



UNIVERSIDAD  
SAN SEBASTIAN

SYNTHESIS

**EDUCATIONAL**

**PROJECT**



The Educational Project of the university includes as the Institutional Framework the Mission, the Vision, and the Institutional Values as well as the Institutional Seal as the constituent elements of its identity.

In this project, the emphasis lies on a formative approach capable of embracing a diversity of students within a university community that provides an academically valid process, linked to the environment and aimed at achieving complete, competent and supportive graduates.



## THE TRAINING PROCESS: GUIDING PRINCIPLES OF THE TRAINING PROCESS

### Principle 1. Respect for students and their learning style.

The belief that the student is a human person and endowed with a superior and transcendent dignity forms the basis of this Principle.

This is evidenced in the Educational Process through its design, implementation and evaluation of the teaching and learning process, which is responsibly aware of the entrance conditions of its students, by adapting to them the strategies and teaching resources to promote the generation of development opportunities.

### Principle 2. Teaching focused on the learning achievement.

The understanding and acceptance of existing personal conditions, of a previous history, and of a preceding knowledge and developments prior to formal education, translate into academic management that seeks to meet the students' entrance characteristics and that strives to build a link between students, scholars, and the University.

### Principle 3. The Complete Training of students.

The Complete Training of graduates is an

institutional commitment; for that reason, its presence is transversal and complementary to a set of subjects and planned activities in order to support the development of students.

We aim to provide training for higher education that encompasses the whole person, in which personal, ethical and social development is experienced within a framework of active and solidarity citizenship, and in which academic and management teams contribute positively.

### Principle 4. The student as a person linked to the university community and its environment.

Students of Universidad San Sebastián (USS) are trained to exercise their profession as committed and responsible citizens who are aware that their decisions will affect the lives of others as well as institutions.

### Principle 5. The training as an experience.

The experiential dimension not only aims to achieve increasing levels of quality, but also to establish a culture of self-evaluation, resulting in a continuous quality improvement. It is a concept that, along with taking over the "permanent prevention and reaction" develops an objective reflection to what is experienced by students and graduates, in relation to improving their living conditions and also to rewarding others..



## ITS MAIN ACTORS:

### Students of Universidad San Sebastián.

The University recognizes the student as a unique and unrepeatable human being endowed with free will and volition, and as a member of a society in which he/she participates as an active and supportive citizen.

Consequently, the institution seeks to contribute to their education through the art of constructing knowledge that develops the corresponding wisdom and performance of disciplines and professions, along with personal and national growth, in the context of learning throughout life in which the student is the main responsible actor.

### Scholars of Universidad San Sebastián

Along with students, scholars are - in their role of teachers - the main actors within the learning process. Thus, the degree of development of the Educational Project depends on the quality and commitment of both actors.

Therein, the institution ensures that the USS scholars are competent in both their disciplines and pedagogy, and endowed with human attributes and professional training, committed to the students and to the values of the University, in addition to being creative and collaborative, ready for teamwork and to participate in multidisciplinary groups.

## ITS COMPONENTS:

### The Learning Environment

The training process develops within the deliberate and transforming contact between scholars and students.

The University recognizes that the characteristics of the environment in which contact occurs - whether in person or online - constitutes a material and relational scene that cooperatively can facilitate and support the planned learning. Hence, although the classroom is an important space of influence on learning, its wealth is shared within

workshops, laboratories, libraries, study rooms, clinical and internship centres. Also, in recreation spaces of dialogue and mutual understanding, in communication practices and characteristic features of interpersonal relationships inside the university campus. Therefore, the learning process emerges from the whole experience that the students participate in their way through the University.

### The Training Structure

The educational process at the University is carried out through undergraduate,

postgraduate programmes and academic activities of continuing education. All of them look for the best possible articulation in order to provide each student with relevant, efficient and interesting paths to enable them to advance effectively through a network of education throughout life.

The undergraduate and postgraduate curriculum are part of a stage structure programme that contemplates:

- a) A two-cycle undergraduate programme, consisting of an initial cycle and a professional academic cycle, with cross comprehensive training.
- b) A one cycle postgraduate programme of variable duration, which may begin - in the case of master's programs - once the bachelor's degree is obtained, simultaneously to the year before the professional qualification.

### The Evaluation of Learning

Universidad San Sebastián defines academic assessment as a permanent, continuous, and systematic training process which periodically qualifies the levels of learning achievement among

students. In this regard, the evaluation of learning is a lifelong experience for each student; whereas for scholars it is a feedback and training tool that generates evidence of learning progress and achievements.

