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"FOSTERING SOCIALLY DISTANCED AND INCLUSIVE ON CAMPUS EDUCATION IN ARMENIAN HEIS"

UNIVERSIDAD AUTÓNOMA DE MADRID (UAM)

BEST PRACTICE COLLECTION & BENCHMARKING OF QA IN DIGITAL TLA

COUNTRY CASE – SPAIN

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MADRID 2025

Contents

Introductory Note for Contributors

This template is designed to collect and benchmark EU best practices in quality assurance of digital teaching, learning, and assessment (TLA) under the ECAMPUS project. Contributors may use this template to document:

- National-level initiatives or frameworks
- Institutional-level quality assurance practices
- External QA agency methodologies and standards
- Research-based insights or comparative case studies across systems

When completing each section, please:

- Indicate the level of analysis (national, institutional, agency-led, or research-based)
- Focus on practices that are operational and evaluated, not only planned
- Align responses with ENQA's QA in E-learning (2018) and ESG 2015 where applicable

Section 1: Institutional and National Context

Provide a concise overview of the national and institutional environment in which the quality assurance (QA) initiative is implemented. Include the following:

- Country. SPAIN
- Name of the institution or QA body. UNIVERSIDAD AUTÓNOMA DE MADRID
- Type of QA initiative (e.g., national strategy, institutional framework, pilot program). Institutional framework
- Targeted education levels (e.g., Bachelor, Master, etc.). Bachelor

Additionally, briefly assess the maturity of e-learning in the national or institutional context (e.g., emerging, developing, advanced).

Section 2: QA Focus Areas in Digital TLA

The aim of this section is the Implementation (What is done).

Describe how your institution or agency ensures the quality of digital teaching, learning, and assessment. Use the structure below and use the guiding questions based on ENQA's QA in E-learning (2018).

2.1 Digital Course Design

Article 20 of the Spanish Constitution establishes the right of teachers to freely express and disseminate their ideas and opinions in the exercise of their teaching duties. This freedom applies to both the content and the form of presentation. Article 3.1 of the statutes of the Autonomous University of Madrid (UAM) reaffirms this within the broader concept of academic freedom. However, Article 1.1 of the same statutes states that the UAM "is defined by its commitment to innovation and social involvement, in coordination and collaboration with other universities and institutions." In this regard, the UAM establishes policies to achieve this goal.

In this framework emerges the Teaching Innovation program at UAM (REF01), which is spearheaded by the Teaching Support Unit (Unidad de Apoyo a la Docencia - UAD). This initiative aims to transform the teaching-learning process through faculty-led innovation. The UAD is structured around three main pillars: teacher training, teaching innovation, and digital teaching support. The program encourages educators to rethink methodologies, embrace technology, and experiment with new teaching approaches. It targets all academic staff, fostering teamwork and focusing on active, skills-based learning to enhance student outcomes.

The primary goal of the digital teaching support at UAM is to offer a flexible, coherent, and engaging learning experience, whether in the classroom, online, or in hybrid formats. Technology is seen as a means to enhance the learning experience, not as an end in itself. This is addressed through the teacher training program, where professors learn about new methodologies, assessment techniques, and how to integrate new technologies into the teaching-learning process.

Each year, UAM launches an annual call for teaching innovation projects, divided into two tracks: INNOVA for new ideas and IMPLANTA for consolidating successful projects. These projects are evaluated based on their pedagogical impact, scalability, and alignment with institutional goals.

The program also includes events like the Teaching Innovation Week, travel grants for faculty to attend conferences, and a repository of good practices. A dedicated team within the UAD, with expertise in pedagogy, educational psychology, and technology, supports these initiatives, creating a sustainable culture of reflection and innovation in teaching. Also there are travel grants, to provide financial support for faculty to attend national and international conferences on teaching innovation as a speaker, and a Good Practice Repository, a digital archive of successful teaching practices at UAM.

