

# CONTINGENCY PLAN FOR THE 2020/2021 ACADEMIC YEAR

Updated: 8 September 2020

## PURPOSE

Given the evolution of the health crisis triggered by the Covid-19 pandemic and considering that the gradual pace of the return to a “new normal” is likely to have notable effects on teaching throughout the 2020/2021 academic year in general and on the first term in particular, ESCI-UPF has drawn up this Contingency Plan for the 2020/2021 Academic Year setting out the main ways in which teaching may be affected.

The Contingency Plan’s main purpose is to ensure that teaching can get under way at the start of term and continue as smoothly as possible throughout this academic year.

## SCOPE

This Contingency Plan will be regularly updated in line with developments as the Covid-19 pandemic evolves, in accordance with public health and university authorities’ guidelines and recommendations.

Its main focus is on teaching activity during the first term in the 2020/2021 academic year, although it does also cover certain aspects of the second and third terms.

## BACKGROUND

This Contingency Plan is designed to replicate as far as possible the provisions of the 2020/2021 Contingency Plan for Managing Tuition drawn up by the UPF Vice-Rector’s Office on 29 April 2020, while also adapting them where necessary to ESCI-UPF’s specific needs and requirements.

## SCENARIOS

This plan considers two potential scenarios.

**SCENARIO 1: lockdown with social distancing measures but no mobility restrictions.** In this case, classrooms will not be used to full capacity, but in-person teaching could take place there with small groups of students. Online tuition would need to be used for large groups. The decision as to which subjects could be taught in person will be determined by the availability of classrooms.

**SCENARIO 2: strict lockdown with social distancing measures and mobility restrictions (as was the case at the end of the second term and for the whole third term in the 2019/2020 academic year).** In this case, strict mobility restrictions would make in-person teaching impossible to deliver in almost all cases. The only exceptions would be tutorials, seminars for a

few elective subjects with very students, and similar cases. Almost all teaching activity would be delivered online, including final exams.

Given that the first, more nuanced scenario is the more likely of the two to be in place for the first term of the academic year, this Contingency Plan centres on the need to deliver blended learning combining face-to-face teaching and online tuition, either alternately or in parallel.

## **ENROLMENT AND ACADEMIC CALENDAR FOR 2020/2021**

In the case of ESCI-UPF Bachelor's Degrees, the delay in holding PAU university entrance exams has had a knock-on effect on allocating university places and allowing new students to enrol. As a result, new students allocated their first place should enrol between 7 and 10 September 2020 for their first preference and between 21 and 23 September 2020 for other preferences, in accordance with the timetable set by the Catalan Government.

ESCI-UPF has decided to maintain the agreed academic calendar for the second, third and fourth terms of the Bachelor's Degree in International Business and Marketing (GNMI) and for the second and third terms of the Bachelor's Degree in Bioinformatics (BDBI). Classes will start on Monday 21 September 2020.

New students will spend their first week (from 21 to 25 September, except for Thursday 24 September, which is a public holiday in Barcelona) attending training activities and welcome sessions linked to their preparatory week. Classes for first-year GNMI and BDBI students will start on Monday 28 September 2020.

Current ESCI-UPF students should enrol on the following dates:

Year 1 (repeating students), Year 2 and Year 3:	22 to 27 July 2020
Year 4:	10 to 15 September 2020

ESCI-UPF has decided to maintain the agreed academic calendar for the MScIB. Introductory classes will be delivered online; the preparatory week will run from 21 to 25 October 2020; and classes will start on 28 September 2020.

## **WELCOME ACTIVITIES FOR NEW STUDENTS**

The provisions of ESCI-UPF's Strategic Plan include modifying the welcome activities and sessions for new students, in particular those coming to take the GNMI.

The fact that Year 1 students will start classes a week later than usual has given us the opportunity to rethink our approach to organising welcome activities.

Changes have been made in the following areas:

- » Start date
- » Duration
- » Number of hours of sessions and activities per day
- » Nature of teaching sessions
- » Nature of welcome activities
- » Forging closer ties and fostering a sense of belonging to the school

- » Introduction to the school
- » Means of communication

The following timetables set out the preparatory events, activities and sessions for both ESCI-UPF Bachelor's Degrees:

[Timetable 1. GNMI Preparatory Week](#)

[Timetable 2. BDBI Preparatory Week](#)

In addition, a [Mentoring Programme](#) has been set up to help new students settle in at the school.

All MScIB preparatory courses will be delivered online with the same learning outcomes and course load.

## INCREASED SUPPORT FROM TUTORS

Until we are able to return to normal, with a full range of in-person classes, ESCI-UPF will increase the number of tutorials for all students, with particular focus on new students.

All new Year 1 students will attend one tutorial session at the start of each term and another halfway through term (thus increasing the number of mandatory tutorials in Year 1 from four to six). In addition, tutors will be available to hold meetings as and when necessary in view of requirements in order to meet their students' needs.

Students in higher years will be kept up to date with their tutor's availability to deal with any queries or issues they might have and to offer any support they may need. Tutors' role in providing support to students and being there for them when needed has never been so important.

