Guidelines for the preparation of Study Guides for grade subjects

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Introduction to the Guidelines for the preparation of the Study Guide

The document you have in your hands right now provides you with a set of guidelines we think that may be useful for the preparation of the **Study Guide** of your subject.

Study in the distance requires having at one's disposal a set of textbook(s) and/or reading(s), which are recommended for the preparation of a subject, these include a **Study Guide**. The Study guide is an essential element to support and guide students, and must be available in all the subjects.

- The **basic text book** includes the **subject contents** and **can be used by students from any university**. Since it is an study book, it is very convenient to take into account the different elements that make learning easier, such as the structure of chapters and sections, as well as the writing style.
- The **Study Guide** is **aimed at the student of UNED, at your student,** and **provides the necessary information on a particular subject**, in this case your subject, along with the **essential guidelines** to study the contents and conduct the proposed activities. It is a communication tool between faculty and students, so that it fills the gap of guidance instructions provided by faculty in class in face-to-face universities. Unlike the text, which is static, the Study Guide is a **dynamic document**, you can include variations each year, according to changes or technological advances that you want to include.

In UNED, the Study Guide is a free document of electronic nature, which is available to students in the virtual space of the subject or course.

In terms of structure, the Study Guide (or just the Guide from now on) has two distinct parts: one that includes general information about the subject, and one that presents the work plan to follow and provides information to develop it.

Part 1. General information about the subject

The information contained in this first part of the guide is the same as what is shown on the web portal of UNED. It is introduced using a web template and is also part of the guide of the degree. Its main objective is to provide **future students** with **all the necessary information on the subject before enrolling**, so that every potential student interested on a course can know in advance the main characteristics and requirements of such course.

Furthermore, this general information also provides **the transparency and comparability of degrees which the EHEA requires**, and facilitates also the mobility of students, as it provides the information need by students wishing to spend a period of time in another university (e.g. through the Erasmus program). For this reason, **all the universities provide in their grade**

The general information is the business card of your subject, of your teaching work, and of your University. So, this information must be clear, concise, and representative of your teaching. It is important that every person interested on your subject checks this information and finds out what we do and what he/she will learn here.

degree plans a basic Study Guide for each of the subjects in the degree.

Part 2. Work plan and guidelines for its development

The second part of the **Study Guide** is a good sample of the teaching support UNED provides its students with. **This part of the guide is devoted to the special needs and peculiarities of distance education**, because it provides already enrolled students with the **necessary guidance to successfully address the study of the subject and to develop the proposed learning activities.** Even more, it also enhances the students' **autonomy** and control, that is, it seeks the self**-regulation of the learning process**, which is a key element for both distance education and the EHEA.

The information provided in this second part of the Study Guide **corresponds to the guidelines on the development of the subject that teachers provide their students with in the classroom.** Given the differences and peculiarities of each degree and subject, the guide has the necessary flexibility so that it does not need to be strictly adjusted to a single model. However, it must include the guidelines which are fundamental for distance students. The IUED gathers the outputs of national and international experience and research in the field of distance education, and suggests those elements which are considered necessary to create high quality autonomous distance education.

In this second part of the guide, the program of your subject is detailed, the way you are going to teach it, and the means (and materials) you, your tutors and your students will use. We suggest several sections so that you can explain to your students what, how and when they have to study. Also, which activities must be performed, the way how they must be performed, and how students are going to be evaluated.

This information is of real interest for students, since it allows them to organize themselves and aim their effort at the really important stuff: learn in the best possible way what you offer them.

Part 1. General information on the subject

Public information that can be checked through the Internet by anyone interested on your subject and degree (prospective students). Besides, this guide shows transparency and allows the comparison of programs and degrees, which eases making decisions, mobility (Erasmus)… according to the requirements of EHEA.

The students enrolled in the subject have a PDF version of the Study Guide in the virtual course, which can be downloaded. This document may be initiated with some introductory points as follows:
- Presentation of the Study Guide and its different sections
- Objectives of the Study Guide
- Guidelines for effective use of the Study Guide

The paragraphs of the first part of the guide, which are also entered through the UNED portal, are listed below.

1. Presentation

In this section you can provide a brief introduction to your subject and its main objectives in the teaching plan. Previously, the student will have seen on the web site the ECTS of the subject, seasonality (quarterly or annual) of the subject, and the year in which it is taught -- all of these data can be placed in this section of the Guide.

2. Contextualization

Contextualization aims at putting the subject in the professional profile and in the training plan of the degree, along with establishing how this subject coordinates with the other subjects.

In this section of the guide you can reference the following points:

- **The contribution of the subject to the professional profile of the degree and to the development of its specific and generic competencies**, justifying their inclusion and relevance within the curriculum. In order to provide this information, you can check the degree verification report, which includes the competences of the matter to which your subject belongs. Furthermore, it is also advisable that you check the map of generic competences proposed for UNED so that you can select the generic competencies on which your students will work, since these are particularly important in university learning and a key element in the European Higher Education Area (see Annex I).
- The role of the subject within the curriculum, basically mentioning:

    a. The matter to which the subject belongs and its characteristics.
    b. Subjects which have some relationship, both previous and subsequent subjects, describing briefly this relationship and explaining how your subject continues previous subjects or prepares for subsequent subjects.
    c. Level in which this subject lies within the teaching plan (basic, intermediate or advanced).

