



# Protocol for the application of an adapted university face-to-face model

Academic year 2021/22



Universidad Católica San Antonio

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## 1. EXPLANATORY MEMORANDUM

The state of alarm decreed in Spain, due to the health crisis resulting from the COVID-19 pandemic, led to the inevitable suspension of face-to-face teaching in Spanish universities, as well as the agreement by the competent official bodies in university matters, both national and regional, on the impossibility of resuming face-to-face classes in the 2019/20 academic year. In this situation, our university materialized the adaptation of the face-to-face teachings of Degree and Master to the virtual modality, by means of pure distance methodologies. The academic framework for this methodological adaptation was then constituted by the COVID-19 Protocol for the adaptation of face-to-face teaching to distance mode for the 2019/20 academic year.

During the academic year 2020/21, and despite the uncertainty that has accompanied the evolution of the pandemic, the main aim of the UCAM was that the academic year 2020/21 represented the return to normality in university academic life, promoting the development of our face-to-face teaching, always safeguarding the safety and health of all members of our university community. With this objective, our University approached the traditional face-to-face teaching model, incorporating certain non-face-to-face methodological components, in accordance with the **Protocol for the application of a university model of adapted face-to-face teaching - 2020/21**, applicable transversally to all UCAM undergraduate and Official Master's degrees.

Now that the academic year 2020/21 has ended, it is necessary to set our sights on the academic year 2021/22, and on the foreseeable social reality that will possibly accompany us during the first months of the same, derived from the world health crisis COVID -19.

The Governing Council and the academic bodies of our University have been working on the establishment of technical and regulatory criteria that will make it possible to specify the academic planning for the 2021/22 academic year, which will be transversally applicable to all the Official Bachelor's and Master's degrees at UCAM, thus transposing the indications that have been transferred in terms of adaptation of face-to-face teaching by the health authorities, as well as by different official bodies, such as the Ministry of Universities, the Regional Ministry of Employment, Research and Universities of Murcia, CRUE Spanish Universities or the various sector Conferences of Deans. These technical and normative criteria have been reflected in the guidelines included in this **Protocol for the application of an adapted university face-to-face model**.

This Protocol will be applied to the teaching of Official Bachelor's and Master's Degree. The indications and guidelines that affect the Doctorate programmes will be the object of a technical document of their own, elaborated by the UCAM International Doctoral School, since the academic structure of these teachings does not correspond to the traditional models of curriculum in Bachelor's and Master's degrees, and therefore it requires *ad hoc* methodological solutions.

The uncertainty derived from the possible progression of the COVID-19 health crisis and the correlative security measures established by the health authorities and official university bodies, but above all the academic experience accumulated over the past two academic years, has led our university to design its academic planning of official Bachelor's and Master's degrees for the 2021/22 academic year around three major possible academic contexts:

- **Context 1 - Full recovery of face-to-face classes in the teaching of university courses**, subject to authorisation from the health authorities and official bodies responsible for universities.
- **Context 2 - Rotating attendance in the delivery of university education**, an eminently face-to-face teaching model that incorporates a rotating system of class attendance, so as to guarantee the safeguarding of the security and social distance measures established by the authorities, integrating a combination of virtual and face-to-face teaching methodologies that contribute to the adequate training and evaluation of the student, despite the restrictions imposed by the health crisis.
- **Context 3 - Non face-to-face university teaching**, which would imply the extension to the 2020/21 academic year of the academic scenario formed in the second semester of the 2019/20 academic year.

In any of the three contexts, in relation to the development of face-to-face teaching activities, it will be obligatory for students to comply with all the health and hygiene measures laid down in this Protocol or in other documents issued and published by our university with regard to COVID-19.

The intention of this Protocol is to enable a cross-cutting treatment of the 2021/22 Academic Planning regarding the following material areas for the three major contexts described above:

- Adaptation of the face-to-face teaching methodologies to the new strictly virtual environment.
- Establishment of some general assessment criteria, adaptable to the specificities of each degree whenever it is appropriate.

- Follow-up and assessment of External Internships.
- Follow-up and assessment of Undergraduate Dissertations and Master's Theses.
- Creation of a catalogue/offer of extracurricular seminars in online mode.
- Diffusion and publicity of the new methodologies and virtual assessment criteria, applicable to the adapted face-to-face teachings, among the university community, especially among the student body.
- Development of future follow-up and accreditation processes of the official Bachelor's and Master's degrees.

It should also be noted that the guidelines contained in this Protocol have been designed under the following fundamental premises:

- 1)** Establishment of homogeneous criteria, endorsed by the above-mentioned official bodies, which guarantee the correct development of the teaching, in any of the three contexts mentioned above.
- 2)** Our students will not be affected and will be able to continue their university studies in accordance with the academic planning foreseen for the 2021/22 academic year.
- 3)** Institutional support to the teaching staff and all students, through the design and implementation of specific contingency plans to address the following:
  - The analysis of the technological sufficiency of the students, in terms of their own available resources and their functionality, as well as the publication of the technical requirements necessary for the students to be able to follow the courses in which they are registered.
  - The specific attention to the group of students with special educational needs, providing specific academic infrastructure for these students, so that they are not under inferior conditions and can continue with their training.
  - Technical and training support to the teaching staff, both in relation to the handling of the university's e-learning software/platform, and in the design and implementation of methodologies for remote training.

Finally, it is convenient to point out that:

- Various agents of the university community participated in the drafting of this protocol, giving space to the proposals formulated by the teaching staff, the administration and services personnel and the student body, in this case through the UCAM Student Council.
- The text of this protocol may be subject to updates with regard to those aspects that require it, as a consequence of the indications given by the competent official bodies regarding university or of the experience and results obtained after the implementation of the solutions proposed hereby.

Murcia, July 2021

Dr . Josefina García Lozano  
Honourable Chancellor

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Vice-Chancellor of Virtual Teaching  
Organisation

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Vice-Chancellor of Quality and Academic

## **2. CONTEXT 1 - FULL RECOVERY OF FACE-TO-FACE CLASSES IN THE TEACHING OF UNIVERSITY COURSES**

The state of alarm decreed in Spain in March 2020, due to the health crisis resulting from the COVID-19 pandemic, led to the inevitable suspension of face-to-face teaching in Spanish universities, as well as the agreement by the competent official bodies in university matters, both national and regional, on the impossibility of resuming face-to-face classes for the remainder of the 2019/20 academic year.

Since the enactment of the state of alarm and associated home confinement, our university has successfully adapted the teaching to the virtual modality, through pure distance methodologies, both in the teaching of subjects of the curriculum, as well as in the evaluation mechanisms of the same. This adaptation was carried out transversally for all Bachelor's and Master's degrees, following the guidelines adopted by the Governing Council and the academic bodies of our University, embodied in the COVID-19 Protocol for the adaptation of face-to-face teaching to distance learning for the 2019/20 academic year.

During the academic year 2020/21, and despite the uncertainty that has accompanied the evolution of the pandemic, the main aim of the UCAM was that the academic year 2020/21 represented the return to normality in the university academic life, promoting the face-to-face development of our teachings, always safeguarding the safety and health of all members of our university community. With this objective, our University approached the traditional face-to-face teaching model, incorporating certain non-face-to-face methodological components, in accordance with the Protocol for the application of a university model of adapted face-to-face teaching - 2020/21, applicable transversally to all UCAM undergraduate and Official Master's degrees.

The purpose of this section, Context 1 - Full recovery of the presentiality in the delivery of university education, would represent the complete lifting of the security and social distance established by the health and university authorities for the academic year 2021/22, and therefore the recovery of the delivery and evaluation of face-to-face teaching as established in each Verification Report, restoring the pedagogical model originally typical of our face-to-face teaching, necessarily adapted due to the pandemic.

### **3. CONTEXT 2 - ROTATING ATTENDANCE IN THE DELIVERY OF UNIVERSITY COURSES**

The state of alarm decreed in Spain in March 2020, due to the health crisis resulting from the COVID-19 pandemic, led to the inevitable suspension of face-to-face teaching in Spanish universities, as well as the agreement by the competent official bodies in university matters, both national and regional, on the impossibility of resuming face-to-face classes for the remainder of the 2019/20 academic year.

Since the enactment of the state of alarm and associated home confinement, our university has successfully adapted the teaching to the virtual modality, through pure distance methodologies, both in the teaching of subjects of the curriculum, as well as in the evaluation mechanisms of the same. This adaptation was carried out transversally for all Bachelor's and Master's degrees, following the guidelines adopted by the Governing Council and the academic bodies of our University, embodied in the COVID-19 Protocol for the adaptation of face-to-face teaching to distance learning for the 2019/20 academic year.

During the academic year 2020/21, and despite the uncertainty that has accompanied the evolution of the pandemic, the main aim of the UCAM was that the academic year 2020/21 represented the return to normality in the university academic life, promoting the face-to-face development of our teachings, always safeguarding the safety and health of all members of our university community. With this objective, our University approached the traditional face-to-face teaching model, incorporating certain non-face-to-face methodological components, in accordance with the Protocol for the application of a university model of adapted face-to-face teaching - 2020/21, applicable transversally to all UCAM undergraduate and Official Master's degrees.

The object of this section, Context 2 - Rotational attendance in the delivery of university education, represents an eminently face-to-face teaching model that incorporates a rotating system of class attendance, so as to ensure the safeguarding of security measures and social distance established by the authorities, integrating a combination of virtual and face-to-face teaching methodologies that contribute to the proper training and evaluation of the student, notwithstanding the restrictions imposed by the health crisis.