Selected projects receive dedicated financial support, managed with transparency. Funding can cover materials, software, and even professional services such as web development or expert contributions. Participation in innovation projects also contributes to professional development evaluation. Faculty engagement in these initiatives is recognized in the university's career development processes. (REF01). Other incentives are Professional Recognition via DOCENTIA-UAM: Participation in Moodle-based teaching and innovation is positively considered in the DOCENTIA program. DOCENTIA is a quality assurance initiative that evaluates faculty teaching performance. Contributions to course design, use of technology, and innovation are key components in this evaluation, which plays a role in career development and institutional recognition. Public Visibility: Faculty teaching practices, course designs, and innovations are documented through platforms such as the Faculty Portal (portaldocente.uam.es), which serves as a living academic CV and public record of pedagogical contributions. (REF02).

Platforms and Tools. UAM provides a comprehensive digital ecosystem to support diverse teaching styles and learning needs. The main Learning Management System (LMS) is Moodle, used for undergraduate, postgraduate, and continuing education programs. It supports a wide range of learning activities and content formats. To meet the diverse needs of the academic community, UAM promotes the use of various Moodle platforms: Moodle Grado: Supports undergraduate teaching. Moodle Posgrado: Dedicated to postgraduate programs. Moodle Formación: Serves continuing education. UAMx is the platform for asynchronous learning, primarily used for the continuous development of UAM staff, offering courses for both academic and administrative staff, as well as some programs for students. UAMx is also available for teams developing an innovation project, providing a different perspective on how they teach, as MOOCs, that have other methods and ways of planification. Microsoft Teams serves as a hub for synchronous online learning and collaboration, enabling live classes, breakout groups, and seamless integration with other Microsoft tools.

At UAM, Moodle is not just a platform (REF02), it's a strategic tool to enhance teaching and learning. Our approach to educational technology is to encourage more flexible, collaborative, and effective learning environments. UAM has a strong commitment to digital transformation in education, and Moodle has played a central role in this journey. Moodle is our learning management system since around 20 years ago. It started as a small project from a specific faculty, and it grew until it became UAM's official virtual campus. Our goals: To provide an accessible and centralized digital environment for teaching and learning. To support faculty in managing and delivering their courses effectively. To enhance student engagement through interactive tools. And to streamline administrative processes like grading, communication, and course planning.

Moodle at UAM is much more than a repository of documents—it's a dynamic environment for active, flexible, and inclusive learning. Its wide range of features allows faculty to design rich learning experiences that go far beyond traditional teaching.

Professors can use Moodle to structure the entire learning journey: Share and structure content through folders, pages, and labels that help students navigate materials easily. Design interactive activities, including: Quizzes for formative or summative assessment. Glossaries to co-construct knowledge. Forums for discussion and reflection. Wikis and databases for collaborative work and knowledge building. Collect assignments with flexible submission formats and integrated plagiarism detection tools. Provide meaningful feedback, using text comments, rubrics, and inline annotations. Track student progress and manage grades, using the Gradebook and completion tracking tools to identify learning gaps and guide interventions. Empowering Innovation.

Beyond functionality, Moodle encourages educators to rethink their teaching strategies. It opens the door to: Blended and flipped learning designs. Gamified activities and learning paths. Adaptable content delivery for students with diverse needs. Integration with external tools like Genially, Wooclap, and Office 365 for multimedia-rich, engaging content.

For students, Moodle offers a centralized learning space: They can access all their course materials in one place, anytime, from any device. Participate actively in learning through online discussions, peer review, and collaborative tasks. Receive timely feedback and monitor their own progress—encouraging responsibility and autonomy.

By making learning more interactive and visible, Moodle helps build a more connected, reflective, and participatory academic experience for all.