Which relation has my subject with the professional profile? In which ways does my subject meets the necessities of current professionals? Which are its main contributions? Which training does it provide our adult students with in order to help them to contribute in an active and constructive way to the knowledge society? Regarding the degree curriculum, in which level does it lie and why? Which other subjects are related to this one? These are just some questions you can answer in this section which **will help your teaching make sense in the degree and in the professional market.** Remember, **"if the good is brief, then it is twice as good."**

3. Recommended background knowledge

It is very useful and important for students to have information on the recommended background knowledge that you consider necessary in order to address the study of your subject in the best possible conditions.

While there are no mandatory requirements or key subjects, students must know in advance about your expectations regarding **previous training** and background preparation. So, it is desirable that you offer your students a recommended **previous itinerary** to facilitate their incorporation into the subject with the best possible preparation.

The recommendations can be expressed in terms of knowledge and/or skills already acquired (linguistic, technological, etc.), or by listing the materials or subjects that should be previously passed, justifying the reasons for this.

In case your subject has a high level of difficulty, or if it is a bridge module for students coming from another degree, we recommend you set up a **proof of level**. In the event that the student's level is not the adequate, it would be useful if you could offer him/her some guidelines and materials to help him/her to achieve the background knowledge necessary to study the subject.

If your subject belongs to the first year of a school that offers zero-courses (these courses are prior to the first year of a degree, and help to revise the basic concepts of all these subjects at a theoretical and practical level, so that students can start the degree with a reasonable background knowledge), it is advisable that you recommend your students to take the self-assessments of background knowledge needed for the subject which are provided in these

zero-courses, and the review of the contents and realization of the exercises of these courses if the self-assessment is not satisfactory.

It is important that you tell your students the background knowledge required for them to follow your subject normally. This background knowledge may be related to theoretical knowledge as well as to practical skills. As an expert of your subject, nobody is better than you to give an opinion and recommend readings and supplementary materials that ensure the success of the students in your subject.

4. Learning outcomes

Learning outcomes are related to **concrete achievements that students have to accomplish at the end of the academic year based on the proposed learning activities**. **The initial questions that you should answer are: what will students know and what will students be able to do at the end of the course?** For the student it is important to have clear previous information on these issues.

Learning outcomes are one of the elements of the EHEA that allow the comparison of degrees and subjects. Following the recommendations of the European Commission, the term "learning outcome" is included in the verification reports of degrees replacing the objectives because they allow to express more clearly and with more visibility what students should achieve.

Moreover, preparing the learning outcomes necessarily guides the faculty to the type of learning activities that should be considered to obtain these outcomes, as well as to the evaluation forms that best show the students' achievement. This provides the necessary consistency between learning outcomes, learning activities and evaluation procedures.

It should be taken into account the levels of performance required by the Law Decree for grade students (the known as "Dublin Descriptors" presented in **Annex II** can be checked in order to decide on the levels for your subject).

We suggest the following **steps to prepare the learning outcomes**:

1. **Locate learning outcomes assigned to the matter to which your subject belongs**, collected in the verification report. These results must be related to the generic and specific competences of your matter, that is, they have to contribute to the development of the final competencies assigned to this matter in the grade. It must be taken into account that **competencies and learning outcomes are NOT exactly the same**.

Competencies will be developed throughout the learning process, and will be reached at the end of this process. As opposed to this, learning outcomes are specific to each subject. If you need help to differentiate them clearly, we recommend you check Annex III.

2. **Select the results that correspond to your subject,** adding whatever seems appropriate, if this is necessary.
3. **Write and organize the learning outcomes** depending on whether they correspond to theoretical knowledge, practical knowledge or skills, or if they are attitudes.

Some important issues, which must be considered when writing learning outcomes are the following:

- **Write learning outcomes clearly and concisely.** This way, you will guide your students and will help them to perform the comparison of this degree with those offered by other universities. This will directly affect on the value of the degree for employers, companies, …
- **Do not write the learning outcomes talking about what you do as a teacher** (verbs related to transmission of knowledge such as describe, teach, show, instill, explain, etc). Use **action verbs** that indicate what the students will know and will be able to do at the end of the period considered (see **Annex IV**).
- Write **realistic learning outcomes**, which must be feasible to be achieved by students with the methodology, means and time available (taking into account the **ECTS assigned to the subject**).
- Try to state the learning outcomes in such a way that they are measurable, since you will have to decide if students have achieved them or not and to what extent, using the available tools. The type of outcomes you write indicates the type of assessment needed.

Tell your students **what they will learn from the subject**, but do not do it as if they were mere information receivers, but **people interested on what you are going to teach them and constructors of their own learning.** Try to be in their shoes and use active terms to explain clearly what they will achieve (with your aid and their perseverance) at the end of the subject. You can organize their future learnings according to their nature: **knowledge, skills, and attitudes**. Recall that the learning outcomes will also be useful for you since they will ease the evaluation of your students (Advice: write learning outcomes keeping in mind how to evaluate them).

5. Subject contents

Describe briefly the thematic contents of your subject, indicating their relevance for the matter to which it belongs.

This is not about presenting the index of a book, this is about providing the thematic organization of the program of the subject based on the blocks, themes or units that will be developed and worked by students, with a brief justification of their relevance in the subject syllabus.

6. Teaching team

In this section you can provide a brief presentation of the teaching team of the subject, which allows students to know their teachers. You can include information regarding teaching, research and other activities of interest.

