



REGULATIONS GOVERNING COURSE PLANS FOR SUBJECTS AND THE ASSESSMENT AND MARKING OF LEARNING OUTCOMES (approved by the Governing Council on 8 May 2012)

Current regulations governing course plans for subjects of courses at the University of Barcelona and regulations for the assessment and marking of learning outcomes were approved by the Governing Council on 6 July 2006.

The period since then has been particularly affected by the implementation of bachelor's degree and university master's degree courses within the framework of the European Higher Education Area. Therefore, after three years, it has been observed that the regulations in force need to be revised and adapted to meet the principles and training objectives.

Beyond curricula and the subject areas that they contain, a key element for teaching teams and students are subjects and the course plans that are associated with them. The course plan is the main document describing the design of activities, the methodology and the assessment system. Course plans are one of the main tools for attaining the key objectives of the European Higher Education System: to ensure that universities' and courses' methodological and assessment systems can be compared.

Therefore, the course plan is vital not only in the design and organisation of subjects, but also in the assessment and marking of learning outcomes. Official assessment is essential to students' learning process, and continuous assessment is a basic resource for helping teaching staff and students to take decisions aimed at improving learning.

The close link between course plans and assessment is the basis for the creation of one set of regulations that establish the characteristics and general conditions that all members of the university community must meet. Each university school or faculty can draw up and propose its own additional regulations adapted to their specific characteristics. To facilitate the implementation of these new regulations, an additional guide has been compiled that contains guidelines and general criteria and is included as an appendix to this document. Finally, given the specific characteristics of courses taught in blended mode, ad hoc regulations have been drawn up that are more closely adapted to this teaching method. These regulations shall be included in this text once they have been approved.

These regulations have been compiled by the Governing Council's Academic Committee, with the participation of the various sectors that are affected and the university schools and faculties.

CHAPTER I: GENERAL PROVISIONS



Article 1. Scope and area of application

- 1.1. These regulations govern course plans for subjects in bachelor's degree and university master's degree courses, as well as the system and procedure for assessing and marking the learning outcomes of students who take these courses.
- 1.2. These regulations apply to all students of bachelor's degrees, first and second cycle courses, and university master's degrees, as well as all academic and administrative and service staff at UB schools, faculties and units. They do not affect the contents of the transitory provision.

CHAPTER II: COURSE PLANS FOR SUBJECTS ON COURSES AT THE UNIVERSITY OF BARCELONA

Article 2. The course plan and subject programmes

- 2.1. A subject's course plan is a public document that describes the expected and planned teaching, in accordance with the report for the corresponding course, the University's general regulations, the specific regulations of the school or faculty in which the course will be taught, and the available human, economic and material resources.
- 2.2. Each subject has one course plan, which can relate to one or several specific programmes for each group of students, which must always be consistent with the course plan.
- 2.3. A series of parameters, as described in the articles below, need to be defined for the course plan. The department, the Academic Councils (hereafter AC) and the Coordination Committee for the Master's Degree (hereafter CCM), which are responsible for the teaching of the subject, shall determine the degree of detail and specification in the course plan. When these governing bodies consider that the course plan is not specific enough, it may be developed through the subject programme.

Article 3. Basic components of the course plan

General information about the subject that must be included in the course plan are:

1. Name or official name of the subject.
2. Subject code.
3. Degree or course in which the subject is taught.
4. Academic year in which the subject is taught.
5. Type of subject.



6. Duration of the subject (term, semester or year). In the case of subjects taught over a term or semester, the specific period must be specified.
7. Number of credits that the subject is worth.
8. Hours of student dedication to the subject, which is the result of multiplying the number of credits by 25 hours/credit. The total number of face-to-face hours, the time required to prepare directed learning tasks, and the total number of hours of independent learning must be indicated.
9. Department responsible for teaching the subject.
10. Coordinator or person responsible for the subject.
11. Requirements established between subjects.
12. Recommendations on the knowledge that students must have to ensure that they can meet the objectives of the subject.
13. Competences that must be obtained.
14. Learning objectives.
15. Subject teaching blocks.
16. Methodology and training activities.
17. Official assessment of learning outcomes.
18. Reading and study resources.

Article 4. Competences and learning objectives

4.1. The course plan must specify the generic, general and specific competences for the subject, out of those in the corresponding subject area. Competences are selected considering the learning outcomes that students should achieve progressively throughout the course that can be assessed.