## IN-PERSON AND ONLINE TUITION

### GNMI FIRST TERM

Please note that the planned use of classrooms is based on the assumption that classrooms can be used at 50 per cent of capacity. This is a slightly more restrictive percentage than that set out in the recommendations of the Catalan Government's Directorate General for Universities, in accordance with the Territorial Civil Protection Plan (PROCICAT), to ensure a space of 2.5 m<sup>2</sup> per student and a safe distance of 1.5 m between students. In addition, face coverings should be worn by all students in class (unless this requirement is dropped at any point during the academic year).

**YEAR 1.** In-person classes are to be provided whenever possible, and Year 1 students are to be prioritised over all other year groups. In order to comply with the agreed health and safety measures, lectures will be given in the Conference Room and the largest classrooms available in the building. Weekly in-person seminars will be held in groups of approximately 30 students.

**YEAR 2.** Given that Year 2 GNMI classes are held in the afternoon, these classes will follow the same model as Year 1 morning classes: lectures will be given in the Conference Room and the

largest classrooms available in the building. Weekly in-person seminars will be held in groups of approximately 30 students.

Should there be a tightening of restrictions on the use of classrooms over the coming weeks, and bearing in mind that Year 1 students will be given priority for in-person tuition, lectures will be delivered remotely, while in-person seminars will remain in place.

**ELECTIVE SUBJECTS.** In Year 3 and Year 4, all first-term classes are for elective subjects. Class format will vary depending on the number of students enrolled for each subject. If classrooms can be used at 50 per cent of capacity, in-person lectures and seminars will be possible for almost all elective subjects, with the exception of the six most popular ones. For these six elective subjects, lectures will be delivered remotely, while in-person seminars will remain in place. The six elective subjects in question are:

- » International Negotiation
- » Advertising and Communication
- » International Retail
- » People Management
- » Public Relations and Customer Relationship Management
- » International Digital Marketing

## GNMI SECOND TERM

The public health situation should be monitored closely during the first term to see how circumstances evolve. If a move towards restoring in-person classes in full (albeit with the use of face coverings) proves not to be possible, the model followed for the first term will be repeated for the second term.

**YEAR 1.** In-person classes are to be provided whenever possible, and Year 1 students are to be prioritised over all other year groups.

**YEAR 2.** If social distancing measures are still in place and classrooms are limited to 50 per cent of capacity, in-person lectures will be held in the Conference Room (with both class groups at the same time if necessary) and in-person seminars will be held with groups of less than 30 students.

**YEAR 3.** If social distancing measures are still in place and classrooms are limited to 50 per cent of capacity, lectures will be delivered remotely, while in-person seminars will remain in place.

**YEAR 4.** If social distancing measures are still in place and classrooms are limited to 50 per cent of capacity, lectures will be delivered remotely, while in-person seminars will remain in place.

**ELECTIVE SUBJECTS.** Class format will vary depending on the number of students enrolled for each subject:

- » Elective subjects with 30 or fewer students per class group: in-person lectures and in-person seminars.

- » Elective subjects with more than 30 students per class group: remote lectures and in-person seminars.

### GNMI THIRD TERM

With any luck, by the third term the “new normal” situation will include holding in-person classes in full. In addition, there will be notably fewer students at ESCI-UPF during the third term, as Year 3 GNMI students will be doing their internship and there are very few international students taking GNMI or IBP subjects.

In addition, there are no elective subjects timetabled for the third term, which makes teaching considerably easier to organise.

Should the public health situation deteriorate to the extent that a new State of Emergency is declared in Spain or Catalonia, we will take the steps set out in the Contingency Plan for the third term in the 2019/2020 academic year.

Steps taken during the third term in the 2019/2020 academic year may have an impact on teaching during the third term in the 2020/2021 academic year in the following areas:

- » The number of students doing company internships (GNMI Year 3 and Year 4)
- » The number of students enrolled on third-term Year 4 GNMI subjects (many students will have already taken them)

In addition, the major economic downturn triggered by the Covid-19 pandemic will almost certainly make it harder for almost 200 students to find companies or organisations where they can do their internship. With this in mind:

- » Year 4 students should be given priority when allocating internships
- » It may be necessary to let Year 3 GNMI students enrol for third-term Year 4 subjects

### BDBI FIRST TERM

**Please note that the planned use of classrooms is based on the assumption that classrooms can be used at 50 per cent of capacity. This is a slightly more restrictive percentage than that set out in the recommendations of the Catalan Government’s Directorate General for Universities, in accordance with the Territorial Civil Protection Plan (PROCICAT), to ensure a space of 2.5 m<sup>2</sup> per student and a safe distance of 1.5 m between students. In addition, face coverings should be worn by all students in class (unless this requirement is dropped at any point during the academic year).**

**YEAR 1.** In-person classes are to be provided whenever possible, and Year 1 students are to be prioritised over Years 2 and 3. In order to comply with the agreed health and safety measures, lectures and seminars will be given in the largest classrooms available in the building, while keeping the same number of students per class group in both lectures and seminars.

**YEAR 2.** In order to comply with the agreed health and safety measures, lectures and seminars will be given in the largest classrooms available in the building, while keeping the same number of students per class group in both lectures and seminars. Should there be a tightening of restrictions on the use of classrooms over the coming weeks, and bearing in mind that Year 1

students will be given priority for in-person tuition, lectures will be delivered remotely, while in-person seminars will remain in place.