In its web version, this section will be linked to the **personal web page of teachers**, so students will be able to extend the information provided here.

7. Methodology

Once the learning outcomes of your subject are presented, the **activity design phase begins, where the activities students will have to develop to achieve such results are presented** -- no matter if such activities aim at theoretical or practical knowledge. This phase is about deciding which activities will help your students achieve the learning outcomes in a better way. These activities must match the ECTS of your subject, so you will have to calculate time estimations in order to avoid overloading your students unnecessarily.

In this part of the guide, students need to get in advance general information regarding the various **methodological ways and type of activities used in the subject**, keeping always in mind that **UNED is a totally distant University whose learning process is supported by ICT.**

This section is relevant for both the comparability of degrees and their quality and for students to plan their course in advance and enroll in the subjects they can take every year.

In the face-to-face Universities, teaching activities are distributed among the time spent on the class (both theoretical and practical) and autonomous work. In the case of the distance education methodology of UNED, the training activities are distributed between autonomous work and the interactions with teaching teams and tutors through the various existing means.

To prepare this section, you can follow these steps:

1. **Select the methodologies you will use in the subject and the type of activities to be carried out**. You can you see **Annex IV** and bibliography. In this part of the guide you can describe them briefly, because in the second part of the guide they will be presented more in-depth, along with the work plan proposed.
2. **Distribute the times for their development (ECTS).** The European credit implies the calculation of the total working hours of the student (recall that 1 ECTS is 25 hours), where this calculation takes into account:
   a. Lectures, theoretical or practical -- in distance education this is equivalent to consulting materials (reading / listening / viewing).
   b. Hours of autonomous work and study.
   c. Hours devoted to performing practical activities, seminars, jobs, or projects, both individually and collectively.
   d. Hours required for the preparation of exams and assessment tests.

The percentage distribution of the ECTS credits between the different training activities that must be developed in the course will be done according to their characteristics. In any case, the distribution of working hours of students, which represents the ECTS of the subject, should **reserve at least 60% for autonomous work.**

The information on your matter presented in the verification report includes a section on methodologies, which can be useful for the preparation of this section.

At UNED, the completion time of the activities can be distributed in the manner presented in the the following table (this table may serve as a guideline to develop the percentage distribution).

Teaching activities	Theory	Practice
Work with theoretical contents (equivalent to face-to-face classes and in our case to reading the teaching materials).	25%	20%
Performing practical activities under the supervision of a tutor (equivalent to practical classes, in our case face-to-face classes or mediated through technologies such as AVIP classrooms or virtual course): ● Resolution of problems.	15%	20%

● Text comments, maps, artworks. ● Laboratory exercises, etc. ● Work in groups. ● Seminars (Case Method, Problem or Project Based Learning, etc.).		
Autonomous work with the teaching activities provided: ● Study of theoretical contents. ● Distance evaluation tests (perform the practical activities of the subject). ● Preparation of the face-to-face exams. ● Realization of the face-to-face exams.	60%	60%
TOTAL	100%	100%

Methodology is the thread that **connects your teaching with the learning of students**. Explain to them the way how you have organized your subject, inform them on how to use the materials and the role they are going to play. Do not stop telling them the teaching activities, exercises and practical proposals that you plan to implement, but above everything else, **do not forget to include the dates or deadlines** for the realization of activities and the submission of works.

To summarize, create the **framework** so that your students can plan their study, **manage their time and effort**, and help them with this, in order to achieve a **better learning**.

8. Basic bibliography

In this section, you must inform students about the basic materials which he/she must have for the preparation of the subject, as well as how to access them. These materials include, at least, the basic text books or books, and can also include readings, multimedia, Internet links, etc.

In order to facilitate the use of the recommended materials, they should be accompanied of a brief comment on their contents, their structure and the role they play in the study of the subject.

9. Complementary bibliography

In this section you must inform students about the complementary materials that support the preparation of the subject, as well as the ways how to access them. These materials may include readings, bibliography, Internet links etc.

In order to facilitate the use of complementary materials it is recommended to accompany them with a brief comment on their contents, their structure and the role they play in the study of the subject.

10. Study support resources

In this section, it is recommended that you inform students on the support resources they will have, such as online course, library, video conferencing, etc. It is also useful to inform them on how they should use these resources.

11. Tutoring and student tracking

Students need to know the way how they are going to be tracked, and the tutoring that it proposed.

In order to perform the student tracking, you should state clearly the ways to contact the teaching team of the subject, dates and times of student attention (face-to-face and through telephone), the procedures to solve doubts in the virtual course, etc.

Regarding tutoring the subject, every student has a tutor in every subject, in the context of the EHEA. In this section of the guide, you have to brief the type of tutoring of the subject, and what students can expect from their tutors.

Recall that in order to homogenize the tutoring of your subject in all the Associated Centers, your tutors must have a guidance document on the activities they must perform. Also, tutors will have to assess the activities that the faculty proposes in Continuous Evaluation Tests (those which cannot be automatically corrected), and provide learning guidance to their students. Considering this, it is necessary that they have a protocol or template to guide the evaluation in a homogeneous way (in the second part we will refer to such protocols). To summarize, students must know what the functions of your tutors will be along the course.

