



# COVID -19 Protocol for the Adaptation of Face-to-Face Teachings to Online Modality

Year 2019/2020



Universidad Católica San Antonio

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### 1) EXPLANATORY MEMORANDUM

The state of alert declared in Spain as a result of the health crisis caused by the COVID-19 pandemic has led to the inevitable suspension of face-to-face teaching in Spanish universities, as well as the agreement by the official bodies responsible for university matters, both national and regional, on the impossibility of resuming face-to-face classes for the rest of the 2019/20 academic year.

Since the promulgation of the state of alert and the associated home confinement, our university has adapted the teaching that up to that moment was taught in face-to-face modality to the virtual modality, by means of purely online methodologies, both in the teaching of subjects of the curriculum and in the mechanisms of assessment of the same. This complex process is being successfully undertaken, despite the attention to the peculiarities of each degree or the isolated occurrence of technical issues.

At the same time, the Governing Council and the academic bodies of our University have been working to establish academic criteria that allow them to specify the indications that have been transferred in terms of adaptation of face-to-face teaching to online modality by various 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, so that all our degrees could be approached transversally in these exceptional circumstances.

These academic criteria have taken shape in the guidelines and indications contained in this Protocol, which will be applicable to the Official Bachelor's and Master's Degree teachings. The indications and guidelines that affect the Doctorate teachings 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 intention of this Protocol is to enable a transversal treatment of this adaptation process on the following material areas:

- 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 modality.
- 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 these guidelines and indications have been designed under two fundamental premises:

- 1) The assessment of the teachings adapted according to homogeneous criteria approved by the above-mentioned official bodies, which guarantee the correct development of the teachings during this exceptional period.
- 2) That our students are not affected, being able to finish the year as planned and with all possible guarantees, despite the current state of confinement in which we find ourselves.
- 3) Institutional support to the teaching staff and the entire student body, through the design and implementation of specific contingency measures to be addressed:
  - Analysis of the technological adequacy of the student body, in terms of available resources and their functionality, in order to guarantee equal opportunities for all students in their distance learning and assessment.
  - Specific attention to the group of students with special educational needs, providing specific academic infrastructure for these students, so that they are not in inferior conditions and can continue their training during this virtual stage.
  - Technical and training support to the teaching staff affected by the move from classroom-based teaching to virtual training, both in terms of handling the university's e-learning software/platform, and in the design and implementation of distance learning methodologies.

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, April 2020

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## 2) ADAPTATION OF THE FACE-TO-FACE TEACHING METHODOLOGIES TO THE NEW STRICTLY VIRTUAL ENVIRONMENT

The adaptation of teaching and assessment of the face-to-face modality teachings required, as the first element of the adaptive chain, that general teaching staff be familiar with the processes of online teaching and assessment, in terms of methodology and applicable technical resources. From the University, through the Vice-Chancellorship of Virtual Teachings (VEV), a specific contingency plan has been designed and implemented to address this specific issue, including measures such as the following:

### a) Indications about the transfer of the initial academic planning. From the physical classroom to the virtual classroom.

- Determination of the face-to-face lessons to be taught online, by means of videoconferences:
  - Master classes given in conventional classrooms.
  - Classes in APIs whose software is available through [apiweb.ucam.edu](http://apiweb.ucam.edu)
- To keep the class schedules initially planned for the semester. To generate 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.
- All sessions will be recorded for those unable to attend the videoconference.
- Regarding the practical class sessions, included in the

academic planning of theoretical subjects, in general they should be taught through virtual teaching methodologies. Notwithstanding the above, in those cases in which the Management of the degree considers it unavoidable to give certain practical sessions in a face-to-face manner, since the training in competences inherent to these sessions cannot be carried out by means of pure distance learning methodologies in any sense, the following procedure will be followed:

- The Management of the degree must design a Recovery Plan for these practical sessions, which must be given in person, so that they can take place once the currently decreed suspension of teaching in person is lifted.
- The academic planning initially planned for the teaching/evaluation of the subject will not be altered, so the ordinary call for the second semester, and the call for recovery, will take place in the periods established in the academic calendar.
- The evaluation that will take place in the aforementioned ordinary call for the second semester and the call for recovery will focus on the contents taught in person/virtually until the end date of the planned teaching in the degree in question, without prejudice to the possible subsequent teaching of in-person 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. Generation and dissemination 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.**

- Training and support material available online. Generation and dissemination among students, 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 findings through [MyUcam/Soporte](#) virtual space.
  