The teaching methodologies, training activities and evaluation systems of the full face-to-face modality have been included in the teaching guide of each subject, published on the web page of every UCAM Degree and Master's Degree, in the section Plan of Studies; complying with the commitments of transparency and publicity of academic information acquired in each approved Verification Report and integrated in our Internal Quality Assurance System (SGIC).

Notwithstanding the above, and in order to meet the exceptional and uncertain social conditions that will possibly accompany us in the academic year 2021/22, as a consequence of the pandemic, certain non-face-to-face methodological components will be integrated into the traditional face-to-face teaching model.

Thus, with the fundamental purpose of ensuring that the competences can continue to be acquired and the learning results achieved by the students, in accordance with the syllabus included in the Verification Report, the Rotating Classroom Teaching is organized along the following structural lines:

a) Start of academic year 2021/22 staggered

Within the contingency plans agreed by our University in relation to the COVID-19 pandemic and the beginning of the teaching activity in the academic year 2021/22, a fundamental measure has been adopted as a staggered start of the face-to-face teaching of the next course. Specifically, the on-site classes from the second year onwards will begin their course in 2021/22 according to the following summary table:

Degree/ Center/Faculty	START
<u>2nd year students &amp; ss/ 1st year students: Medicine</u>	SEPTEMBER 6/15
<u>All courses: Dentistry/Pharmacy</u> <u>2nd and subsequent years: Faculty of Health Sciences/ Faculty of Nursing/ Cartagena Campus</u> <u>Faculty of Nursing/ Cartagena Campus</u>	SEPTEMBER 20
<u>Students in 2nd year and later: Polytechnic School</u> <u>Faculty of Sports / Faculty of Social Sciences and Communication / Faculty of Law and Business Sciences</u>	SEPTEMBER 27

b) Class Attendance - Rotating Class Shift System

In order to safeguard minimum safety spaces among students, a rotating system of class attendance shifts will be established in general. Likewise, class schedules will be designed in a staggered manner, in order to avoid overcrowding in teaching spaces.

Notwithstanding the above, the evolution of the COVID-19 health crisis and the necessary measures to be taken by the competent authorities may affect the class schedule initially planned for the 2021/22 academic year, as well as the offer of certain subjects/class groups.

c) Synchronized virtual retransmission of class sessions

In order to facilitate the monitoring of the academic planning of the subjects by students who rotate class attendance, all classroom sessions will be retransmitted in a synchronized manner, as well as those practical class sessions whose nature allows it and have been duly anticipated to the Vice-rectorate for Virtual Learning.

d) Class attendance calculation

In continuation with the line marked in the previous points, the computation of class attendance will take into account both the class sessions attended by the student in person and those followed virtually.

The number of class sessions attended by the student in person and virtually will be applied to the total number of theoretical class sessions planned for the subject, in order to obtain the percentage of class attendance reached by the student. Once this mixed computation of face-to-face-virtual attendance has been defined, the student must reach the minimum percentage of class attendance as stated in the [UCAM Assessment Regulation](#), in order to maintain the eliminatory nature of the partial exams.

e) Obligatory use of Personal Protective Equipment (PPE) to access/stay in teaching spaces and facilities.

It will be mandatory for all members of the university community (students, PAS and PDI), the use of masks, preferably hygienic and surgical, covering the nose and mouth. In general, students must provide their own mask to attend any classroom teaching activity.

Taking into account the indications given by the Ministry of Universities in the document RECOMMENDATIONS OF THE MINISTRY OF UNIVERSITIES TO THE UNIVERSITY COMMUNITY TO ADAPT THE UNIVERSITY COURSE 2021-2022 TO AN ADAPTED PRESENTATION (16/07/2021), as well as by the [Prevention Plan COVID-19 UCAM](#), the Rotating Presential educational model structures the teaching and training of the student around the backbone elements that will be exposed in the following sections of this document.

**3.1) ADAPTATION OF TEACHING METHODOLOGIES TO THE ROTATED FACE-TO-FACE MODEL. ACADEMIC PLANNING OF THEORETICAL SUBJECTS (Basic, Compulsory, Optional and Undergraduate Dissertations/ Master's Theses).**

In the Rotating Classroom model, the teaching activity in theoretical subjects will be configured as follows:

- The purely theoretical part of the syllabus of these subjects shall be taught by means of teaching methodologies that are fundamentally face-to-face. However, in order to comply with the safety and social distance measures established by the authorities, a rotating system of class shifts has been integrated into the traditional academic planning of classroom teaching.
- In the event that the syllabus of these subjects contemplates practical development contents, these must also be taught in a face-to-face manner in general. However, if the size of the class group, combined with compliance with safety and social distance measures, makes it impossible to jointly teach a practical session/s to the entire class group/subgroup foreseen in the 2021/22 academic planning, the practical class session/s, or even the set of practical sessions of the subject, must be redesigned, integrating solutions such as the incorporation of virtual methodological elements in the teaching or reconfiguring the duration of the face-to-face practical sessions if necessary.

The teaching will be carried out according to the following criteria:

- The synchronized virtual retransmission of all theoretical class sessions, as well as those practical sessions that are virtualized where appropriate, will be carried out through videoconferences, via Virtual Campus:
  - Master classes given in conventional classrooms.
  - Classes in APIs whose software is available from [apiweb.ucam.edu](http://apiweb.ucam.edu)
- Publication of the class schedules planned for the semester.

The class schedules of these face-to-face teaching activities will be duly published to the student with due notice, notwithstanding their provisional nature due to the future development of the COVID-19 health crisis.

- Generation of a document that includes the URL to the *videoconference room* of each subject in the Virtual Campus.
  - Each subject will have a specific link to carry out all the videoconferences.
  - It will be published:
    - On the website of the degree.
    - On the secretariat of the virtual campus only to the groups involved.

- For the videoconferences, only the *BLACKBOARD* tool available on the Virtual Campus (<https://youtu.be/KiDB1KeSV5Q>) will be used.
- In general, the class sessions will be broadcasted in *streaming* through the Virtual Campus, so that they can be followed by students in a non-presential way. Only those class sessions which have been expressly notified to the Vice-rectorate of Virtual Teaching will be recorded

In order to ensure that the synchronized virtual retransmission/non-presential delivery of these class sessions can be undertaken with institutional guarantees, the University, through the Vice-Rector's Office for Virtual Education (VEV), has designed and implemented a specific contingency plan so that faculty and students are aware of the distance teaching and evaluation processes, in terms of methodology and applicable technical resources, incorporating measures such as:

**a) Plan for training and technical assistance in teaching methodologies and online technical resources, aimed at teaching and research staff (PDI).**

- To plan face-to-face training sessions, at the request of interested teachers.
- To plan training sessions through videoconference, at the request of interested teachers.
- Training and support material available online. To generate and disseminate it among the PDI members.
  - [Video tutorial on how to make a videoconference.](#)
  - [Step-by-step manual.](#)
- Technical assistance to the PDI members.
  - To assign specific VEV personnel by faculty/centre for the purpose of providing technical assistance to PDI members, with two levels of user service:

- In the first instance, the person designated in each of the degrees, who will have been previously trained and who will have the necessary knowledge about the functioning of the tool, will be contacted.
  - If the incident/request could not be solved at this first level, it is possible to contact the staff of the Vice-Chancellorship of Virtual Teaching ([vicerrrectoradoeducacionvirtual@ucam.edu](mailto:vicerrrectoradoeducacionvirtual@ucam.edu))
- To enable an electronic incident report form available to the PDI members and the technical secretariat of each degree.

**b) Plan for training and technical assistance in teaching methodologies and online technical resources, aimed at students.**

- Publication by the VEV of the [technical requirements necessary to study online.](#)
- Training and support material available online. To generate and disseminate it through the Virtual Campus.
  - [Video tutorial on how to participate in a videoconference.](#)
  - [Video tutorial on how to display a recorded class.](#)
  - [Step-by-step manual in Spanish.](#)
  - [Step-by-step manual in English.](#)
- Technical assistance to the student.
  - Doubts about the functioning of the tool. Contact *university Contact Center*: +34 968 278 800
  - Technical issues:
    - Telephone helpline. User support service: +34 968 278 858.
    - Notification of incidents through the [MyUcam/Soporte](#) virtual space.
    - Incident referral via email to: [atenuser@ucam.edu](mailto:atenuser@ucam.edu)

### **3.2) ROTATED FACE-TO-FACE MODEL TEACHING ASSESSMENT SYSTEMS (Basic, Compulsory and Optional *Subjects*)**

Notwithstanding the face-to-face nature of this pedagogical model, it is necessary to integrate into the model specific evaluative solutions that can be combined with the social scenario derived from the COVID-19 pandemic, and thus comply with the indications and measures provided by the health authorities. The transversal application of this educational model for all our official Bachelor's and Master's degrees also requires generalized solutions, but that leave some margin for flexibility at the same time, so that these solutions can be adapted to the academic reality of each curriculum.

From this dual perspective, the key elements in the general dimensioning of the assessment tools to be applied in the 2021/22 academic year seem to be two:

- The synchronous or asynchronous nature of the assessment tool.
- Face-to-face or non-face-to-face nature of the assessment tool.

#### **A) Synchronous and face-to-face assessment tools**

Generally, the following assessment tools will be developed in a synchronous and face-to-face manner:

- Exams (essay, short answer questions and multiple-choice questions type).
- Oral presentations (works, seminars, laboratory experiences, practical tests).

In the development and execution of these assessment tools, the following should be taken into account:

- The academic provisions contained in the degree verification report, as well as the provisions of the [UCAM Assessment Regulation](#).
- Compliance with the rules on capacity and social distancing set by the competent authorities in health and university matters. The rules of capacity and social distancing set by the competent authorities in health and university matters must be complied with. Whenever it is not possible to maintain the recommended interpersonal safety distance, students shall use masks, preferably hygienic and surgical, that cover the nose and mouth.
- Publication of marks.

