be experiencing and to evaluate relevant solutions. The level of student satisfaction is high. Contributing to this evaluation is the proximity of the lecturers, the tutorial work carried out by the thesis guide lecturers, the support that the programme provides for its students to attend scientific events, and the programme's own infrastructure, which allows students to interact and create a joint identity.
- d. effectiveness of the lecturers: Academics evaluations are carried out on a regular basis to gauge the students' opinion of the teaching staff. In addition, it should be noted that the academic staff of the Programme has a high level of effectiveness. Each of them complies with the criteria of the Chilean National Accreditation Commission (CNA-Chile), which indicates that, in the last 5 years, they must be authors of at least 5 WOS/SCOPUS publications and be in possession of a competitive project with funding external to the University. This is guaranteed through the university's internal accreditation processes, a process that is mediated through the Postgraduate Academic Department. In addition, our academics lead FONDECYT research projects in areas of high national relevance, such as chronic diseases, mental health, intergroup relations, gender, cognition, interculturality and ageing.

The academic evaluation of the programme's teachers is high on average ( $X= 4.77$  out of a maximum of 5 points), and is above the postgraduate rating ( $X= 4.6$ ).

- e. profile of the student population: In a centralised manner, the University collects characterisation information on all its students, including, for example, gender and nationality; additionally, the Programme also has characterisation information on its students. In the case of our programme, the students are mostly Chilean, Spanish-speaking students. We have had graduate students from Mexico, Colombia and El Salvador. Currently one of our students is a Venezuelan national. The vast majority of our students are psychologists, although we have trained kinesiologists, nutritionists, speech therapists and teachers.
- f. learning resources available and need for improvement: The University has various resources available for the different programmes it offers, and the central units are responsible for keeping a record of the resources available. This information is made available to the programmes, at their request, for their self-evaluation procedures, which makes it possible to monitor the resources available and relevant to each programme.

Specifically, we can mention that this Doctoral Programme uses different learning resources, such as the library databases for searching scientific articles: Humanities Source, Journal Citation Report, Jstor, Academic Search Complete, Master File Premier, OXFORD Journals, Psychology and Behavioral Science, Redalyc, SAGE, SciELO, Web of Science, Scopus, and Socindex. <http://www.bib.ufro.cl/portalsv3/index.php/recursos-electronicos/bases-de-datos-ufro> Additionally, there are laboratories in which students are inserted in their first semester of training, which allows the interaction of students from different levels. Some laboratories have equipment for cardiac reactivity studies, conduction simulation, and data analysis. In addition, there are rooms equipped with videoconferencing equipment, televisions and blackboards for teaching.

- g. the institution's own key performance indicators: the UFRO has various quality assurance mechanisms, covered by its Quality Assurance Policy, which establishes the goals of "consolidating the internal quality assurance system of the Universidad de La Frontera in its implementation, development and evaluation" and "ensuring a culture of quality and compliance with the cycle of continuous improvement in all the work of the Universidad de La Frontera". Under this framework, the institution permanently monitors all its key indicators.

With regard to the programme's quality assurance, in 2013, it was submitted to the Chilean National Accreditation Commission (CNA) for its first accreditation process, a process in which various key indicators of the programme were presented. In this process the programme received a three-year accreditation (15/05/2013 to 15/05/2016), which corresponds to the maximum accreditation for programmes without graduate students. In 2016, it again underwent the accreditation process before the CNA, this time being accredited for four years (30/11/2016 to 30/11/2020). In 2020 it was submitted for its third accreditation, which, due to the COVID-19 pandemic, was extended for 2 years. The programme was finally accredited for 6 years (28/09/2022 to 28/09/2028).

Finally, in relation to the information on drop-out, there is also centralised information on these subjects, which allows access to administrative information on drop-out, although the programme has more detailed information on each case. To date there is only 1 student who did not finish the Programme, because he exceeded the maximum time allowed to remain in the doctorate (6 years). The student did not appeal the decision and therefore, in accordance with the General Postgraduate Regulations, was eliminated.

Additionally, 3 enrolled students decided to drop out of the Programme. One of them was awarded a scholarship to study a doctoral programme abroad and the other two presented personal reasons for dropping out.

### **3. Learning and Assessment of students [ESG 1.3].**

#### **Learning**

The Programme offers teaching by tutoring, understood as a pedagogical process in a rather informal context, by means of personalised accompaniment and attention to the student and a detailed and supervised monitoring of his/her academic progress. In particular, the Programme considers that the teaching-learning process must 1) provide a context of cooperation between students and between students and teachers; 2) include the student as the main agent of his or her own training. In this sense, the active, independent and creative role of the student in tasks of discovery and critical reconstruction of knowledge is emphasised and, 3) consequently, the protagonism of the student is privileged over that of the teacher, who acts more as a facilitator of learning than as an authority.

In line with this statement, on the one hand, there are the practical academic activities, which correspond to participation in various research laboratories within the programme. During a semester, students have the opportunity to learn, participate and support various research teams. On the other hand, there is the subject of Supervised Research I to IV, in which, from their entry to the programme, students are tutored by their advising professor and dissertation advisor, as well as by the corresponding Thesis Committee.

This committee meets and advises the student's progress in the preparation of their thesis project and in the development of their thesis every six months, during the academic activity Research Advancement Seminar. The tutorial method, in addition to contributing to the student's training, favours the development of a close relationship between students and lecturers of the Programme, which allows the modelling of research skills and abilities that form an essential part of the training of future researchers. At the same time, this method allows lecturers to permanently supervise the curricular progress of their students in their thesis work and to respond to the demands and/or needs that emerge.

Various pedagogical strategies are used in the subjects to promote learning: 1) search and review of scientific articles in order to subsequently analyse and discuss these readings, thus achieving a deeper understanding of a topic related to the subject and also strengthening scientific writing skills; 2) oral presentation of research work with the aim of strengthening oral communication skills; and 3) preparation of research projects with the subjects' topics and variables related to the line of research being developed by the student.

The curricular structure and the study plan allow the student to concentrate on progressively advancing his/her training, that is, in the first 4 semesters the student receives a strong theoretical and conceptual training in cultural psychology, in the fundamentals of psychological science, in research methods and in the area in which they will develop their thesis. This is reinforced by the student's participation in research activities from the first semester through his/her participation in laboratories. The following four and last semesters allow the student to focus on the execution of his/her Doctoral Dissertation (Thesis) and to comply with the productivity requirements associated with its development. All of the above enables them to carry out original research in psychology and on topics that are of interest to each student.

Participation in practical academic activities in different laboratories allows them to learn from other research teams and deepen the study of topics and variables of personal interest, which students can complement with the work done with the dissertation advisors. Participation in the laboratories

has been considered a learning opportunity and has been well valued by students and graduates of the Programme.