    - Incident referral via email to: [atenuser@ucam.edu](mailto:atenuser@ucam.edu)

### 3) ADAPTATION OF THE ASSESSMENT SYSTEMS OF FACE-TO-FACE TEACHINGS TO ONLINE MODALITY.

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 this process of adaptation of our teachings seem to be two:

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

Based on these key elements, and taking into account the exceptional nature of the current situation and the fact that each teacher must adapt the subject assessment framework according to these circumstances, two models are proposed for adapting assessment frameworks 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.

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

#### 3.1) 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. Assessment protocol and virtual campus tools:

- a. The following calls must be published in the *Announcement Tool*:
  - *Micro-Tasks Call* with the planning of all defined tasks, including assessment weight (%) and timing.
  - *Final Project Call* 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 evaluated separately through the *Marking option*, which is integrated into the *Tasks 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*.

### 3.2) Online final exams

A methodology based on online final exams is structured around an online final exam carried out through the Virtual Campus. 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 final exam will have, so that each student has a different exam. The penalty for a wrongly answered question is mandatory.

This type of exam is focused on theoretical subjects and with a great number of students.

b. Short-answer exams.

The short-answer exams will be carried out through the task 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 task 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 *Videoconference 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 shall 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 review of marks must be done through the *Videoconference 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 conducted by the exam tool: the teacher will inform the student of the number of questions answered correctly, the incorrect ones and the number of unanswered questions. He/she will also have to indicate the subjects to which each one of them belongs and an explanation of the misconceptions.
  - Whether the exam is of a development type carried out by the task tool, or of an oral type carried out by the video conference tool: the teacher will indicate to the student the deficiencies or the aspects not passed in the evaluated subject.
- The revision of grades does not imply the visualization of the student's exam. However, the student will be able to visualize his exam in the University facilities when the current situation is reestablished, previous written request.

### **3.3) 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, as well as the conditions and requirements for granting the student an incident call, if applicable. This issue, like the others included in this protocol, also requires adaptation to the new university scenario, derived from the COVID-19 health crisis.

Therefore, while the suspension of face-to-face teaching and the correlative development of face-to-face teachings in online modality lasts, the incidents that occur during the assessment by virtual means will be managed as indicated below.

- 1) The student who detects or suffers an incident during a virtual evaluation must notify the subject teacher immediately and never within 30 minutes of 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 under the following conditions:

- Assessment through oral exam by videoconference.
- 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](#).

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

In the context of the transformation of classroom-based education into a virtual mode, UCAM has paid special attention to the student body that requires curricular adaptations as a result of special educational needs, previously determined by external services/professionals qualified to do so.

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

Awareness raising by the Management Teams of the official degree and master's degrees, as well as by the teaching staff in general, for this group of students and the educational and academic needs derived from their status.

The dissemination to the university community of the nature and functions of the Curriculum Adaptation Service (SAC).

Integrated into the Vice-Rector's Office for Quality and Academic Organisation, the SAC is integrated into the academic structure of our university with the main aim of guaranteeing equal opportunities for students with disabilities and/or special needs.

The activity developed by the SAC will be aimed at:

1. Students who have a Certificate of Disability or credential that officially recognizes any degree of disability, which could hinder the regular monitoring of the education in which they are enrolled.
2. Students with special needs without a Disability Certificate, which could affect the ordinary monitoring of the education in which they are enrolled.
3. Students with temporary needs (accidents, serious illness), which prevent them from following the ordinary planning of the education in which they are enrolled.

Functions of the SAC:

1. To manage the requests of students who demand some type of special academic adaptation, applying, among other measures, the recommendations that the CRUE establishes in its Guide to Adaptations at the University, and to monitor them during the course of the academic year.
2. To offer advice to students and teachers on issues related to disability.
3. To promote specific training for the teaching staff on pedagogical-educational strategies to be adopted in class.
4. To promote awareness actions for the full integration of these students in our university environment and outside it.

The Curricular Adaptation Service collaborates closely with the UCAM Tutors, the UCAM Psychological Evaluation Service and with the student's degree of reference, with the main objective of helping all our students in their adequate academic development.

#### 4) ASSESSMENT OF UNDERGRADUATE DISSERTATIONS (TFG) AND MASTER'S THESES (TFM)

Given the current situation of domestic confinement, our University, in anticipation of a probable future scenario and glimpsing something that already is a reality in relation to the permanent suspension of the face-to-face teaching for the rest of the academic year, sent a formal consultation to the Ministry of Education on the eventuality that the undergraduate dissertations and master's theses of face-to-face teachings had to be assessed/defended through exclusively virtual mechanisms.