- ❑ The marks obtained by the students will be published in the *Announcement Tool*.
- ❑ We recall that the student must be identified according to the [UCAM Assessment Regulation](#).
- ❑ The teacher must include in the publication of marks a period for reviewing them, in case the student is not satisfied with the mark obtained, as established in the [UCAM Assessment Regulation](#).
- Review of marks.
  - ❑ The review of marks must be carried out in person. The date, time and place of the review must be previously set and published by the teacher in the Virtual Campus.
  - ❑ The rules of capacity and social distancing set by the competent authorities in health and university matters must be complied with. Whenever it is not possible to maintain the recommended interpersonal safety distance, students shall use masks, preferably hygienic and surgical, that cover the nose and mouth.
  - ❑ The student must make an appointment to attend the review, using the *Private Message Tool*, so that the teacher knows in advance which students will be attending the exam review.
  - ❑ The teacher may show the exam to the student, but the student may not touch and/or manipulate it in any way.

## B) Asynchronous and virtual assessment tools

Generally, the following assessment tools will be developed in an asynchronous and virtual manner:

- Submission of works, reports, case studies, etc... that must be evaluated by the teacher after submission and do not require synchronised supervision during the performance/submission of the evaluation test.

In the development and execution of these assessment tools, the following should be taken into account:

- The academic provisions contained in the degree verification report, as well as the provisions of the [UCAM Assessment Regulation](#).
- The call for the evaluation test must be published in the *Announcement Tool*. The publication of this call must be carried out according to the official format of the assessment call usually used by the degree.
- A task must be created using the *Task Tool* of the Virtual Campus:

- ❑ It must be visible to all students, specifying its start and end date/time.
  - ❑ The *Turnitin* anti-plagiarism system must be activated.
  - ❑ Specific tasks per student can be designed, adding students to previously defined groups and assigning the task to each student and group, thus minimising possible copies among the submitted tasks.
- Evaluation of the task submitted:
    - ❑ The task submitted will be evaluated from the marking option, integrated in the *Task Tool* itself.
    - ❑ The teacher may ask the student for a brief defence of the task carried out through the *Videoconference Tool* to ensure the authorship of the same.
  - Publication of marks:
    - ❑ In the *Announcement Tool*, the marks obtained in each task and the final mark of the subject will be published in detail.
    - ❑ In the event that the brief defence referred to in the previous section is required, the student must be identified in accordance with the [UCAM Assessment Regulation](#).
    - ❑ The teacher must include in the publication of marks a period for reviewing them, in case the student is not satisfied with the mark obtained, as established in the [UCAM Assessment Regulation](#).
  - Review of marks:
    - ❑ The student must first request a review through the *Private Message Tool*.
    - ❑ The review of marks must be done through the *Videoconference Tool*.

### **C) Procedure for management of incident assessment call.**

The [UCAM Assessment Regulation](#) includes the system to be applied in the event of incidents during an exam or test, as well as the conditions and requirements for granting the student an incident call, if applicable.

In this sense, the regime foreseen in the Evaluation Regulations for the call for incidents, will be applicable to those synchronous and face-to-face evaluation instruments integrated in the Rotating Attendance model. Notwithstanding the above, while the situation of health crisis by COVID-19 lasts, a call for incidents

will be articulated in the following cases, upon express request of the student addressed to the Direction of the degree:

- Students who are residing in a foreign country at the time of the on-site examination (partial or final). These circumstances must be accredited by means of the appropriate documentation, and each specific situation will be evaluated by the degree's Management, which will decide as appropriate.
- Students who, at the time of the exam (partial or final), are in home quarantine, with pathologies of special affectation by COVID-19 or persons or belonging to [one of the main vulnerable groups by COVID-19](#), according to the information published by the Ministry of Health. These circumstances must be accredited by the corresponding medical documentation.

This call for incident will be developed on-line and will take the form of an oral examination. In relation to the evaluation of the practical part, the student must be provided, if necessary, with the same material that would be available at the University for taking the exam and that is indicated by the professor of the subject, so that the student's acquisition of skills can be properly evaluated.

However, when it is necessary to evaluate more than 10 students through this call for incidents, the Direction of the Degree may request to the Vice-rectorate of Quality and Academic Organization the celebration of the exam online in a different format to the oral one.

In addition to the above, in relation to the practical class sessions, in the theoretical subjects, which could not be attended in person due to any of the above cases, if the student should have attended a practical assessment test during these sessions, he may recover it by attending only the practical sufficiency test, scheduled at the end of the course

For the asynchronous and virtual assessment tools, the incidents that occur during the assessment will be managed as indicated below.

- 1) The student who detects or suffers an incident during a virtual assessment must notify the subject teacher immediately and never later than 30 minutes after the end of the exam. In turn, the student must justify the incident by sending evidence that proves the problem detected, where the system time is reflected. (Screenshot, video, ...).
- 2) Any incidents that may occur will be catalogued and resolved as follows:

#### 2.1) Technical issues

- *Random technical issues related to the university's own resources.*

Once the issue has been reported by the student or detected by the teacher, the teacher will check with the VEV the veracity of the

information provided by the student and the concurrence of the university's own factors in the reported or detected incident.

If these cases are confirmed, they must give rise to an incident call, managed and dated by the teacher in accordance with the technical indications given to the PDI member by the VEV.

- *Random technical issues related to the student's own resources (bad internet connection, slow equipment...).*

Those students who have known connection problems should inform the teacher prior to taking the exam and the teacher will indicate them through which technical means they should take the exam, according to the technical indications given to the PDI member by the VEV.

Notwithstanding the above, in those cases in which the student suffers an unexpected technical issue due to his/her own resources, he/she must report it to the teacher of the subject within the period indicated in point 1) above. In this case, the student will have an incident call in the following conditions determined by the teacher of the subject:

#### 2.2) NON-technical issues

Incidents related to non-technical issues must be notified to the Administration of the Degree as soon as possible, which will analyse and resolve them in accordance with the [UCAM Assessment Regulation](#).

### **D) Support and care for students with special educational needs**

The pedagogical model represented by UCAM's Rotated Face-to-face Teaching integrates solutions that pay special attention to the whole student body that requires curricular adaptations as a result of special educational needs, previously dictated to the student by external services/professionals qualified to do so.

In this sense, a special internal institutional communication campaign has been carried out with a double purpose:

- To raise the awareness of the Management Teams of the official bachelor's and master's degrees, as well as of the teaching staff in general, with regard to this group of students and the educational and academic needs derived from their status.
- To disseminate among the university community a reminder of the nature and functions of the Curricular Adaptation Service (SAC).

The SAC is integrated into the Vice-Chancellorship of Quality and Academic Organisation, and it is part of the academic structure of our university with the main aim of guaranteeing equal opportunities for students with disabilities and/or

special needs.

- The activities developed by the SAC will be aimed at:
  1. Students who have a Disability Certificate or a document that officially recognises any degree of disability, which could hinder the regular monitoring of the course in which they are registered.
  2. Students with special needs without a Disability Certificate, which could affect the ordinary monitoring of the course in which they are registered.
  3. Students with temporary needs (accidents, serious illness) which prevent them from following the ordinary planning of the course in they are enrolled.
  
- SAC functions:
  1. To manage the requests of the students who require some type of special academic adaptation, by applying, among other measures, the recommendations established by the Conference of Spanish University Rectors (CRUE) in its Adaptation Guide in the University, and monitoring them throughout the academic year.
  2. To offer advice to students and teachers on issues related to disability.
  3. To promote specific training for teachers on pedagogical and educational strategies to be adopted in class.
  4. To promote awareness actions for the full integration of these students inside and outside our university environment.

The Curricular Adaptation Service collaborates closely with the UCAM Group of Tutors, the UCAM Psychological Assessment Service and the Degree of reference for the student, with the main objective of helping all our students in their adequate academic development.

### **3.3) ASSESSMENT OF UNDERGRADUATE DISSERTATIONS (TFG)/ MASTER'S THESES (TFM)**

The typical issues of the adaptation of the assessment of the face-to-face Undergraduate Dissertations and Master's Theses to the *Rotated face-to-face* model are detailed below. In all those aspects that are not explicitly mentioned, the [UCAM Regulation governing the undergraduate dissertations and master's theses](#) will be applicable.

#### **A) Submission of the Undergraduate Dissertation/ Master's Thesis**

Once the phase of tutelage in the academic planning that is typical of the subject Undergraduate Dissertation (TFG)/ Master's Thesis (TFM) is finalised, the submission of the work by the student will be carried out, so that it can be assessed and qualified.

The student must submit the TFG/TFM by doing the following:

- To upload a digital copy of it in the Virtual Campus, within the deadlines and in compliance with the procedure established in the official call of the corresponding assessment, equally published in the Virtual Campus in a timely manner.
- In addition to the above, the student must submit two paper copies of the work to the Secretariat of the degree , as well as sign the contract for electronic publishing and Internet publication, authorising, if necessary, his/her TFG/TFM to be published in the institutional repository, in the event this is selected for such purpose by the TFG/TFM Commission.

## **B) Presentation/Defence of the Undergraduate Dissertation/Master's Thesis**

Among the assessment tools of a face-to-face nature that make up *Rotated face-to-face Teaching*, there are the oral presentations or defences of the TFG/TFM.