The Programme's study plan is designed in such a way that the work on the doctoral thesis is a transversal work throughout the 4 years. In the first four semesters, students have Supervised Research I, II, III and IV respectively. In this subject, the objective is to advance weekly in conjunction with the dissertation advisor in the design of the thesis project. Initially, the work consists of the student's thematic literacy in the line of research of the dissertation advisor and subsequently, in the design of his/her own research project. This set of subjects is also enhanced by practical academic activities, i.e., participation in laboratories, since although students usually take part in the laboratory of their dissertation advisor, they also take part in other laboratories that are thematically related to their interests, which are also instances in which they can strengthen their thesis work. At the end of the second year, the student has the Qualifying Examination, which consists of the defence of his/her thesis project with the subsequent assessment of the same. After that, and with the amendments made by the evaluation committee, the student has 4 semesters to develop his/her project and execute the doctoral thesis that was defended, these 4 subjects are Thesis I, II, III and IV, in which with the supervision of their dissertation advisor, the student progresses in the presentation of the project to the Scientific Ethical Committee, data collection, statistical analysis and writing of scientific articles with the main results of the thesis. In addition to the above, at the end of each semester a Research Advancement Seminar is held, in which the Doctorate professors and members of the student's Thesis Committee provide feedback on the student's presentation, in which they present the progress made each semester and the fulfilment of different milestones relevant to their training, as well as the programme's publication requirements. The information regarding publication requirements and curricular progress is contained in Exempt Resolution 1098 dated 08/07/2020, a document available to students.

In terms of student diversity, the programme has received students from Mexico, Colombia, El Salvador and Venezuela. In all cases, their insertion in the Programme is subject to the award of a scholarship, as the Programme requires exclusive dedication. In addition to the scholarship that the students have, in cases where they have required funding, they have been supported financially with the purchase of travel and living expenses.

To date, the programme has yet not received students who require any adaptation due to a disability. However, the University has the Inclusive Programme of Access and Support for Students with Disabilities (PIAA, for its abbreviation in Spanish), which belongs to the Office of Comprehensive Training and Employability. This unit is responsible for providing support to teachers and students in order to promote learning in case of having a disability, so eventually, if the programme is taken by a person with a disability, the institutional support structure is already in place.

In the event that a student requires a special adaptation due to a particular situation, this is addressed by the Programme Management and adjustments are made accordingly. For example, class schedules have been adjusted, class format from face-to-face to remote, changes in delivery dates, among other things, all with the aim of supporting students in case they need it.

## **Assessment**

The general assessment criteria for curricular advancement are defined in the internal regulations of the programme "Exempt Resolution 1098; 08/07/2020". In addition, each subject has a programme that defines the assessment during the semester and that will allow the approval or reprobation of the

course. Each semester that the subject is taught, its programme is updated in terms of the readings considered and the assessment system implemented, which is informed to each student at the beginning of the course.

Regarding the formal assessment criteria of the programme, i.e., Qualifying Examination and Degree Examination, the Programme undergoes self-evaluation processes periodically, leading to modifications to the assessment processes. The changes in the plans that have occurred have been the result of these processes and in the continuous improvement of doctoral training. Whenever there are changes in the assessment criteria, changes are made to the internal regulations, for example, the Exempt Resolution 1098 dated 08/07/2020 details the current assessment criteria and contains the changes that were introduced to the assessment process.

In the case of the programme's subjects, it is the lecturer or the team of academics responsible for each subject who defines the assessment criteria for the different milestones defined in the subject, as well as the weighting of each assignment, test, presentation, project, etc. in order to obtain the final grade. These criteria must be in line with the Programme regulations and the declared graduation profile, for example, a 5.0 must be considered as the minimum pass grade, however, there is flexibility for the lecturer to revise the aspects that he/she considers relevant to achieve the learning outcomes of the subject.

The Doctoral Qualification Examination consists of the defence of the thesis project. It is regulated by Articles 34 to 37 of the Internal Regulations of the Programme. The doctoral thesis (dissertation) consists of a compendium of at least three WoS/Scopus scientific articles. Its development is regulated according to the provisions of Articles 38 to 45 of the Internal Regulations of the Programme. Likewise, the Degree Examination is governed by Articles 46 to 49 of the same Regulations.

**Doctoral Qualifying Examination.** In order to sit the Doctoral Qualifying Examination, the student will have to demonstrate to the Programme Management the scientific productivity associated with his/her doctoral work by means of 1) a letter of acceptance of a scientific article (WoS/Scopus) and, 2) a document certifying the submission of another article of the same characteristics (Article 32 of the Internal Regulations of the Programme).

The Doctoral Qualifying Examination is regulated by Articles 34 to 37 of the Internal Regulations of the Programme (Exempt Resolution 1098):

- Article 34. Before taking the Qualifying Examination, the student must demonstrate compliance with the scientific productivity described in Article 32.

- Article 35. Once the 120 credits corresponding to the subjects and curricular activities of semesters I to IV of the Programme's study plan have been passed, the student will be entitled to sit the Qualifying Examination. The Qualifying Examination corresponds to the Doctoral Thesis Project, which is assessed in two parts: one written and the other as an oral-public presentation. Each member of the Qualifying Examination Commission, using a standard guideline, will independently assess the thesis project, assign a mark and make recommendations. The mark with which the Thesis Project is graded will be the simple average of the marks awarded to the written project by each member of the Commission. The assessment of the oral and public presentation will be expressed through the conceptual categories of "pass" (grade 5.0 to 7.0) or "fail (grade 1.0 to 4.9)". In case of failing, the student will have one month to prepare and take a new oral and public presentation of his/her

examination, applying the same conceptual categories of evaluation; "pass (grade 5.0 to 7.0) or "fail" (grade 1.0 to 4.9). The mark awarded for the oral and public presentation of the Thesis Project will be the simple average of the marks awarded by each member of the Commission for the public oral presentation. The mark for the Qualifying Doctoral Examination will be obtained from the weighting between the mark for the written Thesis Project (60%) and the mark for the oral presentation (40%).

- Article 36. The student's Qualifying Examination Commission shall be composed of the three members of his/her Thesis Committee, to which shall be added a Doctor, competent in the subject of the thesis project, who is an academic from outside the Programme (external member).

- Article 37. The dissertation will be prepared following the instructions contained in the document "Norms for the Presentation of the Doctoral Thesis Project" of the Programme. Aspects not addressed in this document will be guided according to the rules and guidelines for editorial style of the most recent version of the Publication Manual of the American Psychological Association (APA).

**Doctoral thesis (Dissertation).** The characteristics of the Thesis are described in Articles 38 to 45 of the Internal Regulations of the Programme, which states that the thesis or dissertation consists of a compendium of at least three scientific articles (Wos/Scopus) reflecting original and relevant research work, derived from doctoral research work, which, by means of advanced research methods, submits to empirical verification a set of hypotheses possessing a high degree of population generalisability. The dissertation must constitute a clear and solid contribution to the universal body of knowledge in the psychological discipline, which may be carried out with data collected directly by the student (primary data) or with previously collected data (secondary data) (Article 38, Internal Regulations of the Programme).

Those thesis topics that require professional qualification in a specific area of psychology may only be developed by students who hold a valid degree in psychology, or one that has been officially recognised in Chile. (Article 39, Internal Regulations of the Programme).

The thesis must be integrated into lines of study and/or a broader research project that is formally funded; otherwise, the thesis must apply for funding from the National Fund for Scientific and Technological Research (FONDECYT, in Spanish) or another equivalent fund of resources for research. (Article 40, Internal Regulations of the Programme).

Each accredited academic may not guide more than two theses simultaneously in the Programme. In exceptional cases and with the prior approval of the Academic Committee, an accredited academic may guide the thesis of a third student. (Article 41, Internal Regulations of the Programme).