The foundation of this consultation resided in the exceptional possibility of online defence/assessment of the final works that was already contemplated by the [UCAM Regulation governing the undergraduate dissertations and master's theses](#), having obtained an affirmative response to this proposal by the Ministry, so that the assessment/defence that corresponds to the subjects Undergraduate Dissertation and Master's Thesis can be developed in an exclusively virtual modality, as long as the student's knowledge of the conditions of this online assessment is guaranteed through the publication of the assessment call in the Virtual Campus.

In compliance with the above, the typical issues of the adaptation of the assessment of the face-to-face Undergraduate Dissertations and Master's Theses to the online modality is 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.

##### 4.1) 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 uploading 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.

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

In case the assessment system verified for the subject Undergraduate Dissertation/Master's Thesis includes its presentation/defence, as it happens with the virtual adaptation of the other subjects of our face-to-face curricula, in the case of TFG/TFM, we face two essential aspects that 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 videoconference before the tribunal

- This model of presentation/defence will be applicable to the TFGs and the TFM 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 videoconference 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 videoconference 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 applicable.
- 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 related to its 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.

## 5) ASSESSMENT OF EXTERNAL INTERNSHIPS.

### 5.1) Current condition of the academic planning initially foreseen for the subjects of External Internship (face-to-face)

The suspension decreed for carrying out face-to-face university internships, due to the health crisis of COVID-19, can have affected our students in different ways, mainly due to the impossibility, for some of them, to develop the total number of practice hours foreseen in the academic planning of the subject.

In this sense, although the indications given by the official bodies regarding universities place a particular emphasis on addressing the current situation of the student of the last year, the solutions proposed in this Protocol in relation to external internships have been designed so that all the students registered in these subjects can develop the planning initially foreseen in compliance with the academic calendar of our university.

In relation with the initially foreseen planning of the external internships of our Bachelor's and Master's official degrees, taking into account the indications provided by the different official bodies so far, 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 the 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.*

### 5.2) Assessment criteria of external internships

After the thorough analysis of the detailed information provided by the Directors of the official Bachelor's and Master's degrees, on the individualised situation of each student in relation with the academic planning of the external internships, the Governing Board and the academic bodies of the university 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 to its 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.

In any of the four previous cases, if within the evaluation system verified for the subject of external practices, the student should elaborate a report or any other instrument that serves to evaluate the subject, the student should continue elaborating/delivering it for the teacher's evaluation, even though the content/format of this material is adapted

correlatively to the nature of the teaching methodologies actually employed. The adaptation of this material should be outlined in the Recovery Plan mentioned above.

### **5.3) Specific scenarios for certain degrees:**

The different sectoral Conferences of Deans have been reuniting during the last weeks, in order to design specific contingency plans to address the current academic reality of the degrees that they represent, as well as to establish general criteria applicable to all the universities in such degrees. As a consequence, it will possibly be necessary, for certain degrees, to follow guidelines that are complementary to this Protocol, mainly in the area of Health Sciences.

Therefore, in spite of the methodological solutions proposed with regard to the external internships in the previous section, in those subjects in which the acquisition of competences is based on mainly face-to-face performances, the Direction of the Degree must identify those circumstances in the *Recovery Plan* to be designed by the degree, where appropriate, by including the concrete alternatives proposed by the degree for the management of such cases.

### **5.4) Other situations to be considered**

In spite of the indications provided in the previous sections, the following ones could be used as complementary formative activity not taught by UCAM teachers, as long as the student can demonstrate and document the acquisition of the competences of the subject external internship:

- Last year students of the Bachelor's Degrees in Medicine and Nursing: Recruitments due to the COVID-19 health alert.
- UCAM COVID-19 voluntary work.
- Last year students of the Bachelor's Degree in Pharmacy: Specialised training courses offered by the General Council of Pharmaceutical Associations.
- Last year students of the Degree in Physiotherapy. Specialized training courses offered by the General Council of Physiotherapists' Associations.

The student must confirm with the Direction of the degree the catalogue of courses that can effectively be useful as complementary training in relation to the external internships.

