

Teaching contingency plan for the 2020-21 academic year

July 2020



Affiliated centers



1. Justification

In accordance with Decree 63/2020, of 18th June, regarding new governance of the health emergency caused by Covid-19 and the de-escalation stage in the region of Catalonia, it is not expected to be possible to maintain the methodological planning involving in-person tuition until the first term of the 2020-21 academic year at the earliest, as this phase will involve prolonged social distancing measures that will hinder full in-person teaching.

This TecnoCampus contingency plan sets out the measures that affect tuition planning during this period. With respect to protection, safety and prevention protocols, TecnoCampus will adopt all the measures stipulated in the PROCICAT University Sector Plan (approved by the Technical Committee of the PROCICAT plan for emergencies associated to potentially high-risk emerging communicable diseases) of 29th June 2020:

Check the “Pla sectorial d’universitats” [here](#).

The Sector Plan specifies measures at a general level (physical distancing, wearing facemasks, prioritizing video conferences to avoid travelling); related to protective material and equipment; related to buildings, spaces, facilities and equipment; cleaning and disinfection protocol; related to sanitation and prevention; specifically related to classrooms and laboratories; related to communal areas (study rooms, libraries, event halls, dining rooms, etc.); for cleaning and other services (bars, restaurants, sports facilities, car parks, etc.).

With respect to teaching, the PROCICAT Sector Plan states that class sizes must not exceed 40% of the classroom capacity (2.5 m² per student). This requires us to adopt measures to teach part of the programs virtually, as well as scheduling in-person teaching activities in small groups. In other words, we have to adopt a hybrid model combining in-person and online classes, and synchronous and asynchronous activities between the lecturers and students.

2. Planning according to the TecnoCampus student profile

When programming the teaching in this hybrid model, we have to take into account the profile of TecnoCampus students:

First-year undergraduate students

These students have no reference in terms of normal life at TecnoCampus. For the most part, they have no previous university experience and are coming to an in-person university in an environment with very little physical interaction. For these students, an intensive Welcome and Accompaniment Plan will be implemented, which also promotes interaction with the other students. The aim is for in-person activities to account for at least 75% of the total.

Undergraduate students in other years

They already have experience of TecnoCampus and can have more remote learning activity. For these students, the aim is for 25% of the tuition to be in person for all the years of the program, on a scale that prioritizes in-person sessions in the earlier years of the program.

Students on a Master with a large international component

Travel may be limited until at least the end of January 2021. In this case, measures will be established to ensure international students can continue their tuition remotely and/or using streaming tools.

3. Teaching modes

In view of the fact that TecnoCampus's teaching model is based on in-person contact, the different teaching formats that the institution has to adopt must guarantee that students maintain at least 7.5 hours of contact with the lecturer for each credit or, in other words, a minimum of 7.5 synchronous contact hours between the lecturers and the students.

In-person format

Groups with a small number of students enrolled can continue with in-person classes if the capacity of the assigned classroom allows this.

Hybrid mode

Medium or large groups can be divided into two or three sub-groups and attend in-person classes in shifts, and follow the sessions that they do not attend in person via streaming (sequential hybrid format).

Remote format

Certain courses can mostly be run remotely. However, particularly in the initial stages of the program, some sessions should be run in person, to guarantee effective accompaniment and interaction between classmates.

4. Recommendations for types of teaching activities

Lectures (large groups)

It is recommended that lectures are given virtually as much as possible. Moreover, the different large groups on the same course can be joined together in one virtual group. Some of the sessions can be scheduled in person in shifts, if appropriate. Streaming programs can then be used to share these sessions with the rest of the students. If external specialists are invited, it is recommended that these sessions are run virtually.

Seminars and internships

It is recommended that these activities are kept in the in-person format, with small groups and depending on the availability of sufficient space in classrooms, specialist rooms or laboratories. Students can participate in shifts to ensure that they all physically interact at some point over the course of the term.

In the case of internships in the health sector, priority for the in-person format will be given to undergraduate student internships. If there is sufficient capacity, the internships of students on official and institutional masters will also be incorporated.

Tutorial (Bachelor's/Master's Theses, internships)

In-person tutorials can be combined with remote sessions.

5. Timetables and spaces: physical and virtual

Each centre will set the timetables for its courses as usual and in coordination with the other centres. Moreover, the classrooms will be assigned to each group/course based on the expected enrolment and new capacity. The Academic Committee will evaluate the proposed plan before they are deemed final.