The thesis will be developed by the student in three stages:

- In the first, which includes the first two curricular activities of the research area (Supervised Research I and II), the student, through his/her participation in the research team of the academic who will be his/her dissertation advisor, will gain supervised experience in research and will become familiar with the academic's line of study.

- In the second stage, which includes the next two curricular activities of the area (Supervised Research III and IV), the student will prepare his/her doctoral thesis project.

- In the third stage, which includes the remaining four curricular activities of the area (Thesis I, II, III and IV), the student will carry out his/her doctoral thesis and write the corresponding doctoral dissertation (Article 42, Internal Regulations of the Programme). The dissertation will be prepared following the instructions contained in the document "Norms for the Presentation of the Doctoral Thesis Project" of the Programme. Aspects not addressed in this document will be guided according to the rules and guidelines for editorial style of the most recent version of the Publication Manual of the American Psychological Association (APA) (Article 43, Internal Regulations of the Programme). Once the thesis has been completed, it will be assessed independently and on a well-founded basis by each member of the Thesis Evaluation Committee, which will include the same members of the student's previous Qualifying Examination Commission. This assessment, which will be carried out using a standard guideline, will be expressed by means of a mark and the conceptual categories of "passed", "passed with modifications", or "failed". The mark will be the simple average of the marks awarded by each member of the Commission independently and on a well-founded basis. The assessment of the thesis will be contained in the qualification of the activity Thesis IV. In the event that the thesis is "approved with modifications", the candidate, in agreement with the dissertation advisor, shall proceed to incorporate the proposed modifications, within a period of no more than 30 days, so that it may be submitted again for evaluation by the Thesis Evaluation Committee. (Article 44, Internal Regulations of the Programme).

Even though the thesis project and dissertation will be the property of the student, the student and his/her dissertation advisor must appear as co-authors in publications, presentations and other products derived from the thesis work, indicating Universidad de La Frontera as the institution of affiliation of the student in these products. This same rule will apply to other products derived from the work carried out by the student, in any area of the curriculum, under the supervision of the dissertation advisor or another lecturer. The student and his/her professor will agree on the order in which they will appear as co-authors, except in the case of products derived from thesis work in which the student will appear as first author (Article 45, Internal Regulations of the Programme).

**Doctoral Degree Examination.** In order to sit the Doctoral Degree Examination, students must demonstrate to the Programme Management their scientific productivity associated with their doctoral training work by means of: 1) A published article; 2) An accepted article, derived from the doctoral thesis work; 3) In the case of developing the thesis with primary data, 1 article submitted and in the case of using secondary data, 2 articles submitted, all derived from the doctoral dissertation. (Article 33 of the Internal Regulations of the Programme).

The Degree Examination is regulated by Articles 46 to 49 of the Internal Regulations of the Programme.

- In accordance with Article 46 of the Internal Regulations of the Programme, the Doctoral Degree Examination consists of a presentation and oral defence of the thesis before the Doctoral Examination Commission, whose regular members shall be the same as those who sat on the Thesis Evaluation Committee. In addition, the Programme Director or his/her representative, who shall preside, and the Postgraduate Academic Director or his/her representative, as minister of faith, shall participate as non-regular members without the right to grade.

- According to Article 47, in order to take the Degree Examination, the student must meet the following requirements: 1) having passed the 240 SCT of the study plan, 2) having passed the thesis, 3) having incorporated in the thesis the recommendations made by the Thesis Evaluation Committee, if any,

and 4) complying with the scientific publication requirements demanded by the Programme in the present regulations (Article 33).

- The Degree Examination shall be held once students have fulfilled the publication requirements of the Programme (Article 48, Internal Regulations of the Programme).

- The mark of the Degree Examination shall be the simple average of the individual and substantiated grades of the regular members of the Commission (Article 49, Internal Regulations of the Programme).

In case of an appeal, each student can appeal directly to the teacher responsible for the subject, in that sense it is always cautious to give feedback on the matter or dialogue if there is any error. Students can also bring the situation to the attention of the management if there is no favourable resolution of the situation.

As for the global evaluations regarding the qualification examination or graduation exam, the evaluation is done individually by a committee with an evaluation rubric, in which there is the possibility of leaving comments so that the student understands the criteria used. In addition, in this rubric, the option of a meeting with the student is offered in order to deepen in some aspect if the student deems it necessary.

As stated in the General Regulations for Doctoral Programmes, Exempt Resolution 4210 dated 28<sup>th</sup> December 2023, in the event of a situation that prevents students from continuing their doctoral training, students may postpone their studies and temporarily withdraw. The postponement of studies "must be made within the deadlines established in the postgraduate academic calendar, and will be formalised by means of an ad-hoc form addressed to the Programme Management, indicating the period of interruption of studies. The Programme Management will inform the Postgraduate Academic Department of the period of interruption, for the issuance of the respective resolution with a copy to the Student Academic Registration Office, to enter the respective academic movement" (Article 56).

Temporary withdrawal may be authorised upon request to the Programme Management, this request "will be decided by the Academic Committee of the Programme, and the decision that will be communicated through the Programme Management to the Postgraduate Academic Department for the issuance of the respective resolution with a copy to the Student Academic Registration Office, in order to enter the respective academic movement, automatically invalidating all grades obtained during the respective period" (Article 57).

In both cases, the student who has requested postponement of studies or temporary withdrawal, must apply in writing to the Programme Management for reinstatement within the deadlines established by the postgraduate academic calendar, proving that they have no outstanding obligations with the University and that their financial situation is up to date; this request will be resolved by the Academic Committee of the programme, which if approved must be sent to the Postgraduate Academic Department and will be subject to resolution. This resolution will be communicated to the Student Academic Registration Office, to register the respective movement.

Students who are in a situation of elimination due to having exceeded the maximum period of stay in the programme and who only have the thesis pending, may present, before the beginning of the following academic year, with a favourable report from the Programme Director, a one-time application for continuation of studies to the Vice-Rectorate for Research and Postgraduate Studies, which shall decide without further appeal. The student who is granted this continuation of studies may

not submit new applications for continuation of studies of any kind. In such a case, the continuation of studies must be exercised within one year (two consecutive academic semesters) of the approval of the application and its application shall be subject to the Financial Obligations and Scholarship Regulations.

In the event that a student is in a negative situation that requires temporarily interrupting his/her attendance to the formal activities of the programme, he/she must notify the Programme Management and the deadlines will be adjusted in consideration of the student's needs. The mechanisms that can be used in these cases are to make deadlines for the delivery of the work corresponding to the subjects that the student is studying, provide material so that the student can review it asynchronously or in the case of prolonged medical leave and the student's learning is compromised, the disenrollment of subjects. If the above measures are not sufficient, or the student's absence is greater, for example due to pre and postnatal leave, two mechanisms described in the previous point and which are included in the General Regulations for Doctoral Programmes, Exempt Resolution 4210 of 2023, may be used: (1) postponement of studies, which corresponds to the student's decision to interrupt all curricular activities for a maximum of two semesters, consecutive or not; The postponement of studies may only be requested by the student as long as he/she has not enrolled in curricular activities and (2) temporary withdrawal, which corresponds to the student's decision to interrupt all teaching activities, during a current academic period, due to supervening situations that affect the development of his/her current activities; the temporary withdrawal may be requested by the student only once, during his/her stay in the Programme.