Distant students? Tutors in the Associated Centers? Teachers from a Teaching Team? It is essential that you explain your students the way how they are going to be attended by you, member of the Teaching Team, and by tutors. Tell them about the available resources and the date and times suitable for each thing, along with the tasks required in the context of the EHEA. Thanks to this, they will know to whom they have to talk in each case. It is recommended that you prepare such information based on the potential necessities of your students and that you include communication means in order to solve problems. We know that distant students are far away, but we can make them feel they are close to us, thanks to the ICT technologies.

12. Evaluation

The design cycle of your subject is closed when you define the assessment procedures to decide whether your students have achieved the expected outcomes.

Generally, in this section of the guide, you should inform about the different evaluation techniques that you are going to use in your subject, along with the general evaluation criteria and the way how each activity is weighed in the final evaluation. The detailed evaluation criteria and procedures are presented in the second part of the guide.

As we have previously commented, the evaluation procedures you use must be coherent with the type of learning outcomes you expect and with the teaching activities you propose (see Annex V). For this, when you decide the evaluation criteria, you have to take into account the fact that you must design procedures to evaluate not only the knowledge but also the skills students have obtained, and also the attitudes you may have included as learning outcomes.

The activities and the distant evaluation tests proposed for your subject provide students with a basis for a continuous and/or multimodal evaluation, and allow the assessment of students in a deeper way than what one final exam generally allows (see Annex VI for types and how to perform them in UNED and the document on continuous evaluation in the EHEA).

Possible methods of assessment

1. **Level assessments:** In those subjects that require it, level assessments allow students and tutors know the initial level of students and detect difficulties that may jeopardize the study of the subject (these assessments will not be part of the final evaluation of the subject).

2. **Continuous or formative evaluation:**

   - **Online automatic evaluation assessments.** Teaching teams will be able to use the evaluation tools in the platform. This evaluation may be automatic, which allows students get feedback (e.g. tests)**.**

   - **Self-evaluation assessments and/or peer-to-peer assessments.** This type of assessments allow students know their progress in the subject and also promotes the development of generic competences related to critical judgement, thanks to which students can assess their own's and someone else's work. Through the tools available in the virtual course, the submission and tracking of these activities can be performed.

   - **Distance evaluation assessments:** The diverse learning activities proposed along with the Continuous Evaluation Tests (corrected by tutors), will be the base for the continuous evaluation and the assessment of different types of results. The tracking and work submission of some of them can be done through the platform (except those which require attending an associated center).

     The variety of activities these assessments can include is really wide, among others, **online assessments, written essays, practical exercises, cases studies, text commentaries, development of personal schemas, oral presentations (through technologies or not), and online simulations.**

     The development of these activities can be combined with individual and group work, guaranteeing the acquisition of the generic competences included in the degree profile.

     Through the correction of these activities, students will receive information on their learning process and the deficiencies it may contain. Moreover, this tracking will help to improve the students' motivation by showing them their advances, and at the same time, it will ease the development of their motivation and self-regulation.

3. **Final or summative evaluation:** Consists on a final face-to-face assessment which will have a maximum duration of 2 hours and will take place in an associated center.

Include in this section **who will evaluate each activity** (whose indicators and criteria will be detailed in the second part of the guide), along with the **type of exam, its duration, and the correction criteria.**

The final mark of students will take into account, according to the criteria defined by each teaching team, their results of the continuous or formative evaluation. This way, we will be able to evaluate the acquired knowledge and the attitudes and skills developed through the activities that comprise the continuous evaluation (check the document on continuous evaluation in EHEA).

In order to control the final result obtained, it is suggested that the distance evaluation assessments and activities should only be computed when the student has reached a minimum score in the final exams, this minimum being set by the teaching team.

An interesting point for your students (and source of concern) is their evaluation. So, it is convenient that you inform them about the **type or types of evaluation** (modality) that you plan to use, along with the **moments, time limits, and assessments.** Similarly, it is recommended that you **publish your evaluation criteria** because, by doing so, you will guide the work of your students towards important issues which could remain unnoticed otherwise. Recall that evaluation is not only useful for accreditation, but it is also a **powerful teaching tool** for your students.

Finally, we would remind you that the final success of your subject will be directly related to a coherent and integrated design of the results, learning activities and evaluation systems.

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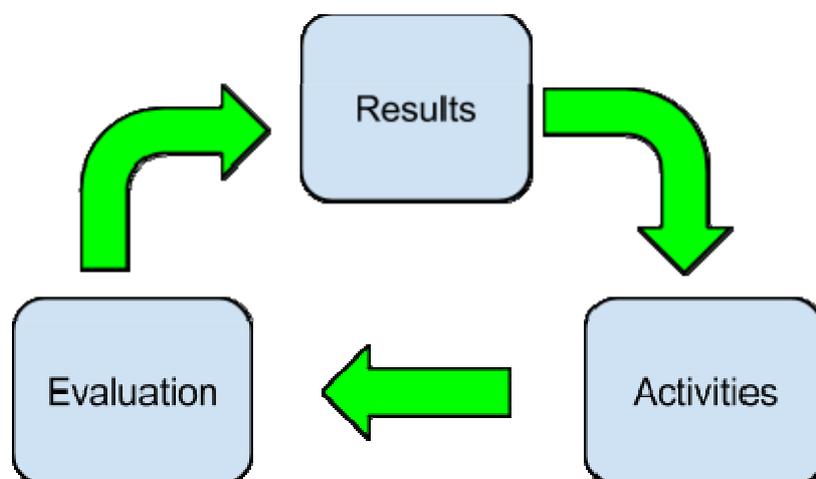
Part 2. Work plan and guidelines for its development

Classified information that can be only checked by your subject's students (enrolled students). Its objective is to introduce them into the work plan of the subject, that is, what it is expected from them, as well as providing them with guidance on the study of the themes and contents of the subject in order to ease their comprehension and assimilation, and to perform the proposed activities or practices.