4.2. The learning objectives are related to the competences that are worked on and assessed in the subject. The objectives must be general, but clear, and could refer to the learning of knowledge, skills, and procedures, as well as attitudes, values and conduct. The AC or CCM ensures that the competences of the qualification are covered by the various subjects.

Article 5. Teaching blocks

5.1. A teaching block identifies a set of contents that must be taught so that students learn them. The contents reflect certain objectives, and must be worked on through specific activities.

5.2. The course plan identifies the titles and contents of the teaching blocks into which a subject is divided, even if there is only one teaching block.

Article 6. Methodology and training activities

6.1. The course plan describes the types of activities that are carried out during the subject, considering the general and specific competences that have been established:



case studies, lectures, simulations, seminars, independent learning activities, laboratory practicals, group tutorials, etc.

6.2. In addition to the activities that will be undertaken, the course plan or subject programme specifies the sequence of face-to-face learning activities, and provides basic guidelines for directed and independent learning activities. The general criteria for the distribution of students' total number of hours will be: approximately a third for each type of activity (face-to-face, directed and independent learning activities).

Article 7. Official assessment of learning outcomes

7.1. The course plan includes information on the assessment system used to evaluate the extent of the learning outcomes, and the assessment mechanisms and periods are described.

7.2. This section must include: the requirements for assessment, the characteristics of assessment, the period in which the activities shall be undertaken, the various assessment activities that comprise the assessment system and the weighting of each one, and whether they are individual or group activities. If the weighting is not given in absolute values but with an interval, the minimum and maximum values must be provided. The AC or the CCM, depending on the type of course, shall then determine whether the range of the interval is appropriate.

7.3. The course plan must also detail the procedure and criteria for repeat assessment. It must describe single assessment and state the deadline for requesting single assessment as an alternative to continuous assessment, if applicable.

Article 8. Reading and study resources

The course plan must specify the main reading and study resources (bibliographical references, digital resources and audiovisual resources, etc.) for the subject.

Article 9. Procedure for preparing, approving and monitoring course plans

9.1. The Governing Council's Academic Committee determines the general calendar for preparing and disseminating course plans. In all cases, course plans must be published before the start of the enrolment period. After this date, course plans cannot be altered during the period in which the subject is taught. Modifications can only be made in exceptional circumstances at the request of the school or faculty's Academic Committee. A copy of the subject programmes shall be sent to the head of studies or the coordinator of the master's degree for validation. Subject programmes will then be made available no less than 15 days before the start of class activities.

9.2. The department that offers the subject shall be responsible for preparing the course plan, reviewing it every academic year, and updating it as required. The course



plan shall be based on the provisions in these regulations, as well as any additional instructions determined by the AC or CCM, depending on the course and following the guidelines established by the school or faculty's Academic Committee.

9.3. The departments will delegate the task of coordinating the course plan for each subject to one of the lecturers. The course plan coordinator will monitor the plan and specifically:

1. Propose a new plan or a modification of the plan as a step prior to gaining the approval of the Department Council.
2. Coordinate the subject's teaching staff when the teaching is carried out by more than one lecturer, to reach agreement on the proposed or modified course plan.
3. Introduce the course plan and its modifications into the institutional computer application created for this purpose.
4. Act as an intermediary with the AC or CCM, depending on the course, and with other University units in all issues relating to the subject.

9.4. The Department Council that is responsible for teaching shall approve the course plan and pass it on to the AC or the CCM, depending on the course, to report on its feasibility, its consistency with the other course plans, and on whether it meets these regulations. Then, the Academic Committee of the school or faculty shall ratify the plan. Finally, the head of studies or the coordinator of the master's degree shall publish the course plan within the periods established in Article 9.1.

CHAPTER III: ASSESSMENT AND MARKING OF LEARNING OUTCOMES

Article 10. Concept of assessment

10.1. Assessment is the process of determining the extent to which a student has achieved the learning objectives, in relation to the competences of a subject. Assessment is based on objective, quantifiable assessment activities, using transparent criteria that are communicated appropriately.

10.2. Generally, assessment is continuous and carried out within the teaching period established for the subject, in accordance with the sequence of the curriculum and the general calendar approved by the University.