In relation to the grading scale, all grades will be expressed to one decimal place, the hundredth equal to or greater than 5 shall be approximated to the nearest tenth, and less than 5 shall be disregarded. All doctoral students will be graded on a grading scale from 1 to 7, where "pass" is considered with a grade of 5.0 to 7.0 and "fail" is considered with a grade of 1.0 to 4.9.

In addition, in the case of the Thesis, it will be assessed with a grade between 1 and 7 and will also be expressed through the conceptual categories of: "passed", "passed with modifications", or "failed".

The thesis committees include evaluators from outside the Programme, but who, because of their experience, can contribute to the student's work. In these cases, the Programme Management provides guidelines for each assessment in which it is required. In the specific case of the doctoral thesis project and the doctoral thesis or dissertation, all the members of the committee receive the project or thesis to be assessed together with assessment guidelines or rubrics that clearly contain the aspects that must be considered in each of the assessment milestones. Likewise, during the oral presentation of the thesis project and doctoral thesis, there is always a minister of faith from the Programme who provides guidance in the event of any doubts that the member of the committee may have regarding the assessment process.

Formal assessment of students, which is oriented to the student's progress in the study plan, is determined by the Programme's internal regulations. Since its creation, whenever modifications have been made to these regulations regarding the assessment of, for example, the Qualifying Examination or the Doctoral Degree Examination, this action derives from the Programme's self-evaluation processes and aims to improve doctoral training. Currently the Exempt Resolution 1098 dated 08/07/2020 guides the assessment process and what follows the modifications is the socialisation of these changes with the professors of the Programme's doctoral staff and with the students so that they are informed and the modifications introduced are recorded.

In the case of the assessments included in each subject, once the subject programme has been generated and shared with students at the beginning of the semester, no changes are introduced, unless the lecturers and students agree to modify aspects contained in the subject programme.

#### **4. Legal status, admission and certification [ESG 1.4].**

##### **Degree awarding powers**

As stated in the general chapter of this report, the doctoral programme is governed by the statute of the Universidad de La Frontera, by which the institution is empowered to grant the doctoral degree. The students of this programme, being postgraduate students of the Universidad de La Frontera and also regular students, have all the same attributions as the rest of the students of the University, which entitles them to access all the benefits and resources offered to postgraduate students of the University.

##### **Admission and certification**

The admission requirements for the programme are aligned with the **entry profile** (Article 6 of the Internal Regulations):

"The student of the Doctorate Programme in Psychology holds a Bachelor's and/or Master's degree in psychology or other related disciplines. He/she shows interest in research and generating scientific knowledge; demonstrates competence in statistics, research methods (at a basic or intermediate level) and reading comprehension in English. Moreover, he/she has teaching and scientific research experience commensurate with his/her academic degree (e.g., assistantships, undergraduate and/or postgraduate university teaching, participation in research projects and scientific publications)".

In relation to the above, **applicants are assessed on the basis of the following aspects**, all of which have their respective weightings (Article 21 Internal Regulations of the Programme) and are published on the Programme's website.

- a. Academic performance in obtaining a Bachelor's and/or Master's Degree in Psychology or related area (15%)
- b. Competence in statistics and research methods corresponding to undergraduate training in psychology (basic or intermediate level) (20%)
- c. Competence in reading comprehension in English (15%)
- d. Participation in scientific research commensurate with their academic degree (e.g. research projects, scientific publications) (20%)
- e. Teaching experience commensurate with their academic degree (assistantships, undergraduate and postgraduate university teaching) (10%)
- f. Quality of the research proposal (5%)
- g. Coherence and clarity of purpose in the interest in joining the programme (15%).

The Programme has defined this **entry profile** taking into consideration that the demand for admission to this doctorate in recent years has diversified and, unlike previous years when most of its applicants were psychologists with work experience and postgraduate studies (e.g., master's degree), in recent years, the demand from recently graduated students has increased. For this reason, the selection requirements are made equivalent to the applicant's academic degree (a Bachelor's graduate is asked, for example, to provide proof of assistantships and an applicant, who holds a Master's degree, a university teaching certification).

The **selection process is formally established and publicised on the programme's website, and** is carried out according to the following description:

There is an annual call for applications, which takes place in the second semester of each year. In each call for applications, information is disseminated on: a) objectives, characteristics of the Programme, entry profile, graduate profile, recipients and Study Plan); b) information on Programme accreditation and the possibility of scholarships; c) selection criteria; d) documentation required to apply; e) stages and deadlines of the selection process; f) the cost of the Programme and contact information; and g) the Programme's academics accredited to guide theses and a description of their respective lines of research.

Those interested in applying should do so knowing in advance which are the possible lines in which they could develop research and, consequently, their thesis or dissertation.

For the selection process, interested parties must submit, within the deadlines stipulated in the regular call for applications each year, an application for admission, according to the standard form available from the Programme Management and the Programme's website, accompanied by the following documents (Article 20 of the Internal Regulations):

- a. Original certificate or legalised copy (i) of the Bachelor's and/or Master's degree (ii); of the corresponding transcript(s); and (iii) of the applicant's graduation ranking in the Bachelor's and/or Master's degree programme in which he/she graduated. In the event that the university of origin does not issue a ranking certificate, this condition must be expressly accredited by means of a certificate issued by the competent authority.
- b. Up-to-date Curriculum Vitae.
- c. Statement of purpose that explains (i) the applicant's motivation for entering the programme, (ii) how this motivation is coherent with his/her previous training, (iii) how the programme can satisfy this motivation, and (iv) his/her work plans once he/she has obtained the doctoral degree (maximum one letter-size page).
- d. A research proposal consisting of a brief conceptual and methodological elaboration of the topic that the applicant would investigate as possible thesis work, including the name of the Programme professor who could guide the thesis (maximum two letter-size pages).
- e. Two letters of reference, according to the standard form, issued by Doctors, at least one of them in Psychology. In addition, at least one of the letters must be from an academic from the university where the applicant graduated, or from the university where he/she currently works.
- f. Letter of commitment from the applicant, assuring exclusive dedication to the programme.
- g. Official document with the results of an international standardised test that reports the applicant's level of oral and written proficiency in Spanish. This document is only required for applicants from countries with languages other than Spanish.

Once the applications have been received, the Academic Committee reviews the fulfilment of the requirements and the delivery of the requested documentation. If the applicant fully complies with the above, he/she must sit:

(a) an examination of statistics and research methods; and

(b) a test on reading comprehension in English, both administered by the Programme. In qualified cases, the first test may be replaced by the *Graduate Record Examination* (GRE) specific to Psychology and the second, by the *Test of English as a Foreign Language* (TOEFL). Other international standardised tests deemed equivalent by the Academic Committee may also be used.

The English and statistics and research methods examinations are administered by the Programme, using a single procedure. In it, the applicant is asked to critically read an empirical research article on a psychological topic, written in English, and answer questions aimed at probing the comprehension of the article's content (English reading comprehension test) and others aimed at probing competence in statistical analysis and methodological strategies according to those employed in the reported research (statistics and research methods test) (see Annex N°11.7.a).

Once these exams have been taken, the applicant is interviewed by at least two lecturers of the Programme designated by the Academic Committee. The interview will be aimed at confirming and deepening the applicant's background and his/her motivation and interest in joining the Programme. In the case of applicants residing in distant regions or abroad, this interview may be conducted by means of real-time communication media, except by telephone.