This second part of the Study Guide is exclusively addressed to **students already enrolled in your subject** and its aim is to **guide them along the course**. As previously stated, it has an electronic nature, and it will be available for the students of each subject within their respective virtual space.

It consists of the **work plan** and the **specific guidelines for each theme, thematic unit or activity** (according to the format, sequence of themes or content blocks or, even, sequence of learning activities, that the teaching team chooses for the subject).

- The work plan allows you to set a **schedule** and **roadmap,** and indicates when to perform the activities, as well as their expected duration.

- The **guidelines** to follow the work plan contain all the information that the teaching team provides to students in face-to-face classes during the term.

1. Work plan

The development of autonomy and self-regulation strategies, such as scheduling, starts by supporting students with the planning of their work along the different subjects in the degree.

The work plan details the planning of the activities that students will have to complete in your subject. The guide must necessarily contain an appropriate **work plan (roadmap) adapted to its ECTS**. As a consequence, it must contain the allocated times for the completion of the proposed activities (remind that each **European credit** (ECTS) is 25 **hours of student work**). It is also important that the student knows the relationship between the proposed activities and the learning outcomes intended, ie, the consistency of the training plan that the teaching team presents.

The work plan includes an **ordered and temporally sequenced description of the activities that students will have to complete during the course, including the study of the themes, the implementation of the proposed activities, and the preparation of exams**. Scheduling may have several organization ways. The most common ones are the following;

- **Sequence of topics or thematic blocks** (classical perspective guided by the theoretical contents).

- **Sequence of learning activities**. The activities also include the reading and study of the relevant issues or corresponding topics.

A well-structured **roadmap of learning activities** eases, with the necessary support and guidance, the required organization to achieve the established learning outcomes and the development of the related competences. **You have to establish what activities will be mandatory and which ones are merely to support and strengthen students' learning process** (these last ones may contribute to the global assessment or not).

It may also be convenient you enclose an **initial timetable** for carrying out the different activities. In this sense, numerous universities, including the Open University in UK, provide a weekly schedule to help students to keep planned and organized. The schedule can additionally be included in the calendar of the platform for better monitoring. This schedule provides students with guidance on the steps of the subject in which they should be working at each moment in order to achieve the planned objectives.

Explain with detail to your students the theoretical and practical activities that they must complete in the subject; offer them, if possible, a sequence of tasks or actions along with a prevision of dates -- they will thank you for this information, since it will help them to keep organized. Take into account distance study is compatible with the personal workload and avoid unnecessary face-to-face meetings, although this is compatible with scheduling (what they have to do, how, and when). Do not forget to include **basic instructions** for the corresponding **learning activities and practical proposals**; therefore, your students will be able to work and learn in an autonomous way, and you can assist students better.

2. Guidelines for the study of contents

The purpose of this section is to guide students during the course of the subject, replacing the face-to-face guidance given by the teaching team before explaining the subject's topics or starting a new activity. In order to standardize these guidelines for all students, it is important that the teaching team completes this work.

Next, it is presented a structure of support and guidance elements that are useful for students, for an organization by topics or thematic blocks. Although the different points of this section may vary and adjust to the peculiarities of each subject, it should contain similar elements to those mentioned below.

Elements for guidance and support

- **Introduction to the topic / thematic block.** In this section, you can inform students about the specific contents to be studied in each topic/block.

- **Learning outcomes.** We recommend describing the specific results that have to be achieved by the student after working with the content related to the thematic block.

- **Contextualization.** You can include information about the function of contents in the whole subject, and the relation of the contents with other subjects of the curriculum. It is also interesting to specify its contribution with its professional profile, so that students observe the relevance of the contents for their preparation. This information is motivating and meaningful for the student, who will understand in a better way the reasons for the inclusion of these contents on the program and the role they play.

- **Materials required for the study.** Report and comment briefly, on the basic and supplementary materials needed for the study of the contents of subject / block (and how to make effective use of them). You can include web links to associated multimedia materials, etc.

- **Specific guidelines for the study of the contents.** This section basically corresponds with the orientations that face-to-face teachers perform in class with their students, when they are working on a particular topic. In the case that the basic bibliography is not made by the teaching team (following the lines of development of bibliography for distance education), it will be even more convenient that you complement those aspects that are considered necessary for the subject but are not present in the basic material recommended for the preparation of the subject. These guidelines may include the following sections:

  - **Previous contents to be addressed** in order to study the basic contents with a better preparation.
  - **Fundamental contents** for the topic / thematic block.
  - **Contents of a greater difficulty**: explain students that the following contents may have a greater complexity and clarify those that may be developed in the basic bibliography, especially in the case of the textbooks prepared by the teaching team (you may include explanations, diagrams, mental and conceptual maps, additional graphics support, etc.).
  - **Learning strategies recommended.**
  - **Other elements** considered of interest.

- **Guidance on self-assessment exercises.** It is recommended to provide students with self-assessment exercises for the assimilation of contents, enabling them to monitor their own learning process. These exercises can be located in the virtual course as self-assessment tests, previous exams, etc. **The tests should have an answer key**, so that students can solve them. The platform allows you to enable the student to carry out these exercises in an automatic way, while recording its performance if desired. Ideally, you should also mention how to make a suitable use of these exercises, when to use them, etc.