10.3. If stated in the curriculum and described in the course plan, two or more subjects, teaching blocks, modules or subject areas could be assessed together.

Article 11. Continuous assessment



11.1. Continuous assessment includes the various assessment activities indicated in the course plan, which are incorporated progressively throughout the teaching and learning process. For students and lecturers, assessment activities are significant, periodic indicators of development and progress in attaining the knowledge, abilities and values that are the object of learning in the subject.

11.2. The assessment criteria and marking method described in the course plan cannot be changed unilaterally during the course. If an assessment activity cannot be carried out, for exceptional, duly justified reasons, the CA or CCM must decide what measures are required for the assessment to take place during the same teaching period.

11.3. The assessment systems, instruments and activities may be very varied. However, in no case can the value of a test or activity be worth over 60% of the final mark for the subject, without affecting the provisions established in Articles 13 and 14.

11.4. If the course plan includes oral tests, these are dependent on the programming established by the AC or the CCM, depending on the course. Oral tests must be recorded or carried out in the presence of at least one additional lecturer, who will validate the results. For the purposes of these regulations, an oral test is considered to have one of the following characteristics: *a)* it implies a final assessment of the subject and is scheduled in the official calendar of single assessment sessions and the end of continuous assessment; *b)* it represents over 50% of the final grade, and *c)* it is held for people with disabilities.

11.5. The AC or CCM, depending on the course, will ensure that the assessment systems are adapted to students with special needs, to ensure equal opportunities.

Article 12. Single assessment

12.1. Single assessment is recognised as a right of the student. If a student opts for this mode, they must withdraw from continuous assessment. Exercising the right to single assessment cannot lead to any kind of discrimination from continuous assessment in terms of the maximum grade that can be obtained.

12.2. If a student wishes to opt for the single assessment, he/she must request this during the established period and according to the procedures established by the school or faculty's Academic Committee. The request shall be submitted to the lecturer in charge of the subject, and a copy of the request shall be provided for the student.

12.3. The single assessment must be designed to determine whether students have obtained the objectives established for the subject. The course plan must therefore include the assessment system and criteria for the single assessment. If described in the course plan, one requirement of the single assessment may be attendance of certain face-to-face activities.



Article 13. Assessment of the final project

13.1. The bachelor's degree and university master's degree courses must end with the preparation and defence of a final project. Information on this project must be announced through the corresponding course plan. University master's degree final projects shall be defended in a public session.

13.2. The assessment of the project must be focused on evaluating the competences associated with the course. Project assessment is always individual, even if the activity has been undertaken by a group.

13.3. In accordance with the general regulations approved by the University, schools and faculties must draw up specific regulations on final projects.

Article 14. Assessment of institutional or company placements and of the practicum

14.1. The section of the course plan on institutional or company placements and the practicum must describe the assessment criteria and procedure.

14.2. Without affecting additional criteria established in the University regulations, the assessment must be based at least on the degree to which the placement programme has been successfully completed. This assessment is based on the report issued by the tutor in the host company or institution, and on the student report.

Article 15. Examination sittings

15.1. Students have the right to be assessed in all the subjects for which they have enrolled in an academic year, if they have met the rest of the conditions established by the University. When students wish to be assessed before an examination panel, they must submit a reasoned, justified request to the AC or to the CCM, no later than 30 days before the end of the continuous assessment process or the single assessment.

15.2. Enrolment for a subject gives the right to one examination sitting, whether it is at the end of continuous assessment or a single assessment.

15.3. However, students who on enrolment at the start of the academic year have no more than 10% of the corresponding credits remaining to complete the course, have the right to an extraordinary examination sitting at the end of their studies. In this case, it is understood that they only have the right to teaching in the semester during which the subject is taught. To have the right to enter the extraordinary examination sitting, students must enrol for all the credits that remain to complete the course.

Article 16. Results of assessing learning outcomes



16.1. The teaching staff responsible for each group taking a subject shall announce the final assessment results within the period established by each school or faculty. These dates will fit in with the general calendar set by the University.

16.2. The teaching staff for each of the subject groups shall list the qualitative and numerical final grades resulting from the assessment process in one official results form.

