

Curricular Guidelines for Academic Management in Higher Education: Unicafam Case

Abstract

Fundación Universitaria Cafam identified opportunities for improvement in its pedagogical model. Self-assessment processes revealed the need to strengthen the appropriation of the model by faculty within the framework of national reforms focused on learning outcomes. To update the pedagogical model of Fundación Universitaria Cafam based on analysis of current national and international higher education policies and guidelines, formulating an innovative and relevant proposal. Applied projective research with qualitative approach, grounded in Critical Rationalism. Participants included 38 faculty members, 12 academic directors, and 24 students from four academic programs. Semi-structured conversational interviews, focus groups, and documentary analysis using ATLAS.ti were employed. Validity was ensured through methodological triangulation and external expert review. The study was approved by the institutional Ethics Committee. Five analytical categories were identified: contextual comparative analysis, institutional diagnosis, pedagogical innovation, assessment and validation, and curricular change management. A total of 798 statements were analyzed, with 20.3% concentrated on pedagogical model foundations. The Learning Outcomes Evaluation System (SERAU) was developed and certifiable formative trajectories were conceptualized. An updated pedagogical model was constructed based on five guiding principles: flexibility, interdisciplinarity, relevance, comprehensiveness, and internationalization, coherently articulating institutional foundations with international trends in educational innovation..

Keywords: curriculum, educational management, educational planning, educational quality, higher education.

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