Another type of initiative is MOOC courses implemented on a specific platform, which is used by the Edx consortium and his own platform, involving MIT, Harvard, Berkeley, and Columbia universities, among others. These courses are open to all types of audiences and aim to disseminate knowledge and enhance the prestige of the participating universities. They are short courses, not necessarily geared toward obtaining a degree or certification. When they were implemented experimentally at UAM, a highly participatory and visual methodology was sought. This required the involvement of teams of professors who were trained to think differently about how to teach. (REF04)

Tools for Creating and Sharing Educational Resources The suite of tools includes Office 365, which provides collaborative tools like OneDrive, Teams, and SharePoint, ideal for group work and co-creation of knowledge. Genially allows faculty members to create interactive presentations, infographics, and even escape rooms, providing learning experiences that go beyond static slides. Kahoot! is an audience response system that transforms lectures into interactive sessions with real-time quizzes, polls, and word clouds, perfect for increasing student participation and feedback.

Multimedia Facilities To support the creation of multimedia educational resources, UAM offers state-of-the-art production spaces. The Ready-to-Publish Studio is for creating

polished educational videos that are ready to be used immediately. The Multimedia Studio is designed for more complex audiovisual projects, offering advanced production capabilities. The Soundproof Booth is ideal for recording high-quality audio, ensuring clear and professional sound for educational materials.

- **Does your institution have a clearly defined pedagogical model for e-learning?**

  The institution's structure of objectives for e-learning, platforms, and tools offers a specific pedagogical space in which to act (REF01). The guidelines of use of Moodle include some ideas oriented to a pedagogical model (REF02).

- **Are curricula designed to be flexible and modular for digital delivery?**

  Not really. It is necessary to authorize themselves as teachers and with the backing of their departments in their teaching guides to make their curriculum more flexible.

- **Who is involved in course development (academic/technical staff)?**

  A course could be developed by a teacher, or through a project. Each year, UAM launches an annual call for teaching innovation projects, divided into two tracks: INNOVA for new ideas and IMPLANTA for consolidating successful projects. These projects are evaluated based on their pedagogical impact, scalability, and alignment with institutional goals.

  A course development implies teacher training (to use platforms and tools), teaching innovation (to focus a course as an innovation project), and digital teaching support (to support the development of innovation).

- **How are student needs and digital learning profiles considered in programme design?**

  It is a very important part of the innovation processes undertaken. Monitoring the courses and the feedback obtained are essential for establishing new objectives and developments within them.

2.2 Online Assessment & Exams

- **What QA processes are in place to ensure academic integrity in online assessments?**

  Online assessment only occurs during pandemic. Then it implemented some processes, but now teaching is face to face.

- **Are e-assessments aligned with intended learning outcomes?**

  E-assessment is not mandatory at UAM.

- **How is student authentication ensured (e.g., plagiarism detection, proctoring)?**

  UAM has plagiarism detection software included in his platform Moodle.

- **Are students informed and trained about digital assessment protocols?**

  Students are informed by tutors in the beginning of a course about digital assessment protocols. For example, to help Formative Assessments, to provide continuous feedback to students during the learning process.

  - Examples: Online quizzes, interactive activities, discussion forums, and practical tasks.
  - Benefits: Helps identify areas for improvement and adjust teaching approaches in real-time.

    And to help Summative Assessments, to measure the knowledge and skills acquired at the end of a module or course.
  - Examples: Final exams, projects, essays, and presentations.

- Benefits: Provides an overall view of student performance and understanding of the material.

Also occurs Diagnostic Assessments (Diagnostic tests, initial surveys, and interviews), Self-Assessments (Learning journals, online self-assessments, and self-assessment rubrics) and Peer Assessments Peer review of assignments, group discussions, and collaborative projects

2.3 Learning Analytics

- **What learning analytics tools are used (if any)?**

  They are not implemented yet.

- **How is data used to support student learning and engagement?**

  They are not implemented yet.

- **Are analytics used for QA decision-making?**

  They are not implemented yet.

- **What ethical policies exist for the use of student data in analytics?**

  They are not implemented yet.

2.4 Digital Student Support

- **What academic, technical, and psychological support is available digitally?**

  Academic support is provided by teachers, through regular tutorials, and by degree coordinators.