In the event that the assessment system verified for the subject Undergraduate Dissertation/Master's Thesis effectively incorporates the exposure/defence of the same, these will be carried out in a face-to-face manner, taking into account the following considerations:

- The academic provisions contained in the degree verification report, as well as the provisions of the [UCAM Regulation governing the undergraduate dissertations and master's theses](#).
- Compliance with the rules on capacity and social distancing set by the competent authorities in health and university matters. Whenever it is not possible to maintain the recommended interpersonal safety distance, students shall use masks, preferably hygienic and surgical, that cover the nose and mouth.
- Publication of marks.
  - ❑ The marks obtained by the students will be published in the *Announcement Tool*.
  - ❑ We recall that the student must be identified according to the [UCAM Assessment Regulation](#).

- ❑ The teacher must include in the publication of marks a period for reviewing them, in case the student is not satisfied with the mark obtained, as established in the [UCAM Assessment Regulation](#).
- Review of marks.
  - ❑ The review of marks must be carried out in person. The date, time and place of the review must be previously set and published by the teacher in the Virtual Campus.
  - ❑ The rules of capacity and social distancing set by the competent authorities in health and university matters must be complied with. Whenever it is not possible to maintain the recommended interpersonal safety distance, students shall use masks, preferably hygienic and surgical, that cover the nose and mouth.
  - ❑ The student must make an appointment to attend the review, using the *Private Message Tool*, so that the teacher knows in advance which students will be attending the exam review.

### **3.4) EXTERNAL INTERNSHIPS. TRAINING AND ASSESSMENT IN THE ROTATED FACE-TO- FACED MODEL.**

In compliance with the indications and requirements of capacity, security and social distancing established by the health and competent authorities in university matters, without diminishing the guarantees for the student in the acquisition of the competences and learning results of the Bachelor's/Master's degrees curriculum, the academic planning of the subjects of curricular internships will attend to the following lines of action:

#### **A) Training Activities in the Internship Centre**

In the area of External Internships, the face-to-face component of the *Rotated face-to-face* training model will be determined by face-to-face planning 100% of the hours of external internships planned for each curricular internship subject.

This face-to-face internship period will take place at the external internship centre and will be governed by the corresponding verification report and the official UCAM regulations in force regarding external university internships.

The rules of capacity and social distancing set by the competent authorities in health and university matters must be complied with. Whenever it is not possible to maintain the recommended interpersonal safety distance, students shall use masks, preferably hygienic and surgical, that cover the nose and mouth.

Notwithstanding the planned on-site development of the internship, each degree program must have a deadline foreseen in which, if the student's internship has

not been able to begin or has been interrupted unexpectedly, contingency plans will be activated to guarantee the student's training in the ordinary timetable foreseen for the Practicum subject, through complementary or substitute training solutions for the internship, as the case may be. These contingency plans will technically comply with the provisions of section 4.4 of this document.

## B) Assessment of External Internships

If, within the evaluation system verified for the subject of external internships, the student must prepare a report or any other instrument that serves to evaluate the subject, the submission and evaluation of this material will be subject to the following conditions:

- The academic provisions contained in the degree verification report, the UCAM official and specific regulations in force for external university internships, as well as the provisions of the [UCAM Assessment Regulation](#).
- The call for the evaluation test/submission of the evaluation material must be published in the *Announcement Tool*. The publication of this call must be carried out according to the official format of the assessment call usually used by the degree.
- A task must be created using the *Task Tool* of the Virtual Campus:
  - ❑ It must be visible to all students, specifying its start and end date/time.
  - ❑ The *Turnitin* anti-plagiarism system must be activated.
  - ❑ Specific tasks per student can be designed, adding students to previously defined groups and assigning the task to each student and group, thus minimising possible copies among the submitted tasks.
- Evaluation of the task submitted:
  - ❑ The task submitted will be evaluated from the marking option, integrated in the *Task Tool* itself.
  - ❑ The teacher may ask the student for a brief defence of the task carried out through the *Videoconference Tool* to ensure the authorship of the same.
- Publication of marks:
  - ❑ In the *Announcement Tool*, the marks obtained in each task and the final mark of the subject will be published in detail.

- ❑ In the event that the brief defence referred to in the previous section is required, the student must be identified in accordance with the [UCAM Assessment Regulation](#).
- ❑ The teacher must include in the publication of marks a period for reviewing them, in case the student is not satisfied with the mark obtained, as established in the [UCAM Assessment Regulation](#).
- Review of marks:
  - ❑ The student must first request a review through the *Private Message Tool*.
  - ❑ The review of marks must be done through the *Videoconference Tool*.

#### 4. CONTEXT 3 - NON-FACE-TO-FACE UNIVERSITY TEACHING.

As recapitulated in section 2 of this Protocol, the state of alert declared in Spain as a result of the health crisis caused by the COVID-19 pandemic led to the suspension of face-to-face teaching in Spanish universities in the last part of the 2019/2020 academic year, and the conversion of face-to-face university education to online modality.

The actual materialisation of this section, **Context 3 - Non face-to-face university teaching**, deals with the possibility of continuing with an adapted virtual teaching model similar to that developed in the last months of the 2019/2020 academic year, as a result of an eventual suspension of face-to-face teaching in Spanish universities, determined once again by the competent authorities. This virtual model applicable to the 2021/22 academic year, a replica of the model implemented in the second semester of the 2019/2020 academic year, refined in those aspects that are necessary as a result of the experience gained, integrating with greater specific weight methodological solutions specific to the Continuous Assessment.

This possible scenario could take shape in accordance with the progression of the COVID-19 health crisis during the 2021/22 academic year, depending on the security measures that may be established by the health authorities and in the field of universities, adapting the Rotating Attendance model to full virtual mode teaching where appropriate. However, in the event of this Context 3, it is necessary to establish the academic bases and principles that would govern it, so in the following sections of this Protocol the regulatory framework of the Non face-to-face Pedagogical Model that will be occasionally implemented in UCAM is developed.

#### 4.1) ADAPTATION OF THE FACE-TO-FACE TEACHING METHODOLOGIES TO A STRICTLY VIRTUAL ENVIRONMENT

The adaptation of face-to-face teaching and assessment to the virtual mode requires, as the first element of the adaptive chain, that teachers and students know the processes of online teaching and assessment, in terms of methodology and applicable technical resources.

With the aim of ensuring that this virtual adaptation of classroom sessions can be undertaken with institutional guarantees, the University, through the Vice-Chancellorship of Virtual Teachings (VEV), has designed and implemented a specific contingency plan that addresses methodological aspects and applicable technical resources, incorporating measures such as the following:

##### a) Indications about the transfer of the virtualization of face-to-face academic planning.

- To determine the face-to-face lessons to be taught online, by means of videoconferences, through the Virtual Campus:
  - Master classes given in conventional classrooms.
  - Classes in APIs whose software is available from [apiweb.ucam.edu](http://apiweb.ucam.edu)
- Publication of the class schedules planned for the semester. Generation of a document that includes the URL to the *videoconference room* of each subject in the Virtual Campus.
  - Each subject will have a specific link to carry out all the videoconferences.
  - It will be published:
    - On the website of the degree.
    - On the secretariat of the virtual campus only to the groups involved.
    - For the videoconferences, only the *BLACKBOARD* tool available on the Virtual Campus (<https://youtu.be/KiDB1KeSV5Q>) will be used.
    - In general, the class sessions will be broadcasted in *streaming* through the Virtual Campus, so that they can be followed by students in a non-presential way. Only those class sessions which have been expressly notified to the Vice-rectorate of Virtual Teaching will be recorded.

- Regarding the practical class sessions, included in the academic planning of theoretical subjects, they should generally be taught through virtual teaching methodologies.

Notwithstanding the above, in those cases in which the Administration of the degree considers it unavoidable to give certain practical sessions in a face-to-face manner, since the training on competences inherent to these sessions cannot be carried out by means of pure online learning methodologies in any way, the following procedure will be followed:

- The Administration of the degree must design a Recovery Plan for these practical sessions, which must be given in a face-to-face manner, in such a way that they can take place once the suspension of face-to-face teaching, eventually decreed, is lifted.
- The academic planning initially foreseen for the teaching/assessment of the subject will not be modified, so the official assessment calls will take place in accordance with the provisions of the 2021/22 Academic Calendar.
- The assessment that will take place in the aforementioned calls will focus on the contents taught in a face-to-face/virtual manner before the end date of the planned teaching in the degree in question, without prejudice to the possible subsequent teaching of face-to-face sessions of an unavoidable nature.
- This exceptional training regime will not affect the existence of prerequisites/incompatibilities between subjects, the validity of which will remain unchanged.