**YEAR 3.** In order to comply with the agreed health and safety measures, lectures and seminars will be given in the largest classrooms available in the building, while keeping the same number of students per class group in both lectures and seminars. Should there be a tightening of restrictions on the use of classrooms over the coming weeks, and bearing in mind that Year 1 students will be given priority for in-person tuition, lectures will be delivered remotely, while in-person seminars will remain in place.

### **BDBI SECOND TERM**

**YEAR 1.** In-person classes are to be provided whenever possible, and Year 1 students are to be prioritised over Years 2 and 3. In order to comply with the agreed health and safety measures, lectures and seminars will be given in the largest classrooms available in the building, while keeping the same number of students per class group in both lectures and seminars. Campus Mar classrooms will be used.

**YEAR 2.** In order to comply with the agreed health and safety measures, lectures and seminars will be given in the largest classrooms available in the building, while keeping the same number of students per class group in both lectures and seminars. Should there be a tightening of restrictions on the use of classrooms over the coming weeks, and bearing in mind that Year 1 students will be given priority for in-person tuition, lectures will be delivered remotely, while in-person seminars will remain in place. Campus Mar classrooms will be used.

**YEAR 3.** If possible, students will do their company internship in person at the company or organisation in question. Otherwise, they will do their internship remotely, as was the case for the 2019/2020 academic year.

### **BDBI THIRD TERM**

With any luck, by the third term the “new normal” situation will include holding in-person classes in full. Campus Mar classrooms will be used.

### **MScIB**

**Given the size of the MScIB cohort, and the number of international students, the school envisages having sufficient classroom space to comply with the recommendations of the Catalan Government’s Directorate General for Universities, in accordance with the Territorial Civil Protection Plan (PROCICAT), to ensure a space of 2.5 m<sup>2</sup> per student and a safe distance of 1.5 m between students.**

**FIRST TERM.** In-person classes are to be provided whenever possible. Some sessions will have to be streamed for international students unable to attend classes in person, as a result of difficulties in obtaining a visa, mobility restrictions or public health motives. Classes that have to be streamed will be held in the BSM Balmes building; classes that do not have to be streamed will be held on the Ciutadella Campus.

**SECOND TERM.** The public health situation should be monitored closely to see how circumstances evolve. If a move towards restoring in-person classes in full (albeit with the use of face coverings) proves not to be possible, the model followed for the first term will be repeated for the second term.

**THIRD TERM.** With any luck, by the third term the “new normal” situation will include holding in-person classes in full. Provided classes do not have to be streamed, they will be held on the Ciutadella Campus.

## TIMETABLES FOR IN-PERSON AND REMOTE LEARNING

### GNMI/BDBI

If in-person tuition is possible, with classrooms at 50 per cent of capacity, timetables have been adapted to take account of the availability of classrooms and the need to disinfect classrooms and communal areas whenever there is a changeover of students.

[Check timetables](#)

### MScIB

The MScIB timetable will remain unchanged, regardless of whether there is in-person tuition or remote learning.

## USE OF ROOMS AT ESCI-UPF

The weekly classroom timetable shows where BDBI and GNMI classes will be held with rooms at 50 per cent of capacity. It includes a minimum 15-minute break between classes to clean and disinfect classrooms whenever a room is to be used by a different group of students.

[Weekly classroom timetable with rooms at 50 per cent of capacity](#)

## IT RESOURCES FOR REMOTE LEARNING

Based on the procedures adopted during the third term of the 2019/2020 academic year, ESCI-UPF will continue to use a range of IT resources to help teachers deliver material effectively and to ensure students acquire the necessary competences and achieve the desired learning outcomes for each subject.

The following tools will be used for remote learning:

- » Intranet (Aul@-ESCI for ESCI-UPF Bachelor Degree courses and e-campus for ESCI-UPF Master’s Degree courses). Teachers have been urged to use these platforms to the full and have been trained in how to make best use of them.
- » Blackboard Collaborate
- » Kaltura
- » Google Suite, with particular emphasis on resources for holding video conferences: Hangouts and Google Meet
- » SPSS mobile licences

- » Zoom
- » Loom

## INFORMATION AND SUPPORT FOR TEACHING STAFF FOR THE 2020/2021 ACADEMIC YEAR

Once teaching plans for the 2020/2021 academic year were finalised in early June 2020, including which elective subjects would be offered and who would teach the various subjects on the course curriculum (following a March 2020 call for external lecturers to teach different areas of the GNMI and the MScIB programmes), the teaching staff were made aware of the provisions of the Contingency Plan and were sent the relevant documentation, including Teaching Plans and revised timetables.

Lecturers were told to prepare subjects in both in-person and online formats and to be ready to switch between formats during the course of the term, including the possibility of having to move all teaching online, if the public health situation should worsen.

Training sessions were held during the first fortnight in July 2020 to inform teaching staff of the latest remote learning recommendations. On 13 July Ingrid Sabaté and Vanessa Soria, from La Factoria+ at UPF, talked about how to implement these recommendations when teaching degree courses, and on 14 July there was additional training on how to make the most of Aul@-ESCI<sup>1</sup> for new members of the teaching staff, as well as anyone else who wished to attend, followed by a training session on how to use Blackboard Collaborate and Kaltura. In August and September 2020, training sessions for first-term MScIB teaching staff covered the use of streaming tools in the BSM Balnes building. The training programme also benefitted from the expertise of the Innovation in Teaching team at BSM.