Technical support is provided by the UAM Help Desk (REF05). It usually resolves connectivity and access issues with UAM services.

There is a general psychological support unit for students (Listening and Support Unit, https://www.uam.es/uam/estudiantes/escuchayacompanamiento), and another unit for Counseling and Student Care. (REF06). Students can go to the first unit if they are going through difficult times that are impacting their academic performance, or they feel confused about how to approach their university life. They will also find different resources: emotional well-being tools; courses and workshops; as well as information on professional help (where to go, how to obtain funding, etc.).

The latter unit develops materials to increase student participation, improve understanding of how the university works, and reduce the difficulties of everyday student life, for example with the guide "Conocer la UAM" (Getting to Know the UAM).

- **Is support tailored to students' digital profiles or needs?**

  Counseling and Student Care (REF06) is working about.

- **How do students access support during non-standard hours (evenings/weekends)?**

  It is time not supported yet.

- **Do students receive training in using the VLE, e-library, and communication tools?**

  The introduction to VLEs is generally carried out by the students' tutors, although they already have experience with VLEs due to their popularity in Spanish secondary education.

For work with library resources, the library https://www.uam.es/uam/vida-universitaria/bibliotecas implements face-to-face and online courses on searching for and using information: databases, e-journals, preparation of academic papers (TFG,

TFM), bibliographic management: *Refworks*, initiation to research activity, Scientific portal, etc. (REF07). It has also undertaken work to promote self-training in the use of bibliographic resources with an initiative called "Train at your own pace."

The library has all the recommended bibliography for the subjects included in the teaching guides, group work rooms, multimedia classrooms, and laptops available for students to borrow in collaboration with the Information Technologies area (300 computers renewed every two years).

2.5 Staff Digital Competence

- **How are teaching staff trained for digital pedagogy and tools?**

  There is a Training program, linked to the Teaching Support Unit (UAD)(REF08). The UAM Strategic Plan highlights the promotion, valuation and recognition of teaching activity. To enhance the quality of teaching, a teacher training program (https://www.uam.es/uam/en/uad/formacion-docente) was launched to help lecturers acquire competencies and skills for professional development (recently, especially in languages and methodologies to improve teaching and research).

  The program, which includes Initial and Lifelong Training, enables lecturers to advance their academic careers. By law, all lecturers who start teaching at the university for the first time are required to take (some) pedagogical training. Otherwise, teacher training is voluntary. However, teaching excellence is a requirement (although less so than research) for accreditation by the national quality assessment agency.

  Teacher training courses are offered to all UAM teaching staff free of charge. All courses take place on campus or online. The teacher training offer is advertised on the website (which also includes selection criteria and a form to propose new courses) and slots are granted based on availability. Certificates are awarded upon attendance of at least 80% of the course, and completion of assignments is mandatory for ECTS recognition. Courses can be taken independently or grouped into programs (depending on the profile of the participants).

  Lifelong training (tier 1) (25 ECTS) is linked to methods, such as Online teaching and intellectual property, Autonomous learning and motivation, Active teaching-and-learning methodologies and Assessment. One of the courses most demanded is Artificial Intelligence.

  Lifelong training (tier 2) (25 ECTS) is about mentoring among lecturers. It is oriented to build a community of practice.

- **What support services (e.g., instructional design, IT help) are available for them?**

  Implementing meaningful teaching innovation across a university is never the work of a single person. It takes a coordinated ecosystem of people, tools, and structures. Here's what powers the UAM's teaching innovation initiatives behind the scenes: People: Specialized Support Team: At the core, there is a dedicated team within the Teaching Support Unit (UAD) that brings together expertise in pedagogy, educational psychology, and technology. Evaluation Committee: Every year, an academic committee reviews project proposals submitted to the annual innovation call. Technology: innovaciondocente.uam.es – This is our digital hub for teaching innovation. It serves as both a project management space and a growing repository of good practices. Faculty can find inspiration, tools, and templates, and also share the outcomes of their own work with peers across the university. portaldocente.uam.es – The Faculty Portal gathers instructors teaching background as a public CV. It shows their teaching activities, training courses, participation in

innovative projects and even their academic reviews. It also works as a public archive for their pedagogical materials (REF01).