**b) Plan for training and technical assistance in teaching methodologies and online technical resources, aimed at teaching and research staff (PDI).**

- To plan face-to-face training sessions prior to the current situation of home confinement, at the request of interested teachers.
- To plan training sessions through videoconference, at the request of interested teachers.
- Training and support material available online. To generate and disseminate it among the PDI members.
- [Video tutorial on how to make a videoconference.](#)

- [Step-by-step manual.](#)
  - Technical assistance to the PDI members.
    - To assign specific VEV personnel by faculty/centre for the purpose of providing technical assistance to PDI members, with two levels of user service:
      - In the first instance, the person designated in each of the degrees, who will have been previously trained and who will have the necessary knowledge about the functioning of the tool, will be contacted.
      - If the incident/request could not be solved at this first level, it is possible to contact the staff of the Vice-Chancellorship of Virtual Teaching ([vicerectoradoeducacionvirtual@ucam.edu](mailto:vicerectoradoeducacionvirtual@ucam.edu))
    - To enable an electronic incident report form available to the PDI members and the technical secretariat of each degree.
- c) Plan for training and technical assistance in teaching methodologies and online technical resources, aimed at students.**
- Publication by the VEV of the [technical requirements necessary to study online.](#)
  - Training and support material available online. To generate and disseminate it through the Virtual Campus.
    - [Video tutorial on how to participate in a videoconference.](#)
    - [Video tutorial on how to display a recorded class.](#)
    - [Step-by-step manual in Spanish.](#)
    - [Step-by-step manual in English.](#)
  - Technical assistance to the student.
    - Doubts about the functioning of the tool. Contact *university Contact Center*: +34 968 278 800

- Technical issues:
  - Telephone helpline. User support service: +34 968 278 858.
  - Notification of incidents through the [MyUcam/Soporte](#) virtual space.
  - Incident referral via email to: [atenuser@ucam.edu](mailto:atenuser@ucam.edu)

#### **4.2) ADAPTATION OF THE ASSESSMENT SYSTEMS OF FACE-TO-FACE TEACHING TO ONLINE MODALITY (Basic, Compulsory and Optional Subjects)**

The virtual adaptation of face-to-face teachings at our university requires a transversal treatment for all our Bachelor's and Master's degrees, which offers general solutions, but at the same time leaves a certain margin for flexibility, so that these solutions can be adapted to the academic reality of each curriculum.

From this dual perspective, the key elements in the dimensioning of the process of adaptation of our courses seem to be two, a consequence of the experience lived last year:

- *The most appropriate assessment systems/tools according to the nature of the subject.*
- *The size of the class group.*

Based on these key elements, in a possible online scenario in the 2021/22 academic year, each teacher will have to adapt the assessment system of the subject to this online modality, incorporating as necessary methodological elements specific to continuous assessment. Two models are proposed for the adaptation of assessment systems from face-to-face to virtual teaching:

- Continuous Assessment Model.
- Model based on online final exams.

The decision on the application of one or another assessment model to each specific subject, as well as of the various assessment tools that make up each of them and that are listed below, will be considered jointly by the Administration of the Degree and the teacher responsible for the area/subject.

Notwithstanding the above, the assessment system for all basic, compulsory and optional subjects must include assessment instruments specific to

continuous assessment, so that the assessment model based on online final exams may represent a maximum of 30% of the assessment system for the subject, contributing at most in that percentage to the calculation of the weighted average mark for the subject.

Below, aspects of both assessment models are described. In all those matters not explicitly referred to, the [UCAM Assessment Regulation](#) will be applicable.

## A) Continuous Assessment Model

This methodology is based on the assessment of the subject through the realisation of individualised tasks by contents, culminating in a conclusive task/project, which includes a final reflection of the student himself/herself, which allows to infer the acquisition of competences and learning of contents by the student.

In this model, it is advisable to design an assessment based on rubrics, where the defined tasks are related to both the specific competences and the learning outcomes that would be specific to them. The student will pass the subject once he/she has passed/acquired all the competences.

### 1. Type of tasks:

- Micro-Tasks: At least one task per unit or topic shall be defined, covering the main objectives of the tasks.
- Final Project: This task will simulate the completion of an exam, gathering in a global way the objectives of the tasks previously defined and carried out.

### 2. Type of subjects:

- Essentially theoretical subjects.
- Theoretical subjects, whose assessment is however fundamental or totally practical (problem solving, case analysis, projects).

### 3. Evaluation protocol and virtual campus tools:

- a. The following calls must be published in the *Announcement Tool*:
  - *Call for Micro-Tasks* with the planning of all defined tasks, including assessment weight (%) and timing.
  - *Call for the Final Project* with detailed instructions, assessment weight (%) and timing.

The publication of this call must be carried out according to the official format of the assessment call usually used by the degree.

- b. Tasks must be created using the Virtual Campus *Task Tool*:
- They must be visible to all students, specifying their start and end date.
  - All tasks must have the *Turnitin* anti-plagiarism system activated.
  - Specific tasks per student can be designed, adding students to previously defined groups and assigning the task to each student and group, thus minimising possible copies among the submitted tasks.
- c. Assessment of the Micro-Tasks and of the Final Project:
- Each task submitted will be independently evaluated from the marking option, integrated in the *Task Tool* itself.
  - The teacher may ask the student for a brief defence of the task carried out through the *Videoconference Tool* to ensure the authorship of the same.
- d. Publication of marks:
- In the *Announcement Tool*, all the marks obtained in each task and the final mark of the subject will be published in detail.
  - We recall that the student must be identified according to the [UCAM Assessment Regulation](#).
  - The teacher must include in the publication of marks a period for reviewing them, in case the student is not satisfied with the mark obtained, as established in the [UCAM Assessment Regulation](#).
- e. Review of marks:
- The student must first request a review through the *Private Message Tool*.
  - The review of marks must be done through the *Videoconference Tool*.

## B) Online final exams

A methodology based on online final exams is structured around an online final exam carried out through the Virtual Campus. The use of this methodology can

represent at most 30% of the assessment system of the subject, contributing to such percentage, at most, the calculation of the weighted average mark of the subject itself.

To take the exams, all students must have their webcam activated.

1. Type of subjects:

- Essentially theoretical subjects.
- Theoretical subjects, with practical content

2. Evaluation protocol and virtual campus tools:

a. Multiple choice exam (minimum 3 options), one correct option.

The exam will be created from a set of questions and this set will consist of at least twice as many questions as the ones that will be included in the final exam, so that each student has a different exam. The penalty for a wrongly answered question is mandatory.

This type of exams is focused on theoretical subjects followed by a big number of students.

b. Short-answer exams.

The short-answer exams will be carried out through the assignment tool by activating the *Turnitin* anti-plagiarism option. In this exam modality, the students will be able to attach files if necessary.

This type of exam is focused on subjects with practical content in which, due to their nature, it is possible to allow the use of notes to carry out the exam. It is advisable to include a personal contribution from the student in the resolution of this type of exam.

It should be limited to the established exam time. In order to limit the time, it is important to control both the date/time of the publication of the assignment and the time of submission.

This type of exam is conditioned by the number of students to be assessed, with a low or average teacher-student ratio.

c. Oral exams.

Oral exams will be conducted through the *video conferencing Tool*.

This type of exam would be mainly focused on subjects where the teacher-student ratio is low.

d. Publication of marks.

- The marks obtained by the students will be published in the *Announcement Tool*.
- We recall that the student must be identified according to the [UCAM Assessment Regulation](#).
- The teacher must include in the publication of marks a period for their revision, in case the student is not satisfied with the mark obtained, as established in the [UCAM Assessment Regulation](#)

e. Revision of marks.

- The review of marks must be done through the *video conferencing Tool*.
- The student must first request a review through the *Private Message Tool*.
- Depending on the exam model, it is recommended:
  - If the exam is a **multiple-choice exam carried out through the exams tool**: the teacher will inform the student regarding the number of questions answered correctly, the ones answered incorrectly and the unanswered questions. The teacher shall also indicate the topics to which each of them belongs and provide an explanation of the erroneous concepts.
  - Both if the exam is a **short-answer exam carried out through the assignment tool**, or it is an **oral exam carried out through the video conferencing tool**: the teacher will indicate to the student the lacks and the not passed aspects with regard to the assessed subject.
- The revision of the marks **does not imply** the visualisation of the student's exam. However, the students can see their exams at the university facilities once the current situation is solved, prior written request.

**C) Procedure for the management of the assessment call for incidents.**

The [UCAM Assessment Regulation](#) includes the system to be applied in the event of incidents during an exam, as well as the conditions and requirements for granting the student an incident call, if applicable. This issue, like the other ones collected in this protocol for **Context 3 - Non face-to-face university teaching** also requires the adaptation to the new university scenario, that derives from the COVID 19 health crisis.

Therefore, if the Context 3 described in this Protocol takes place in the 2021/2022 academic year, the incidents happened during the assessment through virtual means will be managed as follows.

- 1) The student who detects or suffers from an incident during a virtual assessment should notify it to the teacher of the subject immediately and never after 30 minutes from the finalisation of the exam. In turn, the student must justify the incident by providing evidence that demonstrates the detected problem, in which the system time is visible. (Screenshot, video, ...).
- 2) Any incidents that may occur will be catalogued and resolved as follows:

#### 2.1) Technical issues

- *Random technical issues related to the university's own resources.*

Once the issue has been reported by the student or detected by the teacher, the teacher will check with the VEV the veracity of the information provided by the student and the concurrence of the university's own factors in the reported or detected incident.

If these cases are confirmed, they must give rise to an incident call, managed and dated by the teacher in accordance with the technical indications given to the PDI member by the VEV.

- *Random technical issues related to the student's own resources (bad internet connection, slow equipment...).*

Those students who have known connection problems should inform the teacher prior to taking the exam and the teacher will indicate them through which technical means they should take the exam, according to the technical indications given to the PDI member by the VEV.

Notwithstanding the above, in those cases in which the student suffers an unexpected technical issue due to his/her own resources, he/she must report it to the teacher of the subject within the period indicated in point 1) above. In this case, the student will have an incident call under the following conditions:

- Assessment through oral exam by video conference.
- The incident call will take place on the same day as the assessment test on which the incident occurred, or at the latest during the next working day immediately following it. For these purposes, working days will be understood as being from Monday to Saturday of each week.
- The time of this incident call will be set by the teacher of the subject, and in case of coincidence with another exam in which the student will take part, the time will be set by the Administration of the Degree.

## 2.2) Non-Technical issues

Incidents related to non-technical issues must be notified to the Administration of the Degree as soon as possible, which will analyse and resolve them in accordance with the [UCAM Assessment Regulation](#).