## INVIGILATION OF REMOTE EXAMS

All exams that cannot be held in person (midterms, finals or retakes) will be held in accordance with the following system for remote exams:

### GNMI

- » Online proctoring software that blocks URLs and unauthorised resources will be used while exams are being taken. A decision will be taken as to whether to continue to use the same tool we used during the third term of the 2019/2020 academic year (Respondus) or to look for a market alternative.
- » Exams will be invigilated remotely using Google Meet on students' mobile devices.
- » There will be strict invigilation by full-time teaching and research staff at the school, with as many video surveillance sessions of students as necessary to ensure that no teacher has to invigilate a group of more than 30 students.

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<sup>1</sup> This Aul@-ESCI training will replace the usual training normally provided every September.



### **BDBI**

- » Exams will be invigilated remotely using Google Meet on students' mobile devices.
- » Whenever necessary, and depending on the subject in question, students will use the appropriate means to record themselves while they are taking their exam at their desk and will send their lecturer a link to the video.
- » Hangouts will be used to communicate with the group during exams.

### **MScIB**

- » A combination of timed open-book exams with Turnitin plagiarism detection service and Moodle tests will be used.
- » Hangouts will be used to communicate with the group during exams.

## **CHANGES TO COURSE CURRICULA AND/OR TEACHING PLANS**

In order to ensure key competences are acquired, learning outcomes are achieved and teaching quality is assured in all subjects for all courses taught at ESCI-UPF, regardless of the teaching model followed (in-person tuition, online learning or a combination of the two), the Teaching Plans for all degree courses should include the following text:

*"The competences, learning outcomes, forms of assessment and quality of the tuition process set out in this Teaching Plan will remain unchanged if, at any time during the academic year, it should prove necessary to replace in-person tuition by blended learning (a combination of in-person tuition and remote learning) or should the subject have to be delivered entirely online."*

The following guidelines aim to ensure that any changes to the Teaching Plans for the different subjects on the degree courses taught at ESCI-UPF receive the necessary authorisation from the competent bodies:

1. The heads of each degree course, with the support of the ESCI-UPF Head of Quality, should identify any necessary changes to the Teaching Plans for first-term subjects.
2. The ESCI-UPF Head of Quality will liaise with the Course Programming and Planning Office (OPPE) to determine whether the changes to the Teaching Plans will entail changes to the reports made by the Academic Planning Committee (COA) at UPF or whether they can be approved at ESCI-UPF level.
3. The ESCI-UPF Head of Quality will coordinate approval of the changes to the Teaching Plans by the corresponding competent body.
4. The head of each course, supported by the ESCI-UPF Head of Quality, will ensure that all changes to the teaching plans made as a result of the contingency plans drawn up to combat the public health emergency are duly recorded in the reports on the official degree courses taught by ESCI-UPF.

The following links provide access to the Teaching Plans for all subjects on the degree courses taught at ESCI-UPF:

[GNMI and BDBI Teaching Plans](#)

## MODIFICATIONS TO COMPANY INTERNSHIPS

### GNMI

#### BACKGROUND

The syllabus for the Bachelor's Degree in International Business and Marketing includes the mandatory subject Company Internship, worth 20 ECTS credits, which students take in the third term of Year 3. The subject report and Teaching Plan stipulate that during the three months of the third term, students should spend 450 of the 500 hours allocated to the subject on a full-time internship at a company or organisation with which ESCI-UPF has signed an educational cooperation agreement.

In fact, a number of students actually start their full-time internship before April, and there are also students who extend their internship on into the summer.

#### CURRENT SITUATION

Given the current state of affairs, since 14 March 2020, we have become aware of several situations that will affect the Company Internship subject during the 2020/2021 academic year:

1. Only 43 of the 103 students enrolled on the subject for the 2019/2020 academic year were able to do their internship as planned; the remaining 60 students have postponed their internship until the 2020/2021 academic year. This group of students will do their internship in their final year (Year 4), which should be borne in mind when prioritising students, given that they must have completed their internship before they can graduate.
2. For the 2020/2021 academic year, between 105 and 110 Year 3 students are envisaged to enrol for the Company Internship subject.
3. Taking the previous two points together, it is envisaged that some 170 students will enrol for the Company Internship subject in the 2020/2021 academic year.
4. Finally, the major economic downturn triggered by the Covid-19 pandemic will almost certainly make it harder for almost students to find companies or organisations where they can do their internship.

#### AIM

For students who enrol on the Company Internship subject during the 2020/2021 academic year, we aim to enable as many students as possible to successfully complete their internship. Priority will be given to Year 4 students. Effective alternative solutions will be offered to any students who are unable to do so.

#### PROPOSED CHANGES TO THE COMPANY INTERNSHIP TEACHING PLAN

**Overview.** The aim is to modify some of the requirements and assessment criteria for the Company Internship subject so as to enable as many students enrolled on the subject to take

and complete it as possible and to offer alternative solutions to those students who are unable to do so.