Then, using a **rubric based on the** aforementioned **requirements**, the Academic Committee evaluates the background of each applicant, generating a score from which the final list of selected applicants is drawn up.

The examinations and the interview correspond to procedures described in Article 22 of the Programme Regulations.

The Programme, as part of its self-evaluation and continuous improvement exercise, has made changes such as formalising the Programme's entry profile, which emerged as part of the latest curricular renewal process. This was carried out by a curricular innovation commission made up of academics from the Programme and the Management team, who, with the support of the university's Quality Units, analysed the characteristics of the study plan, the graduate profile and the Programme's historical cohorts. This also made it possible to adjust the admission requirements to a profile of applicants that goes from obtaining their bachelor's degree to studying for a doctorate, without professional experience but with experiences of immersion in research activities during their undergraduate studies. This has resulted in a fairer evaluation of the applicants' academic trajectories.

In addition, in order to obtain the Doctor degree, at the end of the eighth semester, students must demonstrate to the Programme Management their scientific productivity associated with their doctoral training work by means of: 1) a published article, 2) an accepted article derived from the doctoral thesis work, and 3) in the case of developing the thesis with primary data, 1 article submitted and in the case of using secondary data, 2 articles submitted, all derived from the doctoral dissertation (**Article 33** of the Internal Regulations of the Programme).

The Doctoral Degree Examination is regulated by Articles 46 to 49 of the Internal Regulations of the Programme.

In accordance with **Article 46** of the Internal Regulations of the Programme, the Degree Examination consists of a presentation and oral defence of the thesis before the Doctoral Examination Commission, whose regular members shall be the same as those who sat on the Thesis Evaluation Committee. In addition, the Programme Director or his/her representative, who shall preside, and the Postgraduate Academic Director or his/her representative, as minister of faith, shall participate as non-regular members without the right to grade.

According to **Article 47**, in order to take the Degree Examination, the student must meet the following requirements: 1) having passed the 240 SCT of the study plan, 2) having passed the thesis, 3) having incorporated in the thesis the recommendations made by the Thesis Evaluation Committee, if any, and 4) complying with the scientific publication requirements demanded by the Programme in these regulations (**Article 33**).

The Degree Examination shall be held once the students have fulfilled the publication requirements of the Programme. (**Article 48**, Internal Regulations of the Programme).

The mark for the Degree Examination shall be the simple average of the individual and substantiated grades of the regular members of the Commission. (**Article 49**, Internal Regulations of the Programme).

The **final grade** shall correspond to the weighted sum of:

- a. The simple average of the grades with which the student passed all the subjects and curricular activities of the Study Plan that grant credits. This average will receive a weighting of 50%.
- b. The mark obtained in the Qualifying Examination, with a weighting of 10%.
- c. The mark obtained in the evaluation of the Thesis, with a weighting of 25%.
- d. The mark with which the student passed the Degree Examination, with a weighting of 15%.

The Postgraduate Academic Department will initially issue a certificate authorising the application for the academic degree at the Degrees and Diplomas Office. A doctoral degree certificate is then awarded, as described in chapter I General Conext.

All this information is explained in the Programme's regulations, Exempt Resolution 0298. In addition, it can be found:

1. On the web, directly at the programme in person, queries to programme coordination.
2. On the learning outcomes are stated in the subjects' programme.
3. On the Programme's description on the website, directly at the Programme in person, through the Programme's Coordination.
4. In subject programmes

Finally, for the recognition of courses/modules/credits obtained in other higher education institutions and also outside the university, this has only been necessary in cases where students take a subject during their internship abroad. For this purpose, the programme requests the programme of the subject and the Academic Committee analyses whether the Doctorate subject taken abroad meets the required time commitment to be validated.

## **5. Academic level of supervisors and human resources [ESG 1.5].**

The academic staff of the Doctoral Programme in Psychology at the Universidad de La Frontera is made up of 19 members of the doctoral academic staff. All the academics that make up the doctoral academic staff have active lines of research with national and, in some cases, international links. These academics are authors of numerous WoS/Scopus or Scielo publications and have been funded to conduct their research by sources external to the University, such as Fondecyt Regular, Iniciación, Postdoctoral, Fondef, Fonis. The most important publications of the academic staff, as well as the research projects, can be found in **Annex 5.2.3**, curricula of the academics, and **Annex 5.2**, which corresponds to the table of productivity of the same.

To become part of the academic staff of the Programme, academics must have a doctorate degree and a proven academic and research track record through the awarding of research projects and scientific publications. The Postgraduate Academic Department periodically evaluates the academics in a qualification process that, according to a detailed rubric of productivity requirements, classifies them as staff or collaborating professors. In the first case, these lecturers have the power to supervise theses and be responsible for subjects, while in the second case, they may participate in subjects as participating lecturers and form part of a thesis committee. This regular evaluation procedure ensures that those who supervise theses and/or are in charge of subjects are suitably qualified.

In order to act as dissertation advisors, academics must be previously accredited as lecturers by the Postgraduate Academic Department of the Universidad de La Frontera and, in addition, formally integrate the Doctoral Academic Staff of the Doctoral Programme in Psychology.

The Programme establishes as a requirement that the doctoral thesis evaluation committee is composed of at least one academic from outside the university. This committee evaluates the thesis project and accompanies the execution of the thesis in order to assess the final thesis document and the Doctoral Degree Examination. For the selection of the external academic of the evaluation committee, the same criteria are used as for joining the academic staff of the Programme, i.e. to have a doctoral degree, an academic and research career verifiable through the awarding of research projects and scientific publications. In addition, they must have expertise in the area of research in which the thesis is being developed.

To ensure that external evaluators have the appropriate qualifications, they must be accredited as visiting lecturers by the DAP (Postgraduate Academic Department, abbreviation in Spanish), a process in which they must demonstrate compliance with CNA accreditation criteria in the area of Psychology, ensuring transparency. Lecturers receive training in teaching methodologies and the use of ICT, through training provided by the Department of Curricular and Teaching Development. These trainings are focused on promoting constant curricular updating, teaching development and the incorporation of new tools to support the teaching-learning process of doctoral students.

To support the familiarisation of external evaluators with the requirements of the Programme, both the Programme Director and the Coordination hold meetings with the external evaluators to introduce them to the requirements, the profile of the students and to guide them with the functions and administrative aspects necessary for the fulfilment of their role.

In addition, external evaluators can receive support for the revision of texts in English for publications, incentives for published articles and support in the formulation of projects from the Innovation and Technology Transfer Department (DITT, in Spanish), as well as support for academic mobility from

the Vice-Rectorate for Research and Postgraduate Studies and the Faculty of Education, Social Sciences and Humanities.

Each sponsoring professor or dissertation advisor supervises the work of his or her students. The internal regulation of the Programme allows a thesis to have two dissertation advisors when its execution involves two different areas of the Programme (article 35, **Annex 6.2**). It is important to note that the Programme has several academics in the lines of research that support it.

In case a dissertation advisor loses his/her accreditation (as a professor or collaborator lecturer) or his/her contract expires, another member of the Programme will take over the guidance of the thesis and the corresponding responsibilities, according to a prior agreement with the student. This is stipulated in article 36 of the internal regulations (**see Annex 6.2**).