For Moodle (REF02), the Moodle Team (UAD): Within the UAD, a specialized Moodle team provides both pedagogical and technical support. Their tasks include troubleshooting issues for faculty and students, advising on instructional design, and recommending digital resources tailored to each course's needs. Technical services (IT): The university's IT services manage and host the Moodle platforms. They ensure continuous uptime, regular updates, and platform security, making sure educators and learners can rely on a stable, accessible digital environment. Faculty Trainers and Advisors: Through the teacher training program courses, professors learn Moodle's capabilities in pedagogically meaningful ways.

- **How are staff workload and coordination managed in e-learning delivery?**

  Through the UAD (REF01).

- **Is there a system for peer exchange and good practice sharing?**

  UAD promotes events like the Teaching Innovation Week, travel grants for faculty to attend conferences, and a repository of good practices. A dedicated team within the UAD, with expertise in pedagogy, educational psychology, and technology, supports these initiatives, creating a sustainable culture of reflection and innovation in teaching. Also there are travel grants, to provide financial support for faculty to attend national and international conferences on teaching innovation as a speaker, and a Good Practice Repository, a digital archive of successful teaching practices at UAM. (REF01).

2.6 Digital Accessibility & Inclusion

- **How does your institution ensure accessibility for students with disabilities?**

  In recent years, the number of students with disabilities studying at the UAM has doubled. (REF09). The university publishes a Protocol for Assisting Persons with Disabilities aimed at improving the knowledge of the entire university community about students with disabilities. At the beginning of the academic year, it contacts each professor to inform them that a student with a specific type of disability will be joining their class and provides suggestions on how to work with them. In many cases, this involves providing class materials in advance and a schedule of activities and assignments, along with other specific measures related to his or her own disability. In addition, this information will include specific regulations for assessing this student, which generally involve giving him more time to complete tests.

- **How is digital inclusion supported for students from diverse or remote backgrounds?**

  The diversity supported is sensorial, physical, and mental, in their various manifestations. The protocol explains the needs of people with each disability (for example, "We have a different perception of orientation and different mobility when moving around, which we usually resolve by using a cane or guide dog"), offers practical guidance on caring for students with that disability, for example, on campus, walking, using transportation, participating in conversations, using common university facilities, and in the classroom, for following the class with notes, readings, or exercises, handling books, electronic presentations, using the blackboard, etc., and others such as being able to leave class frequently to use the bathroom. The university plans to move the class to a more accessible space, place the student in a space that facilitates their arrival and participation in class, incorporate sign language interpreters, provide Braille transcription, purchase *Braillespeak* for the student, install amplifiers, and make typhlotechnological adaptations.

The needs arising from the remote location of the students are attempted to be met with financial aid to facilitate their stay at the university, although the university does not have specific accommodation facilities for this goal.

- **Are multiple learning pathways (e.g., asynchronous) offered?**

  Not really. Teaching is mandatory face to face. In any case, the presence of organized teaching thanks to Moodle courses, accessibility for the use of Microsoft 365, and integration between tools give technology possibilities for autonomous learning.

- **Are equity and inclusion tracked or evaluated within QA systems?**

  Through the for Assisting Persons with Disabilities.

2.7 Data Protection & Ethics

- **What are the institutional policies on student data privacy and ethical use?**

  Data protection is a sensible issue at UAM. UAM has a Vice Rector of Data protection. There is a robust legal framework for data protection (REF10). Regulation (EU) 2016/679 of April 27, General Data Protection Regulation, Organic Law (SP) 3/2018 of December 5, on the protection of personal data and the guarantee of digital rights, Organic Law (SP)7/2021, of May 26, on the protection of personal data processed for the purposes of prevention, detection, investigation, and prosecution of criminal offenses and the enforcement of criminal penalties, Law (SP) 19/2013, of December 9, on transparency, access to public information, and good governance, Law (regional) 10/2019, of April 10, on Transparency and Participation in the Community of Madrid, Law 34/2002, of July 11, on information society services and electronic commerce.