**Specific proposed changes:**

1. Recognise the hours that students have managed to work as an intern during the 2019/2020 academic year and transfer these hours to the Company Internship subject for the 2020/2021 academic year. In this case, subject assessment will cover both internship periods: in the 2019/2020 academic year and in the 2020/2021 academic year. Enrolment and assessment will be carried out during the 2020/2021 academic year.
2. Authorise students to start their internship at any time during the 2020/2021 academic year (for all students, at this exceptional time).
3. Provide students with the option to do their internship on a part-time basis at any time during the 2020/2021 academic year until they have worked the required number of hours.
4. Authorise students to do their internship outside the third term during the 2020/2021 academic year, if necessary. In this case, duly authorised students will following the dates on the academic calendar for the term in question.
5. Authorise students to do their internship either in person, remotely or as a combination of the two (as it remains unclear what lockdown and social distancing measures will be in place at any given time during the 2020/2021 academic year).
6. Any students who have not managed to complete the required number of hours set out in the Teaching Plan for the Company Internship subject in the 2019/2020 academic year should be authorised to substitute any hours due to be worked as an intern in a company with alternative work (to be specified in each specific case) that has a substantially similar workload to the remaining hours to be worked as an intern (up to a maximum of 50 of the stipulated 450 hours).
7. Allow Year 3 students enrolled on the GNMI Company Internship subject for the 2020/2021 academic year to cancel their enrolment at the start of the third term if they have not yet managed to find a company or organisation in which to do their internship (given the current economic situation) and instead enrol on one of the subjects for the third term of Year 4, except for the Bachelor's Degree Final Project TFG, even though some of these subjects do not meet UPF's academic progression requirements for degree courses. The idea would be for students who are unable to take the Company Internship subject in the 2020/2021 academic year to do so in the 2021/2022 academic year, while remaining academically active by taking a different subject in the meantime.
8. Allow Year 3 students who do not manage to do their internship during the 2020/2021 academic year to cancel their enrolment for the Company Internship subject for this year and enrol on it for the 2021/2022 academic year. In this case, the hours they have worked as an intern covered by the educational cooperation agreement for the 2020/2021 academic year would be transferred and count towards the total number of

hours required for the subject in the 2021/2022 academic year. In this case, students would build up internship hours in two academic years (2020/2021 and 2021/2022), but these hours would be included in the 2021/2022 academic year.

### **BDBI**

Given that BDBI mandatory internships can be supervised remotely (and were in fact done so in the 2019/2020 academic year), they will remain unaffected by any mobility restrictions in terms of both allocating places and actually doing the internship.

### **MScIB**

For the moment, while we await developments, including any difficulties that may arise during period of MScIB internships (June to December), no substantial changes are envisaged for this programme.

## **MODIFICATIONS TO THE BACHELOR'S DEGREE FINAL PROJECT (TFG)**

### **GNMI/BDBI**

#### **Modifications to the INDICATIONS FROM THE DIRECTOR OF THE ESCI-UPF INTERNATIONAL BUSINESS SCHOOL regarding the Bachelor's Degree Final Project for the 2020/2021 academic year**

These modifications aim to adapt teaching and assessment for the Bachelor's Degree Final Project at ESCI-UPF to an online environment should students be subject to another lockdown and/or find themselves in a different location for their internship.

1. Students may submit their Bachelor's Degree Final Project in digital format. The requirement to submit three printed copies will be replaced by a requirement to submit one printed copy at a later date, which will be added to their academic transcript.
2. All other documentation required as part of the Bachelor's Degree Final Project may also be submitted online.
3. Students may conduct their defence of their Bachelor's Degree Final Project online by means of a video conference. Panel members, timetables and contents will remain unchanged.

### **MScIB**

An appendix will be added to the Teaching Plan for the Master's Degree Final Project (TFM) for the MScIB at ESCI-UPF to include the possibility of doing and assessing the Master's Degree Final Project online if necessary. In particular, the two following points will be added:

1. Students may submit course documents and their Master's Degree Final Project in digital format.
2. Students may conduct their defence of their Bachelor's Degree Final Project online by means of a video conference. Panel members, timetables and contents will remain unchanged.

## INTERNATIONAL MOBILITY

### OUTGOING STUDENTS

These guidelines set out some of the envisaged actions to be carried out in response to various different scenarios that may arise before the start of the degree mobility programmes due to take place in the first term or semester of the 2020/2021 academic year.

Background:

- » As this second set of guidelines was being drawn up, there was still considerable uncertainty about what effects the Covid-19 pandemic would have in different geographical areas over the course of the months between July 2020 and February 2021 (the period when exchange programmes are to be carried out as part of the Erasmus+ programme and ESCI-UPF bilateral agreements).
- » Circumstances are liable to change in the space of a few days and the situation may be very different in different countries or even at different universities in the same country.
- » All nominations have been completed. Note: the University of Bologna's nominations deadline is due in May 2021.
- » The University of the Pacific cancelled its fall semester mobility programme on 14 April 2020.
- » Rather than cancelling their mobility programmes entirely, some universities may offer students an internationalised experience delivered either partially or wholly online, with students remaining at their own home. Final details of such arrangements will emerge over the coming weeks, or may appear suddenly just before the start of the exchange period, but will generally include the following aspects:
  - 1) Following courses at the host university remotely.
  - 2) Blended learning, combining remote learning with in-person tuition (which may involve a shortened exchange period at the host university).
- » All host universities have agreed to follow the recommendations of the public health authorities in their country.