**6) CATALOGUE/OFFER OF EXTRACURRICULAR SEMINARS IN ONLINE MODALITY.**

In order to address the academic circumstances of the students who end their studies and who have decided to complete a part of the optional credits of their curriculum through the recognition of credits deriving from socio-cultural activities, it is necessary that all our Bachelor's degrees and the Central Unit of Religious Science collaborate to complete the offer of a catalogue of seminars to be taught in online modality, through the Virtual Campus, as long as the current suspension of the face-to-face teaching continues in the university.

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 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 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, so that the students can register in sufficient time to take them.

## 7) DIFFUSION AND PUBLICITY OF THE NEW VIRTUAL METHODOLOGIES AND ASSESSMENT CRITERIA

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 to teaching in our University.

In the current scenario, provoked by the COVID-19 health crisis, the Teaching Guide plays a fundamental role more than ever, since it must transmit to the student, in a concrete way, the methodological guidelines agreed by the university, in the complex adaptation process of face-to-face teachings to the online modality that is being carried out.

For the information on the new teaching and assessment methodologies to be accessible for the students in the most efficient way with regard to time and process, it has been included in an automatized way an homogeneous section in all the teaching guides of the official Bachelor's and Master's Degrees, which refers to the current exceptional situation and 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 this new virtual model among the student body, since they factually define the assessment system that will be applied to the student. The official assessment call of each assessment test must be published on the Virtual Campus by respecting the formalities included in the [UCAM Assessment Regulation](#), adjusting the publication times to the following terms, which are the result of the exceptional current circumstances:

- **Ordinary call - 2nd semester.** The official call for evaluation of each evaluation test must be published in the Virtual Campus, at least 5 calendar days before the date of the test in question.
- **Call for remedial action.** The official call for the evaluation of each assessment test must be published on the Virtual Campus at least 10 calendar days before the date of the test in question.

## 8) DEVELOPMENT OF FUTURE FOLLOW-UP AND ACCREDITATION PROCESSES OF OFFICIAL BACHELOR'S AND MASTER'S DEGREES.

The necessary adaptation of face-to-face teachings to online modality caused by the current health crisis caused the inevitable reorganisation of the corresponding formative activities, teaching methodologies and assessment systems in our Bachelor's and Master's degrees, considering as a logical consequence the fact that the current teaching scenario is very distant from the one described in the verification reports approved by the competent official bodies.

In spite of what has been previously said, this circumstantial and inevitable 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 this process of virtual adaptation, both the solutions adopted among the ones that are included in this documents, and the other ones that might be established in compliance with point 5.3) of this Protocol.

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:

- 1) Adaptation, in the specific degree, of the face-to-face teaching methodologies to the new strictly virtual environment.
- 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 official Bachelor's and Master's degree follow-up and accreditation processes. 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...).

## 9) ACADEMIC TEMPORALITY - ACADEMIC YEAR 2019/20

As indicated in the explanatory memorandum of this Protocol, one of the fundamental premises that has inspired its drafting has been that our students will not be harmed in the chronological development of the current academic year 2019/20, being able to finish the course as planned and with all possible guarantees, despite the current state of confinement in which we find ourselves.

Under this premise, UCAM has designed and executed the enormous strategic plan included in this technical document, successfully putting into practice the solutions proposed in it thanks to the commitment to academic quality of our university's staff, as well as the effort and involvement of our students, taking into account that the planned teaching, and the official scheduled evaluation calls, will be in accordance with the official academic calendar, initially published by the university for the present 2019/20 academic year, whose academic planning will end in any case before July 31, 2020.

The 2019/20 academic calendars published for face-to-face teaching at UCAM, now adapted to the distance learning mode, are as follows:

[Headquarters Murcia](#)

[Cartagena Headquarters](#)

## ANNEX I

### **Specification of the Supervision systems, of evaluation tests of the ordinary and extraordinary call of the 2019/2020 academic year**

As stated in Article 24 of the Evaluation Regulations, "all tests subject to call must be supervised". The replacement of tests in person by tests at a distance must not entail a waiver of the right-duty to supervise the performance of the test. Since it is not possible to supervise the tests in person, they will be replaced by video-conferencing or similar systems.

In order to carry out the tests at a distance, 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 using the "Video Conference" tool on the Virtual Campus, accessing the "Course Room".

Each student must check the correct functioning of their technical equipment and, where appropriate, inform the secretary of the corresponding degree course of any incident at least three working days before the start of the examination period.

Students who do not have a webcam on their computer may use their mobile device or tablet to join the video-conference session for the corresponding exam.