16.3. The numerical grades that are used shall be on a scale of 0-10, to one decimal point, and the qualitative grades will be allocated according to the equivalence determined in current legislation. A pass will be awarded for a subject or a module if the student has obtained a minimum grade of 5.0.¹

16.4. The Excellent with Honours award may be given to students who obtain a grade of 9.0 or higher. The number of Excellent with Honours awards that are given can be no higher than 5% of all students enrolled for a subject in the corresponding teaching period, unless the number of enrolled students is under 20. In this case, only one Excellent with Honours award may be given. An additional Excellent with Honours may be granted for the fraction resulting from applying 5% of enrolled students.

If a student has participated in an exchange programme and been awarded an Excellent with Honours by the host university, this award shall be included in his/her academic transcript, even if this means that the number of Excellent with Honours awards exceeds the limit stated in the previous paragraph.

16.5. Once a final grade has been given for a subject, it cannot be reassessed unless the student rejects the grade. This can only be done if a student has obtained at least a "pass" or equivalent. The rejection should be stated in writing, and submitted to the corresponding lecturer in the period during which grades are reviewed. The procedure will result in an "Absent" mark.

16.6. The minimum number of assessment activities required to obtain a grade for a subject must be indicated in the course plan. If a student has not completed the minimum number of activities, the final grade shall be "Absent".

16.7. If a student is involved in any irregularity that leads to a significant variation in the grade for an assessment activity, they will receive a 0 for this activity. If they are

¹ System of ECTS qualifications at the UB: On academic certificates and the European Diploma Supplement for bachelor's degree and official master's degree qualifications, the number of ECTS obtained will be indicated for the subjects that are passed. This will show the situation in comparison with the results for the same subject in the two previous academic years.

Students who have passed a subject will be divided into five groups: the top 10% shall be awarded an A grade; the following 25%, a B; the following 30%, a C; the following 25%, a D and the final 10%, an E.



involved in more than one irregularity in the assessment activities for one subject, the final grade shall be a 0. The provisions established in this section do not affect any disciplinary process that may be initiated because of the actions that were undertaken by the student. If a student considers the decision to be unfair, he/she may submit an appeal to the AC.

16.8. Students have the right to receive documentary proof of their participation in the various assessment activities. Similarly, lecturers may request student ID at any point during an assessment activity. The required ID is either a University of Barcelona card, national identity card, passport or any other equivalent official document.

Article 17. The repeat assessment process

17.1. The repeat assessment period will begin in schools and faculties after publication of the final grades, according to Article 16.1.

17.2. Repeat assessment evaluates the degree to which the learning objectives have been achieved, in terms of competences and training objectives. It is adapted to the characteristics of the competences and scheduled training activities.

17.3. If, due to the characteristics of the subject, students must meet specific requirements to be eligible for repeat assessment, the course plan must indicate this exceptional situation.

17.4. At the end of the repeat assessment and review period, the teaching staff shall record the definitive grades, terminate the process, and sign the results form.

Article 18. Information on the assessment and marking process

18.1. All information relating to the assessment process shall be published before the enrolment period, through the course plans and subject programmes, and will be kept by the AC or the CCM.

18.2. The AC or the CCM, depending on the course, shall announce the schedule and timetable for the single assessment test and the end of the continuous assessment process. These dates shall be within the period established in the general calendar approved by the University and, in all cases, before the start of the following enrolment period. The AC or CCM shall ensure maximum dissemination of this information. In exception circumstances, the same body may alter the schedule. However, any changes must be announced at least 20 days before implementation. In no case can any changes be made within the single assessment period and the close of the continuous assessment process.

18.3. Teaching staff must inform students of the date of publication of grades for assessment activities on the same day that they are held. In the case of mid-semester



examinations and projects, this date must be no more than 15 calendar days after the examination is held or the assignment is submitted. The final grade for the subject shall be published within 15 calendar days from the end of the continuous assessment processes or the single assessment test.

18.4. Information shall be published on the results of mid-semester or final assessments through the established mechanisms. Lecturers can post grades online, through the institutional applications designed for this purpose.

Article 19. Grade review process

Students have the right to a review of the grades they have obtained in all assessment activities before the corresponding lecturer. Consequently, when lecturers publish grades for assessment activities, they must also announce the dates and times of the review process. This must be held between three and five working days after publication of the grades. On completion of the review, the lecturer shall publish the definitive grade of the student who requested this process, according to the procedure described in Article 18.