As a result, different actions will be undertaken depending on whether (a) the mobility programme is cancelled by the host university or (b) the mobility programme goes ahead as planned (with in-person tuition, remote learning or a combination of the two).

Notes:

- » In case (a), there will be no student mobility whatsoever. The host university will be asked to transfer any unused places to the following edition. For some universities, this may mean transferring them to the following semester (in which case, they would not be available); other universities may transfer them to the following academic year (to be offered as part of the following edition for the 2021/2022 academic year).

- » In case (b), there may be some student mobility, in terms of both available places and students who already have an exchange place. This case breaks down into two further possibilities:
  - i) Students accept the mobility option in the format finally offered by the host university.
  - ii) Students turn down the mobility option in the format finally offered by the host university.

An additional secondary guideline covers the case of students who turn down the mobility option on offer for personal reasons before the host university has decided whether to cancel their mobility programme or to modify the format in which it will be delivered.

Note:

- ➔ Any students who turn down the offer of a place on a mobility programme will lose their place permanently and will not be able to transfer it to the following edition.

In addition, further scenarios arise depending on whether the student in question has (a) met all the requirements to graduate in the 2020/2021 academic year or (b) not met all the requirements to graduate in the 2020/2021 academic year.

## **ACTION PROTOCOLS FOR DIFFERENT POTENTIAL SCENARIOS**

### **SCENARIO 1**

The mobility programme is cancelled and the student in question has met all the requirements to graduate in the 2020/2021 academic year.

**ACTION:**

- » If the mobility programme is cancelled, in order for students to complete their elective credits, students will be allowed to enrol for elective subjects for the 2020/2021 academic year at the time the programme is cancelled (potentially subject to the availability of places on some subjects).

### **SCENARIO 2**

The mobility programme is cancelled and the student in question will not graduate in the 2020/2021 academic year.

**ACTION:**

- » If the mobility programme is cancelled, in order for students to make progress through their degree course, students will be allowed to enrol for elective subjects for the 2020/2021 academic year at the time the programme is cancelled (potentially subject to the availability of places on some subjects).
- » Students will also be allowed to enrol for the 2021/2022 academic year.
- » Students will be prioritised in the allocation process by means of an initial selection round based on their grade point average and language proficiency, limited to the students in question).

### SCENARIO 3

The mobility programme is not cancelled and is offered as in-person tuition, remote learning or a combination of the two (with the final format either as previously announced by the host university or as a last-minute response to changing circumstances). The student in question accepts and will graduate in the 2020/2021 academic year.

**ACTION:**

- » Students build up the credits they enrol for, study and pass via the final delivery format.
- » Students take up their place on a mobility programme, will complete their degree course and will not take part in any future editions of the programme.

### SCENARIO 4

The mobility programme is not cancelled and is offered as in-person tuition, remote learning or a combination of the two (with the final format either as previously announced by the host university or as a last-minute response to changing circumstances). The student in question accepts and will not graduate in the 2020/2021 academic year.

**ACTION:**

- » Students build up the credits they enrol for, study and pass via the final delivery format.
- » Students take up their place on a mobility programme but will not yet complete their degree course. They may take part in the 2021/2022 edition of the mobility programme, but will be allocated a place in the final round.

### SCENARIO 5

The mobility programme is not cancelled and is offered as in-person tuition, remote learning or a combination of the two (with the final format either as previously announced by the host university or as a last-minute response to changing circumstances). The student in question turns down a place and will graduate in the 2020/2021 academic year.

**ACTION:**

- » In order to complete their elective credits, students will be allowed to enrol for elective subjects at ESCI-UPF for the 2020/2021 academic year at the time they turn down their place on the programme (potentially subject to the availability of places on some subjects).
- » Students do not take up their place on a mobility programme, will complete their degree course and will not take part in any future editions of the programme.

## SCENARIO 6

The mobility programme is not cancelled and is offered as in-person tuition, remote learning or a combination of the two (with the final format either as previously announced by the host university or as a last-minute response to changing circumstances). The student in question turns down a place and will not graduate in the 2020/2021 academic year.

### ACTION:

- » In order to complete their elective credits, students will be allowed to enrol for elective subjects at ESCI-UPF for the 2020/2021 academic year at the time they turn down their place on the programme (potentially subject to the availability of places on some subjects).
- » Students do not take up their place on a mobility programme under the conditions on offer. They may take part in the 2021/2022 edition of the programme and will be allocated a place as normal (they will be neither given priority nor penalised).

## SECONDARY GUIDELINE

### SCENARIO 7

If for duly justified personal reasons the student in question turns down the mobility option on offer before the host university has decided whether to cancel their mobility programme or to modify the format in which it will be delivered, and the student has met all the requirements to graduate in the 2020/2021 academic year.

### ACTION:

- » In order to complete their elective credits, students will be allowed to enrol for elective subjects at ESCI-UPF for the 2020/2021 academic year at the time they turn down their place on the programme (potentially subject to the availability of places on some subjects).
- » Students who turn down a place on a mobility programme that has not been cancelled will lose their place permanently and will not be able to transfer it to the following edition. These students will complete their course and will not take part in any future editions of the programme.