- **Complementary activities.** You can propose a number of complementary activities. These activities can help students to build their knowledge or to develop practical skills in your subject, as well as help them to maintain the interest and motivation on the subject.

Focus the study of your students towards the most relevant aspects of your subject, and guide their attention towards the details which may enrich their knowledge. Highlight **the most difficult aspects and propose some ways to help them in order to acquire the corresponding competences**. Besides, do not forget to highlight the relationship between the contents of your subject and the activities that the professionals in the particular area perform. So, you will extend their points of view, and you will help them to increase their effort capacity and motivation. To sum up, **guide your students on how they should take advantage of what you have prepared for them in your subject, and do it with the intention of improving your distance learning and, hence, the learning of your students**, that is, those who have decided to put in your hands (our University) part of their training.

3. Guidelines to complete the activities' plan

The guidelines presented in this section must follow the activities proposed in the **plan activities** and in the **Distance evaluation assessments** of the subject.

The purpose of these guidelines is to provide clear instructions for conducting activities. It is advisable to include the following information:

- Activity objectives.
- Guidance for each phase of its implementation.
- Guidance on the use of the means and resources to carry it out.
- Estimated time of completion and delivery.
- Evaluation criteria.

Regarding this last aspect (*evaluation criteria*), it is important that students know in advance the **indicators that are going to evaluate their work** for each learning activity. Hence, it is desirable the elaboration of **templates or assessment protocols** that clearly report in advance on these indicators, facilitating also the specific criteria to determine the level of student's performance, from failure to excellence. Such templates are usually presented as **dual input matrixes,** also known as **evaluation rubric**. A **template or protocol assessment** (rubric) is, therefore, **a set of observable criteria used to determine the level of performance** that a student has during the completion of a task or learning activity (**see Annex VII**).

Templates or assessment protocols provide clarity, transparency, and quality evaluation. In addition to this, and a very important point for the successful development of continuous assessment, **these protocols allow the standardization of the evaluation process conducted by tutors, and provide formative information to students from the beginning of the subject,** because:

- They guide learning process towards the achievement of the criteria provided by the teaching team.
- They help students to self-assess their knowledge.
- Ease the autodetection of learning deficiencies.

4. Glossary

It is desirable to include a glossary of relevant terms for the subject, in the case that the basic bibliography does not provide it (especially in the case of books not written by the teaching team).

<div style="background-color:red; color:white; text-align:center; font-weight:bold;">

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<div style="background:red">**Annexes**</div>

Annex I. The European framework of qualifications and the Dublin indicators

It is interesting to know what are the levels of training required by the Decree Law for the degree (Dublin descriptors, *Qualifications European Framework, MECES*), which can be useful when writing learning outcomes of the subject. The MECES states we must ensure that every graduate has achieved certain levels of training when he/she obtains his/her degree. To develop learning outcomes, it may be useful to select which ones match your subject.
- Own and understand knowledge within a study area.
- Apply their knowledge.
- Develop and defend arguments.
- Solve problems within their field of study.
- Gather and interpret relevant data.
- Issue a judgement that includes reflection.
- Communicate information, ideas, problems and solutions.
- Present a high degree of autonomy.

Annex II. Difference between competences and learning outcomes

Competences and learning outcomes are NOT exactly the same. The competences are being developed throughout the learning process and learning outcomes are specific to each subject. Usually, the development of competences requires the integration of learning outcomes from different subjects. In order to help to conveniently differentiate competences and results, observe their main differences in the next tables.

Competences (Skills)	Learning Outcomes
Referred to the final Academic and Professional Profile that students must achieve.	Intentions and / or specific purposes to obtain in a subject.
They define the professional type to be achieved.	They refer to the particular results that the student must achieve a subject.
Broad generality range beyond scheduling.	They are concrete; they guide the scheduling of learning activities.
They are reached at end of the training degree.	They are reached at the end of the training process for a subject.
They encompass all dimensions of the person.	They guide the selection of contents and activities of a subject.
They can be cross-curricula.	They refer to a specific subject.
They integrate different objectives (knowledge, skills, attitudes, values, etc.).	The results are tightly related to knowledge, skills or attitudes.
A competency-based program is developed among	The results are exclusively developed by the teaching

several teaching teams from different subjects.	team of the subject.

Annex III. Generic competences' map of UNED

Areas	Competences
Autonomous and self-regulated management of the work	**Competences of management and scheduling** - Initiative and motivation - Scheduling and organization - Suitable handling of time **Higher cognitive competences** - Analysis and synthesis - Application of knowledge to practical work - Solving problems in new or little known environments - Creative thinking - Critical reasoning - Making decisions **Competences of quality and innovation management** - Tracking, monitoring, and assessment of our own work or work from others - Application of improvement rules - Capacity of innovation
Management of the communication and information processes	**Expression and communication competencies** - Writing communication and expression - Oral communication and expression - Other languages communication and expression (focusing on English) - Technological, scientific, mathematical communication and expression (when required and establishing different levels) **Competences in using the tools and resources of the Knowledge Society** - Competence in using TICs - Competence in searching for relevant information - Competence in managing and organizing the information - Competence in collecting data, handling databases and their interfaces
Team work	- Ability to coordinate with the work of others - Ability to negotiate effectively - Ability for the mediation and resolution of conflicts - Ability to coordinate working groups - Leadership (when determined appropriate in studies)
Ethical engagement	- Ethical commitment (e.g. carrying out work without plagiarism, etc.) - Professional Ethics (it includes a research ethic) - Democratic values (fundamental rights, equality, etc.)