  Frequently asked questions are How to publish academic grades for courses, Can parents be provided with information regarding grades, enrollment, and scholarships for their adult children? Can students and graduates be sent information regarding activities or studies offered by the University via electronic means? Can a professor share student information with companies and institutions that wish to hire students or graduates?

- **How is transparency maintained regarding the use of digital data?**

  By anonymization. For example, the publication of grades must be made on Moodle, a virtual classroom, or another restricted environment to which only teachers and classmates have access. Under no circumstances will it be published openly and made widely available on the internet. The data to be published should be limited to the student's first and last names and the grade obtained. The publication should remain online for the duration of the period for submitting appeals in the case of provisional grades, and for the time necessary to ensure that all interested parties are aware of the final grades.

2.8 Digital Infrastructure QA

- **How is the VLE or LMS evaluated for reliability, accessibility, and usability?**
  Through satisfaction questionnaires from students and teachers.
- **How often is the digital infrastructure reviewed and improved?**
  Through a periodical plan of university for ten years.
- **Are there procedures in place for managing outages or risks?**
  Yes, there is a UAM's Help Desk (REF05) devoted to risk.

Section 3: Key QA Principles and Criteria

The aim of this section is the Framework (Why and how it is done).

Outline the guiding quality principles (e.g., equity, learner-centeredness, innovation, transparency). List standards and benchmarks used to evaluate digital TLA. Describe how principles are implemented and what indicators are used to measure them.

Guiding quality principles: equity, learner-centeredness, innovation, transparency.

Standard to evaluate digital TLA. According to ENQA/REACU (REF11), the university must commit to using the necessary resources to develop "distance learning" and "blended learning" modalities with full guarantees. To this end, indicators must be defined to ensure the reliability and security of the system, availability, and access.

It must be attended:

DIMENSION 4. Teaching Planning

Teaching planning in digital and blended modalities requires clear, structured, and modality-specific information. Each course must provide detailed guidance on whether it is delivered in-person, online, or in a blended format, along with the corresponding learning methodologies—synchronous, asynchronous, or interactive. This dimension also includes orientation on evaluation systems adapted to non-face-to-face contexts, ensuring transparency and fairness. Additionally, the establishment of a dedicated working group for online academic internships supports the integration of practical learning experiences in virtual environments, reinforcing the alignment between academic planning and professional development.

DIMENSION 5. Academic Staff and Teaching Support Staff

This dimension focuses on the qualifications, workload, and digital readiness of academic and support staff involved in digital TLA. Institutions must monitor and document the intensity of teaching activities and the number of students attended per instructor. Faculty members should possess the necessary digital competencies and receive ongoing training through structured programs that include pedagogical innovation and online teaching methodologies. The use of virtual campuses and digital tools must be supported by a coherent pedagogical model that fosters active learning and continuous improvement. This dimension ensures that staff are equipped to deliver high-quality education in digital environments.

DIMENSION 6. Learning Resources: Infrastructures and Materials, Internships and Services (REF03)

About Teaching Planning, must be offered Specific information for each Modality – In-person, Online, Blended, Specific information on learning methodologies: synchronous and interactive or asynchronous, Working Group about online academic internships, and Orientation about evaluation systems that include non face to face evaluation. About Academic staff, must be offered Work intensity and Number of students attended. If required digital competences, Specific training programme, Online training, Pedagogical model, and Teaching innovation, and Online training activities, Virtual campus and Other online learning tools are used. About Learning Resources must be offered: Communication applications, Digital access to learning materials, Online databases, journals and books. About evaluation, Control of evaluation environment and Control of authorship proofs. And Working Group about online academic internships.