The Programme is part of the institutional framework, and can therefore make use of the resources (training, courses, etc.) offered by the university through the People Development Division, and specifically through the Training and Development Coordination. The training offered is aimed at all university staff, so both academic and administrative staff can participate.

The university regulation (Ex. Res.3018/2023, **Annex 15.1**) establishes the existence of an Academic Coordinator of Doctoral Programmes, to support the coordination and organisation of the doctoral programmes, in addition to the work of the supervisory staff. According to the D.U.<sup>101</sup> N° 17 dated 20<sup>th</sup> January 2006, the Coordinations are understood as "administrative units in charge of implementing policies and strategies in a given area, contributing to their planning and executing them in coordination with all the corresponding units".

Regarding the management of the programme and accompanying the work of the Director, there is the Academic Coordinator, who facilitates the communication processes with students and academics, guiding questions related to the regulatory framework of the programme, which affects the subjects and their development.

## **6. Support services and research environment [ESG 1.6].**

### **Support**

The operation of the Programme is governed by its Internal Regulations, which define the responsibilities, functions and attributions of its members.

At the time of applying, students must have previously held an interview with one of the Programme's lecturers, so that they have chosen in advance an area of study and an academic willing to guide them. In this first instance, those interested clarify their expectations and are oriented about the Programme.

At the time of application, when the personal interview takes place, students are informed about the design of the Programme, its structure and internal regulations, which is also socialised at the time students enter the Programme and is available to all students.

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<sup>101</sup> Note of the Translator: University Decree

In terms of support and follow-up, the Programme carries out permanent monitoring of its students: reports are requested from academics on student adjustments in their training process.

In addition, the University has a Postgraduate Academic Department, which oversees the operation of the doctoral programmes and supports their accreditation processes.

This Department provides students with various sources of support to develop different activities:

- Tuition Fee Exemption Scholarship, which coverage can be total (100%) or partial (15%, 20%, 25%, 35%, 50%, 75%).
- Maintenance Grant
- Francisco Salazar Tuition Fee Exemption Scholarship: addressed to undergraduate Alumni who have received the Universidad de La Frontera Award and enrol in a Doctoral or Master's Program within 3 years following their graduation. The scholarship covers the total exemption of tuition fees (excluding registration fees).
- Doctoral Thesis Completion Scholarship, intended for students to complete their doctoral training, for 6 months.
- Internationalisation Scholarship / Doctoral Internship. This grant is intended to support student stays in a foreign university, with the aim of extending the international links of the Programme and the students.

In addition to these support resources, the Programme has the following support for students:

- Docpsi maintenance grant. This scholarship is intended for students who have applied for ANID scholarships for doctoral studies and have not been awarded the benefit. This scholarship consists of a monthly financial support of 500,000 pesos, renewable annually. Students are encouraged to apply for the ANID Scholarship, with the aim of freeing up the resources for another student who may require it.
- Docpsi Internship Scholarship. This scholarship is oriented to support students doing their doctoral internship at a national or international university. Students who were not awarded the complementary benefit of ANID Scholarships or who do not have an ANID Scholarship may apply for this benefit. The benefit may include the purchase of tickets and/or financial support.
- Scholarship to attend national or international scientific events. This benefit is awarded annually to students of the programme who have a paper accepted for presentation at a national or international conference of the speciality. The amount of support ranges from 500,000 CLP to 1,000,000 CLP per year depending on the annual budget of the Programme.

All these benefits are informed via web page and mailing to the students.

The academics who guide the doctoral theses are responsible for meeting periodically with the students and guiding them through the different stages of their doctoral training. By the end of the fourth semester, students are expected to have submitted their Doctoral Thesis Project, which must be guided in its formulation by their dissertation advisor. By the end of the eighth semester, the student must submit his/her Doctoral Thesis, which must be accompanied and supervised in its execution by the same academic.

In addition, dissertation advisors are expected to direct research laboratories in which their students can be inserted and carry out practical academic activities, such as data analysis, writing of scientific manuscripts and presentation and discussion of scientific articles. In all these activities, the dissertation advisor is responsible for guiding the training process.

In the Research Advancement Seminar (SAI) activity, the dissertation advisor must supervise the student's progress every semester. The Doctoral Thesis Committees have the function of accompanying the process of formulating the Doctoral Thesis Project and Doctoral Thesis and participating in the respective defence exams. They must assist the SAI and provide feedback to the development process of the thesis project and thesis or dissertation, as appropriate.

These committees are made up of 4 academics: the dissertation advisor, a lecturer from the Programme, an academic from Universidad de La Frontera external to the Programme and an external academic, from outside the University. Therefore, several thesis committees have been formed by academics from different national and foreign universities.

The internal regulations of the Programme define milestones that must be met according to the progress of the students. At the end of the first year, it is desirable that students have submitted a scientific manuscript on the research topic with which they are becoming familiar. At the end of the fourth semester, students must defend their Doctoral Thesis Project and demonstrate acceptance of a scientific article thematically linked to their thesis topic and the submission of a second manuscript, both to journals indexed in WOS or SCOPUS.

At the end of the eighth semester, and before taking the Doctoral Degree Examination, students must demonstrate compliance with the productivity criteria defined in the Internal Regulations of the Programme.

Every semester, students receive a grade for their integration, progress and development of their thesis activities. This is reflected in the subjects Supervised Research I to IV and Thesis I to IV.

The Academic Committee, as part of its responsibilities, supervises the progress of its students. In case there are situations that require its intervention, meetings are scheduled to provide individual or group feedback, as appropriate, to students on the Programme.

Regarding communication between lecturers and students, the academics have an "open door" policy, which means that students can contact their academics in person or online. In the case of the Programme Director, students can arrange appointments with the Programme Coordinator or Director, which are attended to promptly.

In relation to students with special needs or students in special life situations, the Programme Management has welcomed and supported requests from its students. This has implied, for example, academic support for students who present difficulties in their curricular progress, timely de-enrolment of subjects, among other activities. On the other hand, for students coming from other countries, support is provided by the Internationalisation Office and the Postgraduate Academic Department, who support the process of integration of students into the University, as well as offering help and guidance in matters related to Visa, application for benefits and scholarships.

Finally, information on programme fees and scholarship possibilities is provided via the Programme's website and by mailing to students.

## Research environment

Our graduation profile states the following:

"The Doctor in Psychology of the Universidad de La Frontera is a graduate with advanced training in the fundamentals of psychological science, research methods and cultural psychology, and has the ability to develop original research.

His/her training emphasises the role of culture in the psychological processes associated with human and social development, enabling him/her to develop original research in psychology, applying advanced research methods, in order to generate up-to-date disciplinary knowledge, produce scientific documents (research projects, articles, books, and similar) according to standards and criteria relevant to each of them, and effectively communicate disciplinary knowledge and research results in academic and training activities, both with specialised and non-specialised audiences, as well as with undergraduate and postgraduate students.

The Doctor in Psychology graduate from the Universidad de La Frontera will be able to work in universities, research centres and public and private institutions. He/she will work both autonomously and as part of teams, respecting socio-cultural diversity, and acting in accordance with current ethical principles of the discipline".