Annex IV. Definition of learning outcomes

Below there is a table that includes the main cognitive competences in an increasing complexity order, as well as the associated indicators that can be observed and the type of verbs that allow describing the learning outcomes related to each one of them.

Competence	Indicators
Know	- Observe and remember information - Knowing data, events, places - Knowing the main ideas - Mastering a content *Key verbs:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, tag, name, etc.
Understand	- Understand information - Extract the meaning - Extrapolate knowledge to new contexts - Interpret facts, compare, contrast - Sort, group, infer causes - Predict consequences *Key verbs:* summarize, describe, interpret, contrast, predict, associate, distinguish, discriminate. estimate, differentiate, discuss, extend, etc.
Apply	- Make appropriate use of information - Use methods, concepts, and theories in new situations - Solve problems by using the required skills or knowledge *Key verbs:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, etc.
Analyze	- Discover patterns of information and data - Organize parts - Recognize hidden meanings - Identify components *Key verbs:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, etc.
Synthesize	- Use old ideas to create new ones - Generalize from given facts or data - Relate knowledge from different areas - Predict, extract conclusions *Key verbs:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite, modify, etc.
Assess	- Compare and discriminate between ideas - Assess the value of theories, presentations - Make decisions based on a reasoned argument - Check the value of evidence - Recognizing subjectivity *Key verbs:*

	assess, decide, order in rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Benjamin S. Bloom Taxonomy of Educational Objectives.
Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education.

Annex V. Methodologies, learning activities, and assessment

The table shows different methodological modalities that can be used. UNED requires the phases of Interaction between teacher and students (using the available media), and the autonomous work phases. This table describes the features of these modalities, their requirements, examples of learning activities, suitable assessment types, and how to develop them in UNED.

Methodology	Description	Learning activities	Assessment types	How to do them at UNED
Work with theoretical contents	Transmission of knowledge by the teacher or whoever he/she designates. Learning results are related to : Control of the contents of the subject. Development of the generic competencies related to: - cognitive skills (comprehension, analysis, synthesis, evaluation). - Oral and written expression. - search and organization of information. Allows working with large/medium groups of students. Do not require high interaction with	1. Assimilation of contents: - Read and study materials. - Listening and viewing audio-classes, video-classes and all sorts of multimedia contents. - Online or face-to-face conferences. 2. Activities with contents: Writing reports, essays, maps, (oral or written) presentations, debates, portfolios… 3. Activities with contents that can	Self-evaluation online tests. Continuous evaluation tests in the face tutoring. Evaluation of works: reports, essays, summaries, oral presentations, portfolios, contributions to the forums, … according to an evaluation procedure. Possibility of peer evaluation and self-evaluation of the works conducted, according to an evaluation procedure. Evaluation of attitudes (opinions, values, ...). Final evaluation tests (exams about the contents).	Preparation of materials corresponds to the teaching teams, in the same way as the preparation of activities. Contents are transmitted through the materials (printed and multimedia) and synchronous technologies (e.g. audio and video conference). The evaluation of online automatic assessments is performed through the platform. Tracking and continuous evaluation are essentially performed by tutors, both face-to-face and by means of the submission of works through the platform. The evaluation of oral presentations can be done face-to-face,

	teachers, if contents and guidelines are clear.	be performed in the environment of the tutorial group, which allow the stimulation and dynamization of the active and collaborative learning processes with the contents. ● Debates. ● Other techniques of group work that stimulate participation.		through online tutoring tools, or through audio/video conference system, along with the recording of presentations by students. The peer-evaluation and self-evaluation can be done face-to-face and online.
Development of practical activities	Put knowledge into practice. Development of methodological, technical and professional skills and know-how. Know how to apply contents and control practical know-how that contributes to the development of the professional competences. Allows the work with large groups in some cases, and may require smaller groups in some certain occasions (e.g. laboratory exercises) where the interaction with teachers is moderate.	Problem and exercises solving activities. Real or simulated laboratory work. Simulations. Preparation of reports, or technical or research projects.	Online self-evaluation tests (based on solving exercises or simulation works) with answers. Continuous evaluation tests (based on solving exercises or simulation works) in the face-to-face tutoring. Evaluation of the work performed: conducted exercises, practical assignments, reports, projects... according to an evaluation protocol. Final evaluation tests (exams with practical exercises).	The design of the materials and activities corresponds to the teaching team. The evaluation of online automatic tests is performed through the platform. Tracking and continuous evaluation corresponds mainly to the tutors, both face-to-face and through the submission of works in the platform. The evaluation of oral presentations can be done face-to-face, through online tutoring tools, or through audio/video conference system, along with the recording of presentations by students.

