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DECISION OF THE SPECIFIC COMMISSION FOR ENGINEERING AND ARCHITECTURE OF THE CATALAN UNIVERSITY QUALITY ASSURANCE AGENCY ON THE STUDY PROGRAMME

Study programme	Bachelor's degree in Software Development and Testing
Jointly offered by	Universitat Oberta de Catalunya (Spain) Open University of the Netherlands (the Netherlands) Universidad Nacional de Educación a Distancia (Spain)
Workload	180 ECTS

Based on the report of the expert panel and the discussions of the Specific Commission for Engineering and Architecture in its meeting on 4th June 2025, decides:

1. The study programme " Bachelor's degree in Software Development and Testing " offered by the Universitat Oberta de Catalunya (Spain) in cooperation with the Open University of the Netherlands (the Netherlands) and the Universidad Nacional de Educación a Distancia (Spain) is **accredited with conditions** according to the criteria and procedures defined in the European Approach for Quality Assurance of Joint Programmes.

2. The study programme **partially complies with the requirements** defined by the European Approach for Quality Assurance of Joint Programmes and the European Qualifications Framework (EQF) in their current version.

The consortium must review the following requirements, which **must be monitored within six months** from the decision date. Additionally, the consortium must provide the necessary evidence to demonstrate compliance with these requirements.

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The study programme **must meet the requirements** listed below:

1. Eligibility

> The Cooperation agreement should be updated to explicitly address staff and student mobility in the context of online programmes.

2. Learning Outcomes

> The consortium should clearly demonstrate how the programme meets the academic standards required for a WO (*Wetenschappelijk Onderwijs – Academic/Research-Oriented Higher Education degree*), particularly in the context of the Dutch qualifications' framework. This should include a justification of the academic level of the intended learning outcomes, the inclusion of research-oriented components, and the coherence with national criteria for WO programmes.

5. Learning, teaching and assessment

> The programme must establish standardized rubrics and assessment criteria across all institutions. A unified grading system or conversion table should also be created to harmonize grading practices. These measures must be finalized before the implementation of the programme.

The study programme should conduct special follow-up of the following **enhancement areas**:

2. Learning Outcomes

> Provide a proper matrix aligning the Intended Learning Outcomes (ILOs) with the relevant national and European qualifications' frameworks.

3. Study programme

> Review the curriculum (courses or at least the content of already included courses) to treat software testing aspects in more detail.

> It would be beneficial to reflect the 9 subject areas in the overview curriculum on page 14 to give more insight into the structure of the curriculum.

7. Resources

> Provide evidence of teaching staff qualifications in online teaching methodologies and outline plans for training where needed.

> Clarify the staff assigned to administrative or coordination activities within the study programme.

8. Transparency and documentation

> Provide a clear and detailed description of the documentation and information that will be

made publicly available to students. This should include specific information on the programme's admission requirements, structure, curriculum, and education and examination regulations (EER), particularly in relation to the joint degree.

9. Quality Assurance

> Establish mechanisms to measure key performance indicators for consideration and analysis, such as student satisfaction with their programme, career paths of graduates, and other relevant data.

> Publish annual IQAS review reports.

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

2. Learning Outcomes

> Consider referencing international frameworks to strengthen the programme's academic foundation and enhance its international comparability.

> Establish a formal mechanism for the stakeholder involvement in the development and periodic review of the ILOs.

> Consider including elements related to the intercultural competence or similar dimensions, in the design of the ILOs.

3. Study programme

> Ensure consistent presentation of curricular content across all documentation. Key topics—such as security and embedded systems—should be clearly identified and consistently referenced where relevant.

5. Learning, teaching and assessment

> Provide detailed information on how teaching and learning methods will be adapted for online delivery, including student-teacher interactions and use of digital tools.

> Address how the programme will accommodate diverse cultural and educational backgrounds to ensure inclusivity.

> The programme should reconsider the composition of the examination board during the presentation and defence to help ensure impartiality and reinforce confidence in the objectivity of the final assessment.

6. Student support

> Provide detailed information on internship support, including assistance with placement and the supervision structure.

> Clearly indicate that all student support is centralized through the UOC platform and specify the contributions of all partner universities.

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The chair of the Specific Commission for Engineering and Architecture,

Ángel Ortiz Bas