In all cases, when designing the timetables and classroom allocations, the following recommendations must be taken into consideration:

- The centres can start with the classrooms usually allocated to each study program, with an occupancy rate of 40% of the theoretical capacity of each room.
- In the case of larger rooms, priority will be given to first-year groups.
- The start and end times of in-person classes must be staggered to prevent concentrations at congestion points.
- A free slot must be scheduled between classes to facilitate the movement of students.
- Efforts should be made to ensure that a student around the building as little as possible.
- On the same study program, the same groups shall be concentrated on the same days and in the same classrooms as much as possible, to facilitate the process of intensive cleaning that may be required.

6. Tutorial Action Plan

The Tutorial Action Plan will be intensified to ensure the students' learning and accompaniment process. An induction and accompaniment plan is needed for new students, as well as an explicit tutoring and mentoring system adapted to all the students' needs.

It will be necessary to create socialization spaces for students, particularly new ones.

7. Teacher training

The faculty will be given specific training and methodological and technological guidelines to facilitate the design of courses in the current scenario. Specifically, they will receive training and information about pedagogical methods, innovation strategies, evaluation of learning results and digital security. Both the Quality, Learning and Innovation Service and the IT Service will reinforce the technical and methodological support given to the entire faculty.

Adaptation of the course plan

The centres will include the changes in the course plan proposed by the faculty, which may affect everything from teaching methodologies to the learning activities and evaluation systems. In all cases, however, it is essential to guarantee that the students acquire the competences and achieve the learning results established in the verification report.

With respect to evaluation, wherever possible, continuous evaluation processes will be used as, among other reasons, this type of assessment helps students to adopt a gradual learning process, reorienting and guiding them towards the acquisition of competences.

The changes made to the teaching methodologies and evaluation system must be made in accordance with the specific guidelines of the AQU (Catalan University System Quality Agency) in order to ensure their quality.

9. Information for students

Before enrolment for the 2020-2021 academic year, all students will be given the teaching plans for each of the courses, including information about the teaching methodologies docents and evaluation systems. Special learning needs will also be taken into account, as well as any social needs that the students may have with respect to reducing the effects of the digital gap.

10. Calendar

The calendar for the next academic year will remain as planned for all qualification programs and courses. Consideration must also be given to students who access the system through the second round of the University Access Examination (PAU), to ensure that they can follow the program normally with respect to the students who accessed the program in the first round in June.

11. University Services

The services related to Academic Management, the Student Information Point, University-Business Relations, International Relations and University Life will progressively start to return to in-person student services from September onwards.

To adapt to the circumstances in each case, in-person support services with prior appointment will be combined with virtual or telephone services.

In the case of in-person support, priority will be given to urgent matters that cannot be dealt with virtually or by telephone. Please note that most support services can be provided virtually.

The Library and Learning and Research Resource Centre will open in September with all the lending services in operation. The capacity will be limited to protect the safety of the users, who will have to maintain the minimum recommended distance from others and follow the safety instructions in relation to access and movement at all times.

12. Supervising and monitoring remote student activity

As long as the current legislation does not change, the supervision of the students' activity normally conducted in person can be adapted to a virtual format within the following limitations:

- Biometric data cannot be processed (facial recognition, for instance), as this kind of personal data is subject to special protection.
- Images of the students cannot be recorded for the purpose of video monitoring when they are doing an activity. Even if a student gives their consent to be recorded, this consent is considered free as the student cannot reject it.
- A student's activity can be recorded if the recording is a test subject to evaluation, such as in the case of oral examinations. In this case, recording is required because the oral examination is the test subject to evaluation and it must be guaranteed that the evaluation instrument is preserved.
- The students' image or voice can be recorded in remote teaching activities on the condition that the lecturers have notified the students to this effect and that the recordings are processed solely to meet the learning needs of the course/group, and that access to the recordings is restricted to the students.
- Video conferences can be held for the purpose of monitoring students while they do an activity subject to evaluation, on the condition that there is no alternative option that would be less invasive with respect to the students' rights.
- When they finish an activity, students may be asked to take a headshot of themselves and a close-up photograph of the exercise they have done on paper. These images can be recorded. This recording is considered equivalent to the students' signature when they hand in a written examination in an in-person format.



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