## **D) Support and care for students with special educational needs**

In case **Context 3 - Non face-to-face university teaching** takes place during the 2021/2022 academic year, with the corresponding conversion of face-to-face teachings to the online modality, UCAM will give special attention to the students who need curricular adaptations due to their special educative needs, previously dictated to the student by external services/professionals qualified to do so.

In this sense, a special campaign of internal institutional communication was carried out with two aims:

- To raise awareness among the Managing Teams of the official Bachelor's and Master's Degrees, as well as among the faculty in general, with regard to this group of students and the educative and academic needs that derive from their condition.
- To disseminate among the university community a reminder of the nature and functions of the Curriculum Adaptation Service (SAC).

Integrated in the Vice-Chancellorship of Quality and Academic Organisation, the SAC is integrated within the academic structure of our university with the main aim of guaranteeing the equality of opportunities of the students with disabilities and/or special needs.

- The activities to be developed by SAC will be addressed to:
  1. Students who have a Disability Certificate or a document that officially recognises any degree of disability, which could hinder the regular monitoring of the course to which they are registered.
  2. Students with special needs without a Disability Certificate, which

could affect the ordinary monitoring of the course to which they are registered.

3. Students with temporary needs (accidents, serious illness) which prevent them from following the ordinary planning of the course to which they are registered.

- SAC functions:

1. To manage the requests of students who require some type of special academic adaptation, by applying, among other measures, the recommendations established by the Conference of Spanish University Rectors (Conferencia de Rectores de Universidades Españolas, CRUE) in its Adaptation Guide in the University, and monitoring them throughout the academic year.

2. To offer advice to students and teachers on issues related to disability.

3. To promote specific training for teachers on pedagogical and educational strategies to be adopted in class.

4. To promote awareness actions for the full integration of these students inside and outside our university environment.

The Curricular Adaptation Service will collaborate closely with the UCAM Group of Tutors, the Psychological Assessment Service UCAM and the Degree of reference for the student, with the main objective of helping all our students with their adequate academic development.

#### **4.3) CONTEXT 3 - NO FACE-TO-FACE UNIVERSITY TEACHING - ASSESSMENT OF UNDERGRADUATE DISSERTATIONS (TFG) AND MASTER'S THESES (TFM)**

In case of Context 3 - Non face-to-face university teaching, the assessment of face-to-face Undergraduate Dissertations and Master's Theses will equally require a methodological adaptation to the online modality.

Based on the response of the Ministry of Universities to a formal consultation sent last year, on the possibility that the Undergraduate Dissertations and Master's Theses of face-to-face teachings had to be assessed/defended exclusively online in the event that the competent authorities decreed the suspension of face-to-face teaching in university education, and on the provisions of the [UCAM Regulation governing the undergraduate dissertations and master's theses](#), the specific issues related to the adaptation of the assessment of the Undergraduate Dissertations and Master's Theses to online modality are listed below.

In all those aspects that are not explicitly mentioned, it will be applicable the [UCAM Regulation governing the undergraduate dissertations and master's theses](#).

#### **A) Submission of the Undergraduate Dissertation/Master's Thesis**

Once the phase of tutelage in the academic planning that is typical of the subject Undergraduate Dissertation (TFG)/Master's Thesis (TFM) is finalised, the submission of the work by the student will be carried out, so that it can be assessed and qualified.

The student must submit the TFG/TFM by placing a digital copy of it in the Virtual Campus, within the deadlines and in compliance with the procedure established in the official call of the corresponding assessment, equally published in the Virtual Campus in a timely manner.

## **B) Presentation/Defence of the Undergraduate Dissertation/Master's Thesis**

In case the assessment system verified for the subject Undergraduate Dissertation/Master's Thesis includes, in fact, its presentation/defence, as it would happen with the virtual adaptation of the other subjects of our face-to-face curricula, in the case of TFG/TFM, we will face two essential aspects that will affect the possible models of presentation/defence of such works:

- *The defence of the work before a tribunal*
- *The size of the class group.*

Starting from these key elements, and considering the exceptionalness of the current situation, hereby are proposed three models of adaptation of the presentation/defence of the TFG/TFM from a face-to-face teaching to a virtual teaching. The decision regarding the application of one model of assessment or the other to the subject Undergraduate Dissertation/Master's Thesis will be subject to the joint consideration of the TFG/TFM Commission of each degree.

Regardless of the chosen model, all the video-conferencing rooms have been qualified as public in the Virtual Campus, so that any of the proposed models can be carried out with the requirement of the attendance at the public defence of a TFG/TFM where appropriate.

### 1. Individual synchronised defence by public video conference before the tribunal

- This model of presentation/defence will be applicable to the TFMs and the TFG of the Higher Polytechnic School and to the TFGs affected by the 1st Transitory Disposition of the *UCAM Regulation governing the undergraduate dissertations and master's theses*.

- They will be carried out through the *Video Conferencing Tool* of the Virtual Campus.
- The defences will be public, the degree will create the necessary defence sessions in the virtual campus and it will publish the defence call in the secretariat of the virtual campus of the corresponding degree.

2. Individual synchronised defence by public video conference before the tribunal.

- This model is applicable to the TFGs affected by the 1st Transitory Disposition of the *UCAM Regulation governing the undergraduate dissertations and master's theses*.
- They will be carried out through the *Video Conferencing Tool* of the Virtual Campus.
- The video conference containing the presentation of the TFG carried out by the student before the TFG tutor will be recorded, so that it can be later visualised by the TFG Commission of the degree, exclusively for the concession of the Distinction mention, where appropriate.
- The defences will be public, the degree will create the necessary defence sessions in the virtual campus and it will publish the defence call in the secretariat of the virtual campus of the corresponding degree.

3. Asynchronous defence of the work, through the digital recording by the student, complemented by a following public multiconference.

- This model is applicable to the TFGs/TFMs in those degrees with a high rate of students registered in the subject Undergraduate Dissertation/Master's Thesis.
- The student must submit both the report of the TFG/TFM carried out and a video with the presentation/defence of the work, whose duration will be determined by each degree in the official assessment call published in the Virtual Campus.
- The video with the presentation/defence of the final works will be made available through mechanisms that grant the access to this content with regard to the regulation in force regarding data protection. Some of these mechanisms can be:

- Uploading the video to *YouTube*, with hidden visibility.
  - Using *Google Drive* and sharing a link to the content, with the active permissions to make them visible.
- The tribunals will be constituted in compliance with the indications of composition described in the *UCAM Regulation governing the undergraduate dissertations and master's theses*. Once the tribunals are constituted, each tribunal will visualise in an asynchronous way the recordings of the defences made available by the students that have been submitted to it.
  - Once the individual recorded defences are visualised, each tribunal will convoke sessions of multiconferences, in groups of around 10 students, through the *Videoconferencing Tool* of the Virtual Campus, where the tribunal will be able to request assessments or clarifications to each student on the corresponding final works.
  - The multiconference sessions will be public. The degree will create the necessary sessions in the virtual campus and it will publish the corresponding call in the secretariat of the virtual campus of the corresponding degree.

#### **4.4) ASSESSMENT OG EXTERNAL INTERNSHIPS. AN ONLINE SCENARIO - ACADEMIC YEAR 2021/2022**

##### **A) Sudden face-to-face teaching suspension. Current condition of the 2021/2022 Academic Planning initially foreseen for the subjects of External Internship (face-to-face).**

The academic reality contemplated in the third of the contexts included in this Protocol could represent, for some of our students, the sudden impossibility of developing the total number of internship hours foreseen in the ordinary academic planning of the subject "External Internships".

In this sense, the solutions proposed in this Protocol in relation to external internships have been designed so that all students registered in these subjects can carry out the initially established planning in accordance with the academic calendar of our university for the 2021/22 academic year, in the event that a new suspension of face-to-face academic activity in Spanish universities is declared.

In relation with the initially foreseen planning of the external internships of our Bachelor's and Master's official degrees, based on when above mentioned suspension of university face-to-face teaching would take place, the students registered in these subjects will be framed in one of the following situations:

a) *Students who have carried out 70% or more of planned external internship hours.*

b) *Students who have carried out between 50% and 70% of the planned external internship hours.*

c) *Students who have carried out less than 50% of the planned external internship hours.*

d) *Students who have not carried out any of the planned external internship hours.*

## **B) Assessment criteria of external internships**

The Governing Board and the academic bodies of the universities determined the following assessment criteria, based on each of the four previous situations:

**a) *Students who have carried out 70% or more of planned external internship hours.***

- Assessment based exclusively on the competences acquired during the effectively carried out face-to-face internship stay; therefore, it will not be necessary to complete the training received with any other complementary formative activity.

**b) *Students who have carried out between 50% and 70% of the planned external internship hours.*** The degree must design a *Recovery Plan* of the training in relation to external internships in the following terms:

- In general, the assessment of the student will be based on the competences acquired during the effectively carried out face-to-face internship stay.
- In spite of the above, in the framework of the *Recovery Plan*, the degree must design complementary formative activities based on the competences that the student could not develop in the face-to-face internship stay, due sudden interruption, with the aim that, if the student wishes to, he/she can carry them out and improve the mark resulting from the assessment of the face-to-face stay. This *Recovery Plan* must be completed with:
  - Continuation, in online modality, of the stay in suspended face-to-face internships, in those cases in which it is possible to coordinate the online development of the stay with the internship centre/tutor of the collaborating body.