It is necessary to include digital infrastructure of QA, with criteria included in paragraph 2, LMS evaluated through satisfaction questionnaires from students and teachers, infrastructure reviewed through a periodical plan of the university for ten years, and a UAM's Help Desk devoted to managing outages or risks.

Section 4: QA Methodologies and Tools

Describe tools and processes used to implement QA:

Internal QA: dashboards, course review, analytics

QA is implemented in verification processes (proposal to launch a degree program) and re-accreditation (evaluation of what was proposed in the verification). During the external QA verification and re-accreditation process there are peer reviews and site visits.

All degree proposals have a quality plan (REF12). The UAM has designed an internal quality assurance system (SIGC) that integrates different mechanisms and procedures related to both the collection and analysis of information on different aspects of official degrees and the review, reflection, and preparation of annual monitoring reports and improvement plans.

The SIGC is organized within the faculties as the organizational reference framework. To give cohesion to the different actions carried out in each center in relation to the deployment of the SGIC, the UAM has a collaborative computer platform managed by the Study Quality Unit, which allows the document management of indicators and other evidence to degree coordinators, Vice-Deans of Quality, and other heads of the different governing bodies of the University.

External QA: peer reviews, site visits

The external monitoring process (REF13) carried out by quality agencies has the following specific objectives:

- To verify that the courses are being implemented in accordance with the verified degree report, as recorded in the RUCT (University Course Classification Register) together with the modifications approved by the Council of Universities.
- Verifying that degrees that have renewed their accreditation maintain the conditions that made this possible.
- Verifying that universities, through their Internal Quality Assurance Systems (SIGC), collect, analyze, and use relevant information for the effective management of the courses leading to official degrees.
- Provide useful feedback so that institutions can continuously improve the implementation of their degrees.
- Inform administrations and society in general about the relevance and adequacy of the activities carried out by institutions so that students achieve the expected learning outcomes.

Data: surveys, performance metrics

Picked by Internal Quality Assurance Systems (SIGC).

QA cycle: annual, rolling, etc.

Annual.

Explain how QA practices are adapted to e-learning specifics.

QA agencies are interested in DIMENSION 4. Teaching Planning, DIMENSION 5. Academic Staff and Teaching Support Staff, DIMENSION 6. Learning Resources: Infrastructures and Materials, Internships and Services. (REF03) About Teaching Planning, must be offered Specific information for each Modality – In-person, Online, Blended, Specific information on learning methodologies: synchronous and interactive or asynchronous, Working

Group about online academic internships, and Orientation about evaluation systems that include non face to face evaluation.

About Academic staff, must be offered Work intensity and Number of students attended. If required digital competences, Specific training programme, Online training, Pedagogical model, and Teaching innovation, and Online training activities, Virtual campus and Other online learning tools used. About Learning Resources must be offered: Communication applications, Digital access to learning materials, Online databases, journals and books. About evaluation, Control of evaluation environment and Control of authorship proofs. And Working Group about online academic internships.

Section 5: Stakeholder Involvement

Explain how various stakeholders are engaged in QA for digital TLA:

Students

Through an interview in external visits. Through questionnaires in annual Internal Quality Assurance Systems

Academic Staff

Through an interview in external visits. Through questionnaires in annual Internal Quality Assurance Systems

QA Units

Through meetings to analyse data.

IT/Digital Support Units

Not really

Employers/Alumni

Not really

External Experts

Not really

Section 6: Results, Impact, and Lessons Learned

Summarize results of the QA initiative:

- Improvements in quality, access, or engagement

Since 2014, over 100 innovation projects with digital TLA per year. Over 500 teachers participate per year. 9 editions of Teaching Innovation Week and 1 Conference. It is a growing community of innovators across campus. (REF01).

- Institutional or national policy changes

Not really occurring.