				The peer evaluation and self-evaluation can be done face-to-face and online.
Group work in workshops and seminars	Work in tutored groups, stimulating the active participation and the knowledge construction by the group. Learning outcomes are related to: Development of practical skills. Development of all the generic competences (e.g. the competences included in the map of UNED). Groups are small and have and stable structure, and there are high interactions.	There are different techniques for the group work, with different structuration and formality levels, and with different durations. ● Thematic seminars. ● Other techniques for group work that stimulate the participation. Learning activities that present a higher structuration and requirements: ● The case method. ● Problem based learning. ● Project based learning. All these techniques require different activities organized in sequences or phases, both individual and in groups.	Evaluation of the work performed: contributions, presentations, projects, *blogs*, *wikis*, etc. Evaluation of the functionality of the work group. Possibility of peer evaluation of the works performed and of the group functionality, as well as self-evaluation of students of their own performance. Possibility of the evaluation of attitudes (opinions, values, social skills). Evaluation protocols are required.	The design of the materials and activities corresponds to the teaching team. Tracking and continuous evaluation corresponds mainly to the tutors, both face-to-face and through the submission of works in the platform. The less formal group activities can be done both in the face-to-face tutoring and in the platform by using the forums and chats (setting participation periods). The more structured group activities can be performed face-to-face and online (these with a mixed functionality, both synchronous and asynchronous). Small groups can be assisted by the online tutoring tool. The evaluation of oral presentations can be done face-to-face, through online tutoring tools, or through audio/video conference system, along with the recording of presentations by students.

				The peer evaluation and self-evaluation can be done face-to-face and online.
Professional practices	Put into practice the generic and professional competences of the degree in real or simulated professional environments. Learning outcomes are related to the implementation of activities directly related to the profession in a controlled professional environment, along with the demonstration of the generic competences of the degree.	Activities of the profession, that allow testing the achievement of the generic and professional competences of the degree.	Evaluation of: ● Memories. ● Execution of professional activities in real or simulated environments. ● Portfolio. ● Diary. Evaluation of attitudes (opinions, values, social skills). Evaluation protocols are required.	Design corresponds to the teaching teach, with the help of the collaborative centers. Practices will take place in the collaborative centers or based on online simulation models. Practices will have a tutor and their evaluation will be performed by the teaching team.

Annex VI. Types of assessments

Next table presents different types of assessment. This can serve as a guide to establish the relationship of each mode and the type of learning outcomes of the subject.

Evaluation strategies	Learning outcomes	Learning outcomes	Learning outcomes
	Knowledge	Practical skills	Attitudes
Tests (true / false, multiple choice, matching items, maps, etc.)			
Short answer tests			
Long answer tests			
Oral tests (individual, group for presentation of activities...)			
Activities and projects, including web support, such as blogs, wikis...			
Reports			
Case Analysis			
Real or simulated tasks			
Self-evaluation systems (oral, written / individual, group)			
Attitude scales (to collect opinions, values, social and management skills, interaction behaviors)			
Observation techniques (registers, checklists....)			
Portfolio			
Calendar			

Adapted from De Miguel, M. (Dir) (2005). Teaching methods centered within the development of skills. Guidance for promoting the methodological change in European Higher Education Area. Curriculum and analysis aimed at improving the quality of higher education and University teaching activity. MECD.

The following table shows the different types of assessment and distribution of responsibility for evaluation (faculty, tutors, peer or automatic).

Continuous assessment	Students			Teaching team			
	Automatic	Self-evaluation	Peer	Tutors	Tutors-activities	Professionals	Faculty
Tests *(level checking)*	X						
Tests *(formative)*	X						
Problems *(formative)*		X	X	X			
Practical cases *(formative)*		X	X	X			
Essays *(formative)*		X	X	X			
Oral presentations *(formative)*		X	X	X			
Laboratory activities *(formative)*					X		
Real activities *(formative)*						X	
Tests *(face-to-face)*	X						
Problems *(face-to-face)*							X
Practicas cases *(face-to-face)*							X
Essays *(face-to-face)*							X

Annex VII. Elaboration of assessment protocols (rubrics)

Rubrics are templates or **assessment protocols**, which especially needed when evaluating learning activities not based on a simple test. They are very useful for both tutors and students, because they provide transparency and consistency to the assessment and guide the student towards what is expected of him or her, allowing his / her own self-assessment.

An evaluation protocol includes:
- **Indicators** (aspects or elements to be evaluated).
- **Performance levels** (rating scale from deficient levels to excellence levels, or from basic to advanced levels).
- **Description of the criteria** (results obtained at each level and for each indicator).

Steps to **develop an assessment protocol or rubric**:

1. It examines the learning outcomes you have set for the activity that students must perform.

2. It identifies observable indicators from the results you have set. What are the evidences of the results?, what do students need to show?, what do they have to know how to do?

3. It describes the different levels of performance for each indicator (from deficiency to the optimum level, or from a basic or beginner to a maximum level of development).

There are **two types of protocols or rubrics**, analytical and global. **Analytical rubrics** divide an activity in several observable indicators and criteria for each level of performance (from poor to excellent); it is very useful when it tries to assess processes. **Global or holistic rubrics** consider the task as a whole, and only describe the observable criteria for each level of performance, the poor to excellent (e.g. evaluation of a test). Next, we give an example matrix for each of these rubrics.

	Levels of execution					
Indicators	**0**	**1**	**2**	**3**	**4**	**Partial Total**
Criteria 1	Description					
Criteria 2						
Criteria 3						
Criteria n						
Final total						

Matrix example of analytical rubric

Execution level	Description of each level
5	Description
4	
3	
2	
1	
0	

Matrix example of global or holistic rubric

Rubrics are especially interesting for the evaluation of generic competences, and there are Internet programs like *Rubistar* for the development of rubrics.

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