➤ Development and teaching of complementary virtual formative activities. The following ones are listed as an example:

- Seminars
- Workshops
- Projects
- Portfolios
- Case analysis

**c) Students who have carried out less than 50% of the planned external internship hours.** The degree must design a *Recovery Plan* of the training in relation to external internships that are not taught in a face-to-face modality that allows the student to receive the training corresponding to at least 50% of the planned external internship hours. This recovery plan will include:

- Assessment based exclusively on the competences acquired during the effectively carried out face-to-face internship stay.
- Training in those competences that could not be developed during the face-to-face internship stay, due to its sudden interruption, that shall be completed by means of:
  - Continuation, in online modality, of the stay in suspended face-to-face internships, in those cases in which it is possible to coordinate the online development of the stay with the internship centre/tutor of the collaborating body.
  - Development and teaching of complementary formative activities: The following ones are listed as an example:
    - Seminars
    - Workshops
    - Projects
    - Portfolios
    - Case analysis

**d) Students who have not carried out any of the planned external internship hours.** If the face-to-face internship stay has not been developed at all, the degree must design a *Recovery Plan* that allows the student to receive the training corresponding to at least 50% of the planned hours of external internship. This recovery plan will include:

- Training in the typical competences of the subjects of external internships which shall be completed by means of:
  - Development, in online modality, of the stay in suspended face-to-face internships, in those cases in which it is possible to coordinate the online development of the stay with the internship centre/tutor of the collaborating body.
  - Development and teaching of complementary formative activities: The following ones are listed as an example:
    - Seminars
    - Workshops
    - Projects
    - Portfolios
    - Case analysis
- Performance of the totality of the face-to-face internship stay, once the face-to-face lessons start again with normality.

### C) Assessment of External Internships

If within the verified assessment system for the 'external internship' subject the student must develop a report or any other tool that would be useful for the assessment of the subject, the submission and assessment of such material would be subject to the following conditions:

- The academic forecasts collected in the verification report of the degree, the official and specific regulation of UCAM in force with regard to external university internships, as well as in accordance with the principles of the [UCAM Assessment Regulation](#).
- The call for the test of assessment/submission of the assessment material must be published on the *Announces Tool*. The publication of this call must be carried out according to the official format of the assessment call usually used by the degree.
- An assignment must be created through the *assignments Tool* of the virtual campus:
  - They must be visible to all students, specifying their start and end date.
  - The anti-plagiarism system *Turnitin* must be activated.
  - Specific assignments per student can be designed, adding students to previously defined groups and assigning the task to

each student and group, thus minimising possible copies among the submitted assignments.

- Assessment of the submitted assignment:
  - The assignment will be submitted from the *mark option*, which is integrated in the *assignments Tool itself*.
  - The teacher may ask the student for a brief defence of the assignment carried out through the *video conferencing Tool* to ensure the authorship of the same.
  
- Publication of marks:
  - In the *Announcement Tool*, all the marks obtained in each assignment and the final mark of the subject will be published in detail.
  - In case the short defence mentioned in the previous section is needed, the student must be identified in compliance with [UCAM Assessment Regulation](#).
  - The teacher must include in the publication of marks a period , for their revision, in case the student is not satisfied with the mark obtained, as established in the [UCAM Assessment Regulation](#)
  
- Review of marks:
  - The student must first request a review through the *Private Message Tool*.
  - The review of marks must be done through the *video conferencing Tool*.

## 5) CATALOGUE/OFFER OF EXTRACURRICULAR SEMINARS IN ONLINE MODALITY.

In accordance with Royal Decree 1393/2007, of 29 October, which establishes the organisation of official university education, students may obtain academic recognition in credits for participation in university cultural, sports, student representation, solidarity and cooperation activities.

Both in **Context 2 - Rotating attendance in the delivery of university education** and in **Context 3 - Non face-to-face university teaching**, established in this Protocol, the academic circumstances of the students who decided to cover a part of the optional credits of their curricula through the recognition of previous credits of social-cultural activities will be addressed by the offer, by all our degrees and the Central Unit of Religious Sciences, of a catalogue of seminars to be taught in online modality, through the Virtual Campus. Notwithstanding the above, these seminars may be given in face-to-face mode as long as the indications given by the health and university authorities allow it.

The creation of such catalogue, and the fact of providing it with a sufficient number of seminars, represents a real and important need for our university and our students, since otherwise many of them would not be able to finish their studies in the 2021/2022 academic year and request their diploma once they pass the rest of subjects in which they formalised the registration for this year, since they would always lack the credits that must be obtained through such seminars.

Therefore, each Bachelor's Degree and Central Unit of Religious Sciences, for their part, must offer from 3 to 5 extracurricular seminars, aimed at being taken online by those students who want to obtain a part of the optional credits of their curriculum in this way.

The Vice-Chancellorship of Quality and Academic Organisation will formally request to send the offer of such seminars, with the indication of the procedure and deadlines to follow to carry it out.

## 6) DIFFUSION AND PUBLICITY OF THE NEW VIRTUAL METHODOLOGIES AND ASSESSMENT CRITERIA IN CONTEXTS 2 AND 3

The Teaching Guide of a degree constitutes the fundamental tool to fulfil two key elements of the learning process designed by the European Higher Education Area: the typical competences of the degree, including the verification report, and the work that the teacher and the student must carry out to obtain them.

The Teaching Guide is a necessary reference document both for students and teachers. For the students, it is an essential element of information on the content, teaching methodologies and assessment systems of a specific subject in a curriculum; on the other hand, for the teachers, it represents the commitment with the guidelines of the verified degree in which they teach, and the security and transparency in the functioning of the Internal Quality Assurance System (SGIQ) applicable in our University.

Both in the case of **Context 2 - Rotating attendance in the delivery of university education** and in the case of **Context 3 - Non face-to-face university teaching**, the Teaching Guide transmits and communicates to the student in a correct way the methodological broad lines established by the university, based on this pedagogical model applicable to our official Bachelor's and Master's teachings in the 2021/22 academic year.

For the information on the teaching and assessment methodologies that are typical of this pedagogical model to be accessible for the students in the most efficient way with regard to time and process, it has been included in an automatised way an homogeneous section in all the teaching guides of the subjects of each Bachelor's and Master's Degrees curricula, which includes a link to this Protocol.

Together with the essential informative function carried out by the Teaching Guides, the official assessment calls are another fundamental tool for the transmission of both educative models among the student body, since they factually define the assessment system that will be applied to the student in each case. The official assessment call must be published on the Virtual Campus by respecting the formalities included in the [UCAM Assessment Regulation](#).

## 7) THE UCAM STRUCTURE OF STUDENT REPRESENTATION IN CONTEXTS 2 AND 3

The structure of Student Representation constitutes one of the core elements of our university community, functioning as a channel and a general link for the students that are represented with the teaching organisation and the management of our university.

The structure of Student Representation of UCAM has played a fundamental role in channelling and transmitting the concerns of students during the 2019/20 and 2020/21 academics years, particularly during the period of suspension of face-to-face teaching decreed during the State of Alarm experienced in 2020 as a result of the COVID-19 health crisis, and is called upon to play an equally essential role in the 2020/21 academic year, during any of the academic contexts that may take place, but especially in case of **Context 2 - Rotating attendance in the delivery of university education** and in case of **Context 3 - Non face-to-face university teaching**.

In this sense, a series of efficient solutions in terms of process, time and students' satisfaction was adopted, and by complying with the security conditions imposed by the health authorities, they allow to carry out the 2021/2022 elections for the Student Representation structure. These solutions were collected in the [UCAM Regulation of Student Representation](#).

## 8) THE INTERNAL QUALITY GUARANTEE SYSTEM AND CONTEXTS 2 AND 3 IN THE 2021/22 ACADEMIC YEAR

### A) Plan for the follow-up of the academic implementation of the Rotated face-to-face and the Online models

In order to comply with the commitment to academic quality of our university's staff, as well as with the effort and involvement of our students, UCAM has designed the huge strategic plan included in this technical document, with the intention that it will serve as a regulatory framework for any of the three academic contexts that are expected to take place in the 2021/22 academic year, ensuring that the planning included in the Academic Calendar for the next year is not interrupted, and our students will be able to study and finish their studies in spite of the events caused by the COVID-19 health crisis.

To ensure that the implementation of both the Rotating model and the Online model is carried out transversally in all official Bachelor's and Master's degree teachings, the Governing Council and the academic bodies of our University have established a specific follow-up plan, which must be put into practice when the time comes to implement one model or the other, and which includes the following indications:

**1. The Dean, Vice-dean, Director will record a video addressed to the *students* of his/her degree that will include the following content:**

- His/her own introduction.
- Short comment regarding the broad lines of the Rotating Attendance or Online educative model, depending on the educative model implemented at that time of the 2021/2022 academic year.
- Reference to the 2021/22 academic year planning in terms of foreseen class schedule, which will materialize the specific educational model being deployed at that time of the course.
- Reference to the special follow-up that will be carried out by the Direction of the Degree, so that the development of the academic planning foreseen for the 2021/22 academic year runs smoothly, remaining at the disposal of the students of the degree for the resolution of any doubt or for transmitting any observation they might make.

This video will be published on the virtual campus, permanently located in a space that is immediately accessible for the student.

**2. Every teaching week, Each school week, the Dean, Vice-Dean, Director will convene a virtual cloister in which, among other relevant issues, the following will necessarily be addressed:**

- Revision/review of the class schedule planned for that week, for all the courses included in the degree.
- Remainder of the fact that the teaching of classes must be carried out in compliance with the foreseen schedule published for the 2021/22 academic year.
- Indication that the Direction of the Degree will pay special attention to the punctual development of the planned class schedules, notwithstanding the fact that they are taught in online mode, in its case
- Reference to the fact that the Direction of the Degree is at the disposal of all the faculty for the reception of doubts or incidents regarding this issue, which will be opportunely transferred to the academic bodies of the university to be analysed, considered and answered.