Article 20. Results form

20.1. The results form is the official document in which students are listed by name along with the final grades they obtained in the academic year. The University has a specific format for the results form. This document is created for each of the subjects and enrolment groups. However, if requested by the relevant department, one form can be created for each subject.

20.2. The results form must be signed for the lecturer who is responsible for the subject and group. When the results form is shared by more than one lecturer, or there is one form for various groups taking a subject, it will only be signed by the subject coordinator. If the relevant lecturer cannot sign the forms within the established period, the reasons for this must be given in writing. In this case, the AC or CCM shall authorise the signature of the form by the head of the corresponding department. All the results forms for a course shall be filed in the secretary's office of the school or faculty.

20.3. The results form must be signed within 20 calendar days from the date of single assessment or completion of the continuous assessment process. In addition, the results form must be signed within 20 calendar days of a repeat assessment.

20.4. Rectifications of errors in the results form must be signed by the relevant lecturer and the secretary of the school or faculty. If the change is to the detriment of the student, the procedure for reviewing provisions and void forms shall be initiated, as established in current legislation.



Article 21. Storage of assessment documents

21.1. Teaching staff shall keep proof of assessment for all activities until the end of the following academic year. Documents relating to the appeal procedure described below shall be kept for at least a year from the date a decision is made. If the volume or complexity of the proof of assessment makes it difficult to keep, the Academic Council may accept a shorter period. In all cases, proof of assessment shall be kept during the established period in the case of appeals.

21.2. At the end of the aforementioned period, students may request the return of assignments and placement reports that they have submitted. This request must be made within the period indicated by teaching staff on publication of the assessment results.

21.3. Copying part or all of student projects or using them for any other purpose than that for which they have been designed can only be undertaken with the express authorisation of the author.

Article 22. Procedure for appealing against final grades

22.1. Students may appeal against their final grade for a subject if they have already undertaken the review process described in Article 19. The appeal must be submitted in writing within 10 calendar days from publication of the final grades, and must be made to the head of studies or coordinator of the university master's degree, depending on the course. The appeal will be passed on immediately to the head of the corresponding department.

22.2. The head of department shall then appoint a panel of three members, none of whom can have participated in the first assessment and at least two of which must be permanent teaching staff. The appeal will then be processed.

22.3. The panel shall be formed within five working days after the date of reception of the appeal. It shall review the student's proof of assessment and ask the lecturer responsible for the subject to issue a written report within three working days. The panel may also consult the student, if considered necessary.

22.4. In five working days from its formation, the examination board shall issue a reasoned decision on the appeal that either ratifies or changes the grade that was given. The head of department who appointed the panel shall be informed of the decision immediately. If a change in grade is approved, the chairperson of the panel must record the new grade in an additional results form that shall be signed by all panel members.

22.5. The head of department shall notify the student in writing of the panel's decision, and send a copy to the head of studies or coordinator of the university



master's degree, and to the lecturer who is responsible for the subject, within three working days from reception of the panel's decision.

Article 23. Non-compliance with regulations on the assessment and marking of learning outcomes

23.1. In the case of non-compliance with the regulations described in the above articles, students can present a reasoned complaint before the corresponding AC or CCM.

23.2. The body that receives the complaint shall ask the relevant lecturer and department for all the information that is considered necessary. If applicable, it shall notify them about a lack of compliance with regulations and indicate the actions that must be undertaken to resolve the complaint. In addition, if the claim is accepted, it will present a report on the complaint to the school or faculty's Academic Committee.

23.3. Once the school or faculty's Academic Committee has analysed the complaint that was submitted and the report, it will propose a solution to the Governing Council's Academic Committee. This will include the measures required to reinstate the right. The person responsible for the non-compliance shall be informed of the situation and of any potential sanctions that are applicable.

Article 24. Academic responsibilities in the assessment and marking process

24.1. Each enrolment group for a course subject shall be allocated a lecturer who is responsible for the correct application of these regulations and others agreed on by the school or faculty. This lecturer is responsible for giving the final grade to the students, and recording the assessment in the corresponding results form, in accordance with the provisions in these regulations.