In order to fulfil our profile, our Programme has lines of research that respond to psychosocial problems of high global relevance, such as, for example, chronic diseases, ageing processes, intergroup relations, diversities, among others. Our training focuses on advanced quantitative methodology, which allows our students to learn highly complex multivariate analysis techniques such as structural equation analysis, multilevel analysis and longitudinal data analysis. This is complemented by the students' participation in the Research Laboratories and in the research projects of their dissertation advisors, which allows them to become familiar with these analyses and with the preparation of scientific manuscripts.

Our students are supported by the Programme to attend and present research papers at national and international conferences related to their thesis topics. They are also guided to write scientific manuscripts and become familiar with national research funding instruments such as Fondecyt projects.

Since our academics lead projects with funding external to the University (ANID-FONDECYT), our students are inserted in them as thesis students. This allows students to assist in critical processes of project execution such as data collection, compliance with ethical standards of the discipline, data analysis, and dissemination of results.

The international internship that our students develop allows them to strengthen their teamwork skills with researchers from other latitudes. It also allows them to test their oral presentation skills in English (in the case of internships at Anglo-Saxon universities). An example of this are the internships that our students have done at foreign universities such as UCLA, Loma Linda University, Queensland University, Bristol University, Twente University, Tufts University, Clark University, among others, Universidad de Oviedo, Universidad Nacional Autónoma de México. These internships are financed by the ANID Scholarships of our students or complemented with the internal scholarships of the Programme or with the support of the Postgraduate Academic Department, which annually provides

funds to support international internships and attendance to national and international scientific events.

Our students are recognised for the quality of their work. They often receive recognition from their peers and awards at various national conferences such as the Scientific Society of Psychology or the conference of students and graduates of the Universidad de la Frontera, where they have won prizes for the "best thesis in 5 minutes", oral presentation of research or best poster.

Currently, a memorandum of agreement is being designed that allows co-supervision and double degree, with the Universidad del Norte (UNINORTE) of Colombia, which will allow an exchange between academics and students to benefit our students in their doctoral training.

All of the above is reflected in our graduates, who are inserted in the academy, teach and have a high rate of FONDECYT project awards in their Postdoctoral, Iniciación and Regular modalities.

As it has a primarily academic focus, the Programme does not include internships, however, support is offered in the management and coordination of international internships. As mentioned above.

In relation to good academic practices, all our students become familiar with these practices through participation in research projects of their dissertation advisors. In each of these projects, our students have the possibility to participate as research assistants in data collection processes, which adhere to the procedures of the APA code of ethics and the Helsinki code.

On the one hand, all theses developed by our students must be certified by the Scientific Ethical Committee of the Universidad de La Frontera (CEC-UFRO), therefore, once the Doctoral Thesis Project is approved and before starting the execution of the Thesis, the CEC-UFRO must approve the research protocol.

On the other hand, all our students must pass in the fifth semester the subject "Supervised Teaching". In this course, students, supervised by an academic from the Programme, carry out teaching activities, such as advising students, classes, revision of tests, among other. On some occasions, students have the opportunity to carry out teaching assistantships in research subjects.

Although our programme focuses its work on training researchers to enter the academic and research world, and therefore does not have a service to provide guidance on professional development opportunities outside the academic environment, institutionally the University has taken up the challenge of linking doctoral training with other scenarios, such as the productive or business ones.

## **Resources**

The Doctoral Programme in Psychology at the Universidad de La Frontera is physically located on the first floor of the Department of Psychology. The programme's facilities have a total surface area of 370 m<sup>2</sup>, which are operational and fully functioning. The Doctorate in Psychology has a space of eight fully equipped offices, which house the office of the Programme Director, academics and visiting lecturers. The Programme Secretary, Ms. Rosa Ross, has her own office adjacent to the Programme Director's office.

The doctoral students' room stands out as a space with 13 individual workstations, all of them equipped with a computer and printer. In this room there are shared spaces for cafeteria and

telephony. The space is centrally heated and can be used by students 24 hours a day, every day of the week.

Classes are held in one of two tutorial rooms. Both tutorial rooms are equipped with tables, chairs, a whiteboard, a television used for projecting and network points for video conferencing. These rooms are also used for work meetings of students and the research laboratories that do not have their own physical space (Stigma, Discrimination, Health and Food Laboratory, and the Cognition, Ageing and Health Laboratory), as well as for meetings of different work teams.

There are also four laboratories that have their own space (the Stress and Health Laboratory, the Personality, Culture and Assessment Laboratory, the Cognition and Culture Laboratory and the Culture and Behaviour Laboratory), plus a fifth laboratory (Neuroscience and Action) on the first floor of the Psychology Department. Each of these is equipped for working meetings with students and data collection processes.

The postgraduate auditorium is a room with capacity for 40 people, which typically hosts the colloquia in Psychology, the Research Advancement Seminar, and Thesis Project and Thesis defence exams. In addition to the above, there are the spaces of the Social Sciences Nucleus, which is permanently available for the activities of the doctoral Programme, as well as the Institute of Educational Informatics.

The details of the research laboratories are as follows:

**Stress and Health Laboratory.** It has four workstations, two computers with Internet and printer. It also has a perpetual licence for the STATA 18.1 software. It has specialised equipment for blood pressure tests (DINAMAP V100), glycosylated haemoglobin (DCA 2000+), estimation of anthropometric measurements (weight, height [SECA 100] and waist circumference), two chairs for blood tests and a television for presentations and videoconferences. There is a -20 Celsius degrees freezer for blood and saliva samples.

**Neuroscience and Action Laboratory.** It has specialised equipment for carrying out research. Specifically, this laboratory has a high-speed camera (S-MOTION-S-PRI F2) with 4 sensors to record movement, Imaging Studio V-3 software to analyse movement trajectories, Signal Master 023 movement sensors with a sampling frequency of 1 KHZ and Tobii Eye Tracker X2-60 equipment.

**Personality, Culture and Evaluation Laboratory and Culture and Behaviour Laboratory.** This joint work space is aimed at developing research projects in the psychometric field. It has a work table for 10 people, projector and curtain for team work; lockable shelves for safe storage of protocols; two desks equipped with computers with software for processing large amounts of quantitative and qualitative data. Both computers are equipped with SPSS version 24 and AMOS; in addition, the acquisition of Atlas.ti software to be hosted on one of the computers is in process.

**Cognition and Culture Laboratory.** It is equipped to hold work meetings and individual research activities. It has a television that is used for projection and videoconferencing.

The equipment available to the doctoral Programme is in accordance with the needs of our students. The doctoral students' room allows students from all levels of training to interact with each other, favouring not only the creation of links, but also the modelling that students from higher courses can do on the more novice ones.

The Programme has annual items for the acquisition of bibliographic resources or for the renewal of equipment. Regarding the renewal of equipment, the Doctorate in Psychology - to the extent that there is a need for renewal - can request financial support for the purchase of equipment from the University's Vice-Rectorate for Research and Postgraduate Studies. With regard to the mechanisms for updating and/or acquiring bibliographic resources, the Doctorate Programme requests the lecturers responsible for the subjects in the study plan to review their programmes, with the aim of identifying bibliographic updating needs. In this sense, the revision of the bibliographic needs in the courses of the study plan is reviewed on the basis of the bibliographic material available in the University Library, a unit that purchases bibliographic material on an annual basis. In the event that new material needs to be acquired, the Doctorate in Psychology may request financial support from the Faculty of Education, Social Sciences and Humanities of the Universidad de La Frontera in the event that the annual acquisition made by the University Library does not meet the needs identified.