The fact that the exam is not attended or at a distance does not prejudice the duty to comply with the rules and regulations pertaining to an evaluation, as set out in Article 25 of the Evaluation Regulations. In particular, the student who uses behaviours, means or instruments

fraudulent conduct in the taking of evidence, including improper attribution of identity or authorship, shall be qualified as a failure. In any case, the student may be subject to sanction after the opening of disciplinary proceedings, in accordance with UCAM's Internal Regulations. Similarly, the student will attend to any requirement that the teacher may direct to them during the examination, for the correct performance of the same.

The use of electronic tools to take the tests is exclusively for academic purposes and does not in itself violate any fundamental right or public freedom.

During the exam, the electronic tools used by the University only allow the viewing of the face of the person taking the exam according to the camera lens frame. The use of virtual backgrounds is not allowed. Any element that could be viewed against the student's wish must be removed from the camera's focus by the student himself. The maintenance of such elements implies by itself authorization for their viewing.

Regarding the protection of personal data, this protocol is accompanied by the approval of the Catholic University of Murcia's privacy policy document, which is incorporated as Annex II.

The content described in APPENDIX I also forms part of the evaluation call.

### **Procedure to be carried out before and during the evaluation tests**

To take the test and development exams, students will connect to the "Course

Room" of the "Videoconference Tool" at least 15 minutes before the start time of the course, unless the student has had a previous test and the end of the test prevents him/her from fulfilling this requirement.

The teacher may ask students to present a valid document (student card, DNI, NIE or passport) to the camera on their computer in order to verify the identity of the student.

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

The supervision of the exam will consist, in this case, of the random viewing of the students who are taking the exam. Video conference sessions referring to identification and surveillance will not be recorded under any circumstances.

For oral exams, in addition to the identification mechanisms described above and the obligation of the student to have an active camera and 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 THE PROTECTION OF PERSONAL DATA

Treatment activity: Virtual Teaching

<b>RESPONSIBLE PARTY</b>	<b>SAN ANTONIO UNIVERSITY FOUNDATION (hereinafter UCAM)</b> <b>NIF: G30626303</b> <b>Address Av los jerónimos, 135 GUADALUPE 30107 Murcia</b>
<b>CONTACT WITH THE DATA PROTECTION OFFICER</b>	<a href="mailto:DPD@UCAM.EDU">DPD@UCAM.EDU</a>
<b>PROCESSING PURPOSE</b>	<p>The purpose of the processing is to support the teaching of virtual classes to UCAM students, to carry out online evaluations, to comply with the teaching guide and to comply with UCAM's evaluation regulations. With the exclusive purpose of education, teaching staff may record virtual classes or video conferences, provided that access is limited to the teaching staff themselves and to the students to whom it is addressed. Recording of classes by the students themselves or their dissemination is prohibited.</p> <p>Oral evaluations will be recorded at the discretion of the teaching staff in order to comply with internal regulations. Likewise, some written virtual evaluations may be monitored to prove the lack of compliance with art. 13.d) Royal Decree 1791/2010, of 30 December, which approves the University Student Statute</p>
<b>COLLECTIVE</b>	<i>Students and Teachers of the Virtual Campus</i>
<b>DATA CATEGORY</b>	<i>Name and surname(s), DNI/NIF/ID card, address, signature, telephone number, image, voice, file number</i>
<b>CATEGORY OF RECIPIENTS</b>	<i>No data is transferred to any entity, except for legal obligation to comply with the purposes foreseen</i>
<b>CONSERVATION PERIOD</b>	<p><i>They will be kept 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>In the case of the evaluation recordings, they are only kept for the maximum period of time necessary to deal with any revisions or complaints. And in any case for the minimum time established by the applicable legislation.</i></p>
<b>SECURITY MEASURES</b>	<i>The security measures implemented correspond to those described in the documents that make up the Data Protection and Information Security Policy of the University Foundation.</i>
<b>LEGAL BASIS</b>	<p><i>Art. 6.1.e) The processing is necessary for the performance of a task carried out in the public interest or in the exercise of public authority conferred on the controller</i></p> <p><i>Art. 6(1)(f) the processing is necessary for the fulfilment of a legitimate interest pursued by the controller or by a third party, provided that such interest is not overridden by the interests or fundamental rights and</i></p>

	<i>freedoms of the data subject which require the protection of personal data</i>
<b>INTERNATIONAL TRANSFERENC E</b>	<i>There are no plans for international transfers of the data.</i>
<b>RIGHTS</b>	<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 Identity Document, 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>