- Lessons for implementation and sustainability

Lessons. Institutional support isn't optional—it's foundational. Innovation doesn't happen in a vacuum. When the institution recognizes and values teaching innovation (through funding, visibility, and inclusion in professional evaluation), it creates conditions for creativity to flourish. Continuous learning makes a difference. We've seen firsthand how teacher training empowers faculty to explore new approaches with confidence. Whether it's learning how to apply active methodologies, experiment with digital tools,

or rethink assessment strategies, training unlocks new possibilities. The faculty needs space to share and reflect. One of the most appreciated elements of our work has been the opportunity for teachers to share experiences with one another. Whether through internal events, project showcases, or informal communities of practice, these spaces spark new ideas and build a sense of shared purpose. Innovation with intention. Innovation is not about chasing the latest trend. It's about improving learning outcomes and making teaching more meaningful. We encourage faculty to experiment, but always with a clear pedagogical basis. The goal isn't to be fashionable—it's to be effective. (REF01).

In the use of a platform (REF02), Training matters: Having a powerful platform is not enough—teachers must be confident and creative in using it. Flexibility is key: Different disciplines and teaching styles require different tools and setups. One size does not fit all. User feedback is essential: We actively collect feedback to identify pain points and areas of improvement. Technology is a means, not an end: Our focus is always on how Moodle can serve pedagogy—not the other way around.

To replicate, Start small, but aim for impact. A well-designed pilot with clear goals can serve as a powerful proof of concept and inspire broader change. Encourage cross-disciplinary teamwork. Some of the most valuable projects emerge when educators from different areas come together to solve shared teaching challenges from new angles. Keep faculty voices central. Successful innovation is grounded in real classroom needs. Engage educators in decision-making, listen to their feedback, and make them active agents of change. Innovation doesn't always require funding. Many great ideas start by rethinking how we use existing resources—classroom setups, institutional tools, even time. Creativity often comes from constraints.

Make innovation visible. Showcase projects through open events, online platforms, or internal newsletters. Visibility fosters inspiration and creates a sense of community. Build a supportive framework, but keep it flexible. Establish clear processes and guidance without suffocating innovation. The faculty needs enough structure to feel supported, but also freedom to explore. (REF01).

Section 7: Documentation & References

List or attach key materials that support your QA case:

- QA policy documents

REF01 Teaching Innovation at UAM: Transforming the Teaching-Learning Process Through Faculty-Led Innovation https://drive.google.com/file/d/10Ftqq-CRnYmZXooQOjthe8DCdBP5DjvB/view?usp=drive_link

REF02 Digital Teaching Support at UAM: Uses of the Moodle Platform for Enhancing Teaching and Learning Madrid_Gabriela Saldoval_text_Uses of Moodle at UAM.pdf - Google Drive

REF03 Quality system and regulations for the organization of degrees. Madrid_FedericoMoran_Role of Regional Quality Agency.pptx - Presentaciones de Google

REF04 Moocx initiative at UAM. https://docs.google.com/presentation/d/1eSCbL5QCBFs56AZKMRcKGtJ2Xs4EOKmG/edit?usp=drive_link&ouid=111053267517330537329&rtpof=true&sd=true

REF05. The role of the UAM's Help Desk. Ms. María José García Rodríguez. Director. https://drive.google.com/file/d/1dNhEfJUVFyi4OtNeMAkrJDaBqztWz5Q_/view

REF06. Fostering student participation. Mr. Carmelo Díaz. UAM Estudiantes. Counseling and Student Care https://drive.google.com/file/d/1xLhgRHjR-Lyw1d74R7w2ivpE-DGDVDCY/view

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Section 8: Reflections and Transferability

Reflect on the potential for others to learn from or adapt this practice:

- What makes this practice transferable?

It is based in a soft regulation and an international scope about QA.

- What challenges might others face?

Recognizing and strengthening innovation through groups. Promoting collaboration across disciplines. Enhancing support through process improvement, reducing administrative load. Staying reflective and evidence-driven. (REF01).

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