### SCENARIO 8

If for duly justified personal reasons the student in question turns down the mobility option on offer before the host university has decided whether to cancel their mobility programme or to modify the format in which it will be delivered, and the student has not met all the requirements to graduate in the 2020/2021 academic year.

### ACTION:

- » If students turn down a place on the mobility programme, in order for them to complete their elective credits, students will be allowed to enrol for elective



subjects for the 2020/2021 academic year at the they turn down their place on the programme (potentially subject to the availability of places on some subjects).

- » Students who turn down a place on a mobility programme that has not been cancelled will lose their place permanently and will not be able to transfer it to the following edition. However, under these exceptional circumstances and conditional upon acceptance of their justification, they may be permitted to take part in the 2021/2022 edition of the programme and will be allocated a place as normal (they will be neither given priority nor penalised).

## **INCOMING STUDENTS**

### **FIRST TERM**

Under normal circumstances, different numbers of international students enrol on first-term and second-term subjects. Most international students who enrol on first-term subjects are exchange students, whereas those who enrol on second-term subjects tend to be visiting students. In the past, approximately 70 per cent of enrolments came from exchange students from partner universities worldwide who chose exclusively from ESCI-UPF courses. The remaining 30 per cent have been visiting students on the Education Abroad programme, mostly American students who take one subject (or two at most) from the range of subjects on offer.

Provisions of numbers of international students will depend on two issues:

- » Travel and mobility restrictions at the start of their period at ESCI-UPF (to be determined during the second fortnight in September)
- » Students' continued interest in taking part in the mobility programme in the light of developments and actions taken to combat the spread of the Covid-19 pandemic.

As far as the first issue is concerned, measures have been taken to ease restrictions on students joining the programme, including the following points:

- » The IBP programme, while keeping the same number of contact hours, will be shortened to under 90 days. The aim is to make it easier for non-EU students to take part without the need to apply for a student visa (envisaged start date: 28 September). This expands the period for provider agencies to receive applications and makes applications easier to process.
- » Conditions for other GNMI courses remain as set out in previous sections.

As far as the second issue is concerned, the measures set out in these guidelines are based on participation estimates made on 15 May. However, a number of participants have withdrawn from the programme in recent weeks.

As a result:

- » The IBP programme has been downsized from ten subjects and ten teaching groups to five subjects and five teaching groups. These five subjects were selected based on the following criteria:

- a. In terms of subject preferences, last year's exchange students took priority over visiting students.
- b. The most popular subjects last year were given greatest priority.

**The IBP programme will offer these five subjects:**

International Management (core subject)

Corporate Finance (elective subject)

New Trends in International Marketing (elective subject)

Consumer Behaviour (elective subject)

Cross-Cultural Management and Intercultural Communication (elective subject)

- » The IBP programme will be offered in two formats: remote learning (synchronous and asynchronous) and in-person tuition (with the possibility of switching to 100 per cent remote learning if so required by public health guidelines).
- » The programmed subjects will be taught in person in a single classroom specially equipped for this form of teaching in accordance with social distancing measures in force for all subjects taught at the university.

Students who have enrolled for subjects on regular degree programmes should read the previous sections in detail.

## **SECOND AND THIRD TERMS**

At the present time, the aim is to offer international students the full programme during the second and third terms. This decision will be reviewed during the first term of the 2020-2021 academic year in light of developments.

## **ECONOMIC MEASURES TAKEN BY ESCI-UPF**

Given the economic circumstances created by the public health emergency, ESCI-UPF management has implemented a series of measures designed to make it easier for students to pay their tuition fees for degree programmes taught at the school.

The following steps have been taken:

- » Students who postponed the start of their internship were reimbursed for their enrolment fees for third-term Year 4 subjects.
- » Documentation submitted as proof of a decrease in income when applying for a grant was adapted in light of the current situation.
- » Students could pay their tuition fees in three instalments without any surcharge.
- » Surcharges were removed for students enrolling to retake subjects and the previous surcharge for the first retake was applied to the second retake and the previous surcharge for the second retake was applied to the third retake.

- » Students could enrol for the 2020/2021 academic year even if they were not up to date with all payments of fees for the 2019/2020 academic year provided they could provide valid justification.
- » Students were reimbursed for any fees paid for issuing an academic certificate required by their host university if the host university later cancelled the mobility programme.

## PREVENTIVE HEALTH AND SAFETY MEASURES

In order to ensure the health and safety of the university community as a whole, ESCI-UPF management has taken a series of steps designed to smooth the path to the “new normal” situation at the school:

- » Constant cleaning and disinfection of all school facilities.
- » Facemasks purchased.
- » Hand sanitiser points set up in all classrooms, offices, corridors and communal areas in the school building.
- » Health and safety at work measures followed by all teaching and research staff and academic and service staff at ESCI-UPF.

## ENROLMENT MEASURES FOR NEW STUDENTS

Two possible scenarios are envisaged:

**SCENARIO 1: lockdown with social distancing measures but no mobility restrictions.** Five students at a time will be able to enrol in person at a specially equipped site. Students will be given a time and a place to enrol and are encouraged to come alone, although they may be accompanied by one other person if they so wish.