The assessment in the USS favours the clarity of the criteria as well as the feedback of the results. For that reason, it is guided by a set of principles, which highlight being part of effective planning that is fundamental for classroom activity and for students whose emotional impact affects motivation, stimulates self-assessment and provides guidelines on how to improve.

Considering the abundance of valuable resources of this process, it is necessary to understand it as a practice that requires the professional competence of scholars and explicit criteria and evaluation known by everyone.<sup>1</sup>

### Institutional Management and Curriculum Management

It develops a Curriculum Management designed to assess, guide and facilitate all aspestudy that seek curriculum consistency, and in study programmes expressed in learning outcomes, and

<sup>1</sup> Adapted from "Assessment for Learning: 10 principles" Assessment Reform Group (<http://www.assessment-reform-group.org.uk>) (December 2005). Spanish translation made by Unidad de Currículum y Evaluación; Chilean Ministry of Education. 2005.



in orientations to the assessment that favour formative feedback.

### **The Equalization**

The Educational Project of Universidad San Sebastián endeavours to provide equal educational opportunities to all its students, regardless of the institutional branch to which they belong. As a complement, the USS teaches on the tension of proposing learning and training experiences which consider the context of the conditions - geographical, cultural, and socioeconomic - of the subjects of the educational act.

The need for equalization is promoted and works in departments, considering it as one of the core responsibilities of the Faculties and the management of its authorities. Also, in this sense, the USS considers within its educational processes the linking with external national assessments as an opportunity to check its achievements.

## **DEGREES AND UNDERGRADUATE PROGRAMMES**

### **The Graduate Profiles**

The Graduate Profile of an undergraduate programme is the institutional statement of the traits that characterize its graduates

as full members of a particular profession. It is a public document and therefore it should be understandable for both students and scholars as well as for any citizen interested in finding out about the orientation and objective of the degree.

### **The Plans and Programs of Study**

Each degree has a Plan of Study organised in curricular lines.

Subjects are ascribed to such lines as well as other educational activities, which may contribute to the achievement of the Graduate Profile.

Each subject has a Programme, which is expressed in learning outcomes, in which internal consistency and effective articulation between subjects has been developed for the benefit of its methodology, evaluation criteria and learning results.

### **The Progression of Students**

The USS aims to welcome students starting from the Admission Process, accompanying them throughout their degree until their graduation and labour integration. This has been operationalized through the characterization of students, and by the various support and guidance processes throughout their academic life.

### **The Monitoring of Graduates**

The commitment of the USS with its graduates continues after graduation, by promoting and strengthening the relationship between the USS and its former students. To this end, the University has a number of benefits, academic and cultural activities which allow them to remain part of the USS community.

## **POSTGRADUATE PROGRAMS AND CONTINUING EDUCATION**

The USS generates learning opportunities throughout life, by a substantial body of professional master's programmes, specializations, diplomas and postgraduate degrees. All of them strive to respond to the demands of the market place by enhancing institutional strengths in every area and positive experiences of previous developments.

## **RESEARCH AND ITS CONTRIBUTION TO EDUCATIONAL TRAINING**

The University promotes within academic teams the cultivation of knowledge through the development of research in various fields.

This promotion of scientific activity seeks to support the learning process of students and to encourage the research component in the curriculum in order to

provide its graduates with the tools to obtain better professional development. For that reason, management and structural conditions are set to enhance stimulus of environments of critical mass and of support to investigative work by gradually integrating an interdisciplinary and internationalised look into its development.

## **LINKING TO THE ENVIRONMENT**

The University understands the policy of Linking to the Environment in a context of reciprocity between its institutional reality and society. On this basis, the USS seeks to contribute to the development and welfare of its surroundings areas, especially to the closest community of any of its branches.

In this effort, the USS strives to facilitate academic and professional development of all its members, with special concern - in a first stage - to the undergraduate level. To this end, the University focuses its efforts on the actions developed in a linked manner through teaching, research and extension in order for them to be relevant to each branch. Also, bidirectionally and systematically related to a joint construction with the various entities and institutions to which it is connected as part of its work.

## QUALITY ASSURANCE

The USS is committed to the quality of its degrees and programmes, as well as with the academic management of the units that manage them.

This commitment means joint and organized action of all those who have a direct or indirect participation in its implementation.

In this context, the USS has established

policies and mechanisms of quality assurance, which are monitored and evaluated systematically and periodically by the Quality Assurance Vice-rectory, as well as by the other bodies in charge of fulfilling this function.

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