To date, there is access to updated and relevant bibliographic material for the training and research of our students. The students of the Doctorate in Psychology have access to databases that contain updated bibliographic resources in the field of Psychology. Access to the databases is achieved through the website of the Libraries and Information Resources System of the Universidad de La Frontera (<http://www.bib.ufro.cl>), where in the section "digital resources" databases are available for access to e-book, journals, open access databases, subscribed databases, databases on a trial basis. Details on electronic databases available, relevant to the programme can be found in **Annex 15.2**.

1. <http://bibliotecas.ufro.cl/recursos-digitales/libros/>
2. <http://bibliotecas.ufro.cl/recursos-digitales/revistas/>
3. <http://bibliotecas.ufro.cl/recursos-digitales/bases-de-datos-suscritas/>
4. <http://bibliotecas.ufro.cl/recursos-digitales/bases-de-datos-libre-acceso/>

Some of the services that are available in the mentioned databases are the following:

- British Journal of Mathematical and Statistical Psychology
- Cognitive Science
- European Journal of Personality
- European Journal of Social Psychology
- Journal of Applied Social Psychology
- Journal of Linguistic Anthropology
- Journal of Research on Adolescence Personality and Mental Health
- Social and Personality Psychology Compass Juvenile and Family Court Journal
- The Brown University Child and Adolescent Behavior Letter
- Journal of Addictions & Offender Counseling Activitas Nervosa Superior
- Adolescent Research Review
- Advances in Neurodevelopmental Disorders
- American Journal of Community
- Psychology Attention, Perception, & Psychophysics
- Behavior Research Methods
- BMC Psychology
- Bulletin of the Psychonomic Society
- Child and Adolescent Social Work Journal
- Clinical Social Work Journal
- Evolutionary Psychological Science

- Human Arenas
- International Journal of Bullying Prevention
- Journal of Adult Development
- Journal of Cognitive Enhancement
- Journal of Cultural Cognitive Science
- Journal of Nonverbal Behavior
- Journal of Psycholinguistic Research
- Journal of Technology in Behavioral Science Memory & Cognition
- Mindfulness
- Motivation and Emotion
- Pastoral Psychology
- Psicologia: Reflexão e Crítica
- Psychological Research
- Psychological Studies
- International Journal of Intercultural Relations Journal of Adolescence
- Journal of Experimental Child Psychology
- Journal of Experimental Social Psychology
- Journal of Psychosomatic Research
- Journal of Research in Personality Language & Communication Language Sciences
- Revista de Estudios Latinoamericanos
- Learning, Culture and Social Interaction New Ideas in Psychology
- Personality and Individual Differences
- Revista Latinoamericana de Psicología Social
- Science & Medicine
- Social Science Research The Social Science Journal
- Journal of Health Psychology
- Big Data & Society
- Contexts
- Current Directions in Psychological Science Discourse Studies
- Emotion Review
- Ethnicities
- Evolutionary Psychology
- Journal of Consumer Culture
- Journal of Humanistic Psychology
- Journal of Language and Social Psychology New Media & Society
- Personality and Social Psychology Bulletin
- Personality and Social Psychology Review
- Perspectives on Psychological Science
- Psychology and Developing Societies Qualitative Research
- Review of General Psychology
- SAGE Open
- Social Psychological and Personality Science Social Psychology Quarterly
- Television & New Media
- Theory & Psychology
- Psychometrika
- Psychonomic Bulletin & Review
- Psychonomic Science
- School Mental Health

- Social Justice Research
- Social Psychology of Education : An International Journal
- Annual Review of Developmental Psychology Annual Review of Linguistics
- Annual Review of Economics
- Annual Review of Psychology
- Annual Review of Sociology
- Acta de Investigación Psicológica
- Acta Psychologica
- Alcoholism and Drug Addiction
- Children and Youth Services Review Cognitive Development
- Cognitive Psychology
- Discourse, Context & Media
- Emotion, Space and Society
- Journal of Psychosocial Research
- Journal of Social Psychology
- Personality and Social Psychology Review: An Official Journal of the Society for Personality and Social Psychology, Inc.
- Psychologia Ekonomiczna / Polish Journal of Economic Psychology
- Social Psychology Quarterly
- Social and personality psychology compass Social Behavior and Personality: An International Journal
- Social Psychological Review
- Sociology of sport journal

## 7. **Public Information [ESG 1.8]**

Information about the programme is available on the website of the doctoral programme ([www.doctoradopsicologia.ufro.cl](http://www.doctoradopsicologia.ufro.cl)) and on the Universidad de La Frontera's postgraduate website (<https://postgrado.ufro.cl/doctorados/doctorado-en-psicologia/>). In addition, the Programme positions its work through its social networks, mainly through the use of Instagram <https://www.instagram.com/docpsiufro/?hl=es-la>

Each of our research laboratories manages its own social network and/or website, which helps to promote the activities of the Programme:

- **Stress and Health Laboratory (LES)** [https://www.instagram.com/lab\\_estresysalud/](https://www.instagram.com/lab_estresysalud/)  
<https://labestresysalud.ufro.cl>
- **Stigma, Discrimination, Health and Food Laboratory (LEDSA)**  
<https://www.instagram.com/ledsaufro/>
- **Personality, Culture and Assessment Laboratory**  
[www.adultezemergente.cl](http://www.adultezemergente.cl)
- **Kimkantun Cognition and Culture Laboratory**  
<https://www.instagram.com/labcyc/>  
<http://www.labcyc.com>
- **Culture and Behaviour Laboratory**  
<https://www.instagram.com/labcyc/>  
<http://www.labcyc.com>
- **Sexual Identities and Gender Lab**

[https://www.instagram.com/lab\\_isg/](https://www.instagram.com/lab_isg/)

In addition, the Doctorate Programme disseminates some of its activities on the YouTube channel <https://www.youtube.com/@docpsiufro3917>

With regard to the socialisation of learning outcomes, the Programme's website describes its objectives, entry profile, graduation profile and current study plan. In addition, the expected results of each subject are communicated to students in written form in each of the subject programmes. Likewise, information on admission requirements and selection procedure, and qualification awarded, is disseminated on our website <https://doctoradopsicologia.ufro.cl/index.php/postulacion/>

In relation to teaching, learning and assessment procedures, this information is described in the subject programmes. In addition, during the selection process, specifically in the personal interviews, each applicant is informed of this information.

Moreover, the programme makes frequent enquiries to its graduates, in terms of their employment situation, research activities, publications and projects awarded. This information helps to guide the work of the Programme and introduce continuous improvements to the training process.

Every six months, the Programme Management holds meetings with students from all periods to qualitatively evaluate the level of satisfaction, inform decisions and monitor the functioning of the Programme and the curricular progress of its students.

For the accreditation processes before the Chilean National Accreditation Commission (CNA-Chile), the programme carries out a review of its graduation profile, which is consulted with academics from other national doctoral programmes and potential employers.

Every semester, the Programme Management holds meetings with students from all periods to qualitatively evaluate the level of satisfaction, inform decisions and monitor the functioning of the programme and the curricular progress of its students.

In general terms, the level of student satisfaction is high. 90% of our graduates are currently working in academic positions in universities, where they teach and carry out research. The Programme's evaluation of its training process is that it fully meets the declared profile.