24.2. Through the Academic Committee, schools and faculties may establish additional criteria and general guidelines that are complementary to these regulations for all their courses. All criteria and guidelines will be described in the subjects' course plans. The following actions must be undertaken in all cases:

- a) Establish the deadline for submitting a request for single assessment.
- b) Determine the repeat assessment period, and ensure that the system described in these regulations is implemented, particularly the provisions established in Article 17.3.
- c) Draw up the regulations for the final project (bachelor's degree and university master's degree).

24.3. The AC or the CCM shall ensure compliance with the regulations for the assessment and marking of learning outcomes. If any infringement is detected, the



Academic Committee of the school or faculty shall be informed so that it can act according to the provisions established in Article 23. In addition, the AC or CCM must:

- a) Publish the schedule and timetable of single assessments and the end date of continuous assessment processes, which will always be within the general calendar approved by the University, and ensure maximum dissemination of this information.
- b) Schedule the oral examinations established for the course, and ensure the required mechanisms for safeguarding the students' rights to objective assessment of the test, and the opportunity to request a review of the results and make an appeal in case of disagreement with the assessment.
- c) Establish the procedure that must be followed if a lecturer is faced with the cases of abstention and recusal that are envisaged in the law.

24.4. On completion of the assessment and marking period, the head of studies or coordinator of the master's degree shall submit to the AC or the CCM: general information on the process, the percentage of students who passed compared to those who enrolled and took the assessment in each group and/or subject, and any incidents identified with respect to these regulations.

First additional provision

UB schools and faculties can draw up additional regulations to those established in this document. However, the regulations described here cannot be violated in any case. If additional regulations affect Chapter II of these regulations, they must be approved by the Governing Council's Academic Committee.

Transitional provision

While first and second cycle studies are ongoing, any students enrolled on these courses shall be subject to Article 13.2 of the regulations governing the assessment and marking of learning outcomes approved by the UB Governing Council on 6 July 2006².

Repealing provision

The following are repealed:

1. The regulations for assessment and marking of learning outcomes approved by the Governing Council on 6 July 2006, except in the cases described in the transitional provision.

² Article 13.2 of the regulations governing the assessment and marking of learning outcomes approved by the University of Barcelona's Governing Council on 6 July b 2006: "Courses or groups that have not yet been adapted to European Higher Education Area directives will continue to have two examination periods."



2. The regulations governing course plans for subjects taught at the University of Barcelona, according to the European Higher Education Area directives, approved by the Governing Council on 6 July 2006.
3. Any other regulation or provision that has the same scope as these regulations, and that is incompatible with their contents.

Final provision

These regulations come into force in academic year 2012-2013, the day after their approval and publication on the University of Barcelona website.



APPENDIX: ADDITIONAL GUIDE FOR THE REGULATIONS GOVERNING COURSE PLANS FOR SUBJECTS AND THE ASSESSMENT AND MARKING OF LEARNING OUTCOMES APPROVED ON 8 MAY 2012

To provide guidelines and criteria that facilitate the application of regulations approved by the Governing Council, additional instructions are given below.

The subject's **course plan** is the guiding document or roadmap for teaching. It has two main uses:

- a) It not only describes the teaching design, the learning activities, the method, the assessment system, etc., but also encourages coordination to meet the objectives of the degree and promote student learning.
- b) It informs students what they are expected to learn, under what conditions and how they shall be assessed.

In addition, the course plan plays a key role in the monitoring processes required to ensure the quality of university studies, as it is one of the basic tools for ensuring one of the main targets of the European higher education system: comparability and transparency of methodological and assessment systems in universities and studies.

The fundamental difference between the **course plan** and the **subject programme** is the degree of specification. More general criteria on objectives, methodology, assessment, etc. are more appropriate to a course plan. Criteria in greater detail are more appropriate to a subject programme. Precisely because of its more general nature, a course plan is less likely than a programme to change from one academic year to another. If a subject is taught by more than one lecturer, the programme should describe what each lecturer wishes to introduce in the framework of the course plan.

With respect to **general information** on the subject, the course plan must state:

- a) Total student hours: the total number of hours is calculated by multiplying the number of credits by 25 hours, and considering that:
 - 1. Total face-to-face hours: these are the hours that students devote to lectures, seminars, the laboratory, face-to-face assessment activities and to any other taught activity that is established in the academic teaching guidelines. Face-to-face hours make up approximately a third of the total subject hours (as an example, 50-60 hours in a six-credit subject), except in singular subjects such as the final project (of the bachelor's degree or master's degree) and institutional or company placements. This number of



face-to-face hours may also vary in cases in which it is justified by the type of competence that must be gained, such as in laboratory practicals.