Such video must be:

- Published on the virtual campus, so that it is only visible/accessible for the faculty of the degree.
- Sent to the faculty of the degree by e-mail.

**B) Development of future Follow-up and Accreditation processes of the official Bachelor's and Master's Degrees**

The implementation at our university of either of the two pedagogical models proposed, both context 2 and context 3, applicable to university traditionally face-to-face teachings, entails the inevitable remodelling of the correlative training activities, teaching methodologies and assessment systems in our official Bachelor's and Master's degrees, with the logical consequence that the teaching scenario envisaged for the 2021/22 academic year is partially different from the one agreed upon in the verification report approved by the competent official bodies.

In spite of what has been previously said, the 2021/22 academic scenario should be equally assessed in the future by the official competent bodies with regard to the follow-up and accreditation of official university degrees. The ANECA (National Quality Assessment and Accreditation Agency of Spain) and the Autonomous Community of Murcia will audit our Bachelor's and Master's degrees considering all the creditable period of the degree, including also this phase in which we find ourselves now.

Due to these audits, or of other audits that might be established by the competent official bodies with regard to university, it is necessary that the Direction of the degree elaborates a technical report that collects the concrete solutions adopted by the degree in the application of the Rotating and the Online models included in this Protocol, and that should be developed at the beginning of the implementation of the concrete educative model involved.

Such technical report will be integrated in the Internal Quality Assurance System (SGIQ) of the degree and it will be a proof in the future follow-up and accreditation processes of official degrees, and it must be structured with the following sections:

### **B.1) Context 2 - Rotating attendance in the delivery of university education**

1. Adaptation, in the specific degree, of the face-to-face teaching methodologies to the new rotating scenario.
2. Adaptation of evaluation systems where appropriate.
3. Follow-up and assessment of External Internships. Academic planning foreseen for such subject, both in the external internship centre and in UCAM facilities, by indicating, indicating, in the latter case, the training solutions specifically adopted.
4. Follow-up and assessment of Undergraduate Dissertations and Master's Theses. Reflection on the compliance of the title with the indications contained in this Protocol regarding this matter.
5. Catalogue/offer of extracurricular seminars in online modality.
6. Dissemination and publicity of the new methodologies and evaluation criteria applied. Review and analysis of the official assessment calls published through the Virtual Campus.
7. Development of future follow-up and accreditation processes of the official Bachelor's and Master's Degrees. Evidences generated *ad hoc* that include the decisions adopted by the degree in the process of implementation to the Rotating teaching modality (minutes of academic management commissions, coordination minutes, faculty minutes, etc...).

### **B.2) Context 3 - Non face-to-face university teaching**

1. Adaptation, in the specific degree, of the face-to-face teaching methodologies to the online methodologies
2. Adaptation of the assessment systems to online modality.
3. Follow-up and assessment of External Internships. Concrete solutions adopted according to the different cases and *Recovery Plan* designed by the degree, where appropriate.

4. Follow-up and assessment of Undergraduate Dissertations and Master's Theses. Concrete solutions adopted according to the different cases.
5. Catalogue/offer of extracurricular seminars in online modality.
6. Diffusion and publicity of the new virtual methodologies and assessment criteria. Review and analysis of the official assessment calls published through the Virtual Campus.
7. Development of future follow-up and accreditation processes of the official Bachelor's and Master's Degrees. Evidences generated *ad hoc* that include the decisions adopted by the degree in the process of adaptation to the online modality (minutes of academic management commissions, coordination minutes, faculty minutes, etc...).

## **ANNEX I - Specification of the Supervisions Systems for online assessment exams - 2021/22 Academic Year**

As established in article 24 of the Assessment Regulation “any test subject to a call must be supervised”. The substitution of face-to-face exams with online exams should not entail the renouncement to the right-duty to supervise the development of the exam. Since face-to-face supervision of the exams is impossible, it is substituted by video conference or similar systems.

For the development of online exams, the students need to have an Internet connection and the necessary equipment to access the Virtual Campus and carry out Video conferences with audio and video with the “Video conferencing” tool of the Virtual Campus, by accessing the “Course Room”.

Each student must check the correct functioning of his/her technical equipment and, where appropriate, he/she must communicate any incidence to the secretariat of the corresponding degree, at least three days before the assessment exam.

To join the corresponding video conference session of the exam, students who do not have a webcam in their computer can use a mobile phone or a tablet.

The fact that the exam is online does not does not prejudice the duty to comply with the rules and regulations pertaining to an evaluation, set out in Article 25 of the Assessment Regulations. The student who uses illicit behaviours, means or tools during the test, including the wrongful attribution of identity or authorship, fails the test. In any case, the student can receive a sanction before initiating a disciplinary proceeding, in compliance with the Internal Regulations of the UCAM. In the same way, the students will fulfil any requirement that the teacher may address to them during the exam, for the exam to be carried out correctly.

The use of electronic tools for the online exams exclusively has an academic purpose and it does not imply the violation of any fundamental right or public freedom.

During the exam, the electronic tools used by the University only allow to visualise the face of the person who is carrying out the exam, according to what is being framed by the camera lens. The use of virtual backgrounds is not allowed. Any element that may be seen against the will of the student must be removed from the camera focus by the student himself/herself. The fact of not removing such elements entails the authorisation for their visualisation.

With regard to personal data protection, this protocol is accompanied by the approval of the document on the privacy policy of the UCAM Universidad Católica de Murcia, which is included as Annex II.

Likewise, the content described in ANNEX is included in the assessment call.

### **Procedure to carry out before and during online assessment tests**

To carry out multiple choice exams and short-answers exams, the student must connect to the “Course Room” of the “video conferencing” tool at least 15 minutes before the beginning of the exam, unless the student took a previous test and its conclusion impedes him/her to comply with such requirement.

The teacher can ask the students to show in front of the computer camera a documentary proof of identity (student card, DNI, NIE or passport).

At the start time of the exam, the student will access it through the appropriate tool (exams or assignments) leaving the "video conferencing" tool session open in another tab of the browser, with the microphone and camera active allowing the teacher to view the student's face.

In this case, the exam's supervision will consist of the random viewing of the students taking the test. The video conference sessions regarding identification and monitoring will never be recorded.

For oral exams, in addition to the identification mechanisms described above and the obligation of the student turn on the camera and the microphone, the teacher may record the audio of the exam in order to have evidence of the evaluation. Once the review period has ended and any complaints have been resolved, the recordings will be stored in accordance with the general procedure established by the University.

## ANNEX II INFORMATION ON PERSONAL DATA PROTECTION

Processing activity: Virtual Teaching

<b>RESPONSIBLE ENTITY</b>	<b>FUNDACIÓN UNIVERSITARIA SAN ANTONIO</b> (hereinafter <b>UCAM</b> ) NIF: G30626303 Domicile Av los Jerónimos, 135 GUADALUPE 30107 Murcia
<b>CONTACT WITH DATA PROTECTION OFFICER</b>	<a href="mailto:DPD@UCAM.EDU">DPD@UCAM.EDU</a>
<b>PURPOSE OF THE PROCESSING</b>	<p>The purpose of the processing is to support the teaching of online classes to UCAM students, to carry out online assessments, to comply with the teaching guide and to comply with UCAM's assessment regulations. For the exclusive purpose of education, teaching staff may record online classes or video conferences, provided that access is limited to the teaching staff and to the students to whom they are addressed.</p> <p>Oral assessments will be recorded at the discretion of the teaching staff to comply with internal regulations. Likewise, some written virtual assessments that highlight the lack of compliance with art. 13.d) Royal Decree 1791/2010, of December 30, by means of which the University Student Statute is approved, may be monitored.</p>
<b>GROUP</b>	<i>Students and Teachers of the Virtual Campus</i>
<b>DATA CATEGORY</b>	<i>Name and surname, DNI/NIF/ID document, address, signature, telephone, image, voice, record number.</i>
<b>RECIPIENTS CATEGORY</b>	<i>No data is transferred to any entity, except for legal obligation to comply with the intended purposes</i>
<b>RETENTION PERIOD</b>	<p><i>They will be held for the time necessary to fulfil the purpose for which they were collected and to determine any responsibilities that may arise from that purpose and from the processing of the data.</i></p> <p><i>The assessment recordings are only retained during the maximum period of time necessary to deal with any revisions or complaints. And in any case during the minimum time established by the applicable legislation.</i></p>
<b>SAFETY MEASURES</b>	<i>The security measures implemented correspond to the ones described in the documents that compose the Data Protection and Information Security Policy of the University Foundation.</i>

<p><b>LEGAL BASIS</b></p>	<p><i>Art. 6.1.E) Processing is necessary for the performance of a task carried out in the public interest or in the exercise of public authority conferred to the administrator responsible for processing the personal data</i></p> <p><i>Art. 6.1.F) processing is necessary for the purposes of satisfying the legitimate interests pursued by the data controller or by a third party, provided that those interests are not overridden by the interests or fundamental rights and freedoms of the person involved that require the protection of personal data</i></p>
<p><b>INTERNATIONAL TRANSFER</b></p>	<p><i>No international transfer of data is foreseen</i></p>
<p><b>RIGHTS</b></p>	<p><i>Users may exercise their rights of access, rectification, cancellation, opposition, limitation to the processing of data and the portability of data, by means of a written communication, together with a photocopy of the National ID, to the postal address of the person responsible for the processing or by e-mail to the address <a href="mailto:dpd@ucam.edu">dpd@ucam.edu</a> to which a communication must be sent from the account registered in our files.</i></p>