2. Total hours to undertake the subject's directed learning activities: these are distance learning activities, including distance assessment activities, when applicable. Generally, the hours for this kind of work make up around a third of the total number of hours for the subject.

3. Total hours of independent learning activities: this includes study and non-directed distance learning activities. The estimation of hours should also include the time required to prepare assessment activities. The time dedicated to independent learning should also be around a third of the total number of hours dedicated to the subject.

b) The section on recommended prior knowledge can identify the subjects, subject areas or modules that students should have taken, as well as other knowledge, such as command of a specific language.

In the description of general and specific **competences**, it should be considered that they are the basis of teaching and learning activities, the teaching methodology, and the assessment activities.

The **objectives** provide more information about the competences, that is, the specific knowledge, abilities, attitudes, values and conduct that must be taught, learnt and assessed in a specific subject. The learning outcome that the student must achieve will be indicated (for example, the capacity to identify, interpret, resolve, recognise, appraise and analyse).

Although the objectives are written in a general form, their meaning must be clear. They must indicate what is expected in the subject, and guide the lecturer and student on what should be attained:

a) Objectives referring to the learning of knowledge will indicate what students must know: recognise, identify, list, etc.

b) Objectives referring to the learning of abilities and procedures also indicate what students must know: resolve, analyse, calculate, etc.

c) Objectives referring to the learning of attitudes, values, and conduct indicate how the student should be and act: formulate, select, strive, etc.

The **methodology** and **training activities** must be established considering the general and specific competences of the subject, and using the activities listed below as a basis:



- a) Theory
- b) Theory with a practical component
- c) Seminars
- d) Practical work:
 - 1. On problems
 - 2. With documents
 - 3. On computers
 - 4. Oral communicative activities
 - 5. Laboratory
 - 6. In institutions and companies
 - 7. In hospital pharmacies
 - 8. Clinical
 - 9. Drug development service
 - 10. Special
 - 11. Others
- e) Excursions:
 - 1. Field
 - 2. Cultural

Regarding the content of the course plan relating to **assessment**:

a) The section on assessment characteristics will describe whether the activities are compulsory or optional, and whether there are options of self-assessment or peer assessment, etc.

b) Assessment shall take place at the point in the academic year in which the various examinations are held or assignments are submitted. The week when these activities will be held shall be given for guidance.

c) All the assessment activities in the assessment system will be described with information on whether they are final examinations, exams on concepts, etc., and their association with the subject's objectives shall be described.

d) If some of the assessment activities are to be undertaken in a group, the number of group members should be stated and the range of options that are available to students, if applicable.

e) When various assessment pathways are proposed, their specific characteristics must be described.

The course plan includes the **basic sources of reference materials**:

a) Basic, additional and reinforcement recommended reading, in printed or digital format.



b) Teaching resources and teaching material for the subject: case studies, files of texts, work guides, interactive materials, self-assessment questionnaires, etc.

c) Support materials and tools, IT resources and communication tools (resources and virtual interaction spaces).

ASSESSMENT AND MARKING OF LEARNING OUTCOMES

There are various assessment instruments and systems: participation in activities, practical work, assignments on the contents of the subject, exams and final exams, the creation of a learning file, self-assessment, etc.

Grades will be published online on the subject's webpage on the Virtual Campus (or the website that may replace this in the future), or through the student's academic transcript, which can be accessed online individually and privately.

As an educational institution with public responsibility, the University of Barcelona shall ensure that its activities are carried out with rigour, effort and intellectual honesty. These are quality criteria that must be applied in teaching, research, learning and in the provision of university services.

Copying, defined as "an imitation, transcript, or reproduction of an original work" (The Dictionary by Merriam-Webster) and plagiarism defined as "the practice of taking someone else's work or ideas and passing them off as one's own" (Oxford Dictionary) are fraudulent activities that constitute a serious infringement of intellectual property rights and violate the basic, fundamental principles of academic work in which a student must produce individual, reflective and original work.

The University of Barcelona will make use of all available tools for detecting plagiarism in the submission of assignments and other student exercises.