**SCENARIO 2: strict lockdown with social distancing measures and mobility restrictions (as was the case at the end of the second term and for the whole third term in the 2019/2020 academic year).** In this case, strict mobility restrictions would make in-person enrolment impossible. Students will be called to enrol remotely at online meetings with ESCI-UPF.

In either scenario, students will receive a welcome letter containing the name of their tutor and the names of members of the academic and service staff to contact with any administrative, management or logistics queries they may have (Noelia Puig and Ainhara del Pozo), as well as a Student Guide with key points to bear in mind.

## SUPPORT FOR ONLINE TUITION FOR THE 2020/2021 ACADEMIC YEAR

The Contingency Plan for the 2020/2021 academic year envisages the possibility that at any moment we may have to move to 100 per cent remote learning as the only means of delivery. As set out above, the school has provided resources and teacher training to ensure that any

shift from a blended model to a fully online format takes place as quickly and smoothly as possible in accordance with the following conditions for each programme:

- » **GNMI.** Almost 100 per cent in-person tuition, but with lectures for six elective subjects delivered online during the first term. The lecturers for these six subjects have received special training to deliver the course material remotely if necessary with optimal teacher-student interaction and have been equipped with the tools to assist students during an online learning process.
- » **BDBI.** Almost 100 per cent in-person tuition, unless a new lockdown is imposed.
- » **MScIB.** Option of both in-person and remote teaching and learning (synchronous and asynchronous).
- » **IBP.** Option of both in-person and remote teaching and learning (synchronous and asynchronous).

Based on the teaching and learning model initially designed for each programme, this online support plan aims to provide additional solutions in the following two scenarios:

- a) An increase in the number of students and lecturers who suddenly find themselves unable to attend in-person classes, given that the very nature of the Covid-19 pandemic makes this increase inevitable. ESCI-UPF guidelines already set out the steps to take with students who unexpectedly have to stop attending school for long periods of time (as a result of an accident, illness, etc.). In these cases, tutors play a key role in matching students' needs in these unforeseen circumstances with learning resources and teacher support. In addition, ESCI-UPF will also provide supply teachers to stand in for teaching staff who are absent as a result of prolonged illness (as was the case in the third term of the 2019/2020 academic year).
- b) A requirement to move all teaching online from the moment that public health and educational authorities rule that in-person tuition can no longer take place. In-person classes will also move online whenever a whole class group has to self-isolate.

As stipulated in the Contingency Plan, the whole ESCI-UPF university community (students and lecturers) were informed of the means of delivery for each subject (either in person or online) before the start of the enrolment period, based on information available at the end of July 2020,

## ASPECTS OF SUPPORT FOR ONLINE TUITION

Following the recommendations of the UPF Vice-Rector's Office for Managing Tuition, online support for all subjects on the different programmes offered by ESCI-UPF includes the following five core points:

1. **Efficient and effective channels of communication have been set up to enable regular, smooth interaction between students and teachers.** The main channels communication are:
  - » The forum for each subject on Aul@-ESCI or e-campus (MScIB)

- » Email
  - » Instant messaging system linked to student's university email account (Hangouts)
  - » Synchronous teaching sessions for both lectures and seminars
2. **Timetabled study plans are included as part of each subject's Teaching Plan.** Ever since they were first introduced, each subject's Teaching Plan sets out the contents, competences, learning outcomes and assessment tools taken, together with a detailed daily or weekly timetable. This timetable is reviewed every academic year to adapt it to the year in question and ensure 10 whole weeks of teaching per academic term, while taking into account when any public holidays and nonteaching days fall in any given year. The study plan contained in each Teaching Plan lets students identify the total time required for each subject, regardless of whether the subject is delivered in person, online or through a combination of the two.
  3. **All learning materials are available on the corresponding spaces for each subject on Aul@-ESCI or e-campus (MScIB).** Regardless of whether subjects are delivered in person, online or through a combination of the two, all the educational resources and teaching materials for each subject will be uploaded to the intranet. Lecturers are also encouraged to record and upload synchronous online classes for students to access at a later date.
  4. **Teachers will offer students increased support.** The Teaching Plan for each subject clearly sets out when and where lecturers will be available in person to deal with any queries students may have outside class. Given the current situation, students will be encouraged to make greater use of email and other forms of communication set out in Point 1. Should in-person consultation sessions have to be cut back or ruled out completely in light of public health recommendations, they will be replaced by individual or group online meetings on Google Meet.
  5. **Tutors will offer students increased support.** Students' tutors, as well as area and degree course coordinators, and the academic director for the master's degree programme, will offer increased support to students with two main aims in mind:
    - » Identify potentially problematic situations.
    - » Ensure the same degree of support is provided across the different subjects in each degree programme.

## ONLINE TUITION RECOMMENDATIONS FOR TEACHERS

- » Should public health and educational authorities recommend that all in-person tuition be moved online, ESCI-UPF will draw up a class timetable for each degree programme. The following points will be taken into account as far as possible:
  - A single lecture will cover various class groups, rather than one lecture for each group.
  - One seminar session will cover the whole class group, rather than two per group.

No changes are envisaged to the teaching sessions for the master's degree programme.

- » Remote learning may include a combination of both synchronous and asynchronous activities. ESCI-UPF recommends that teachers prepare asynchronous activities linked to the lectures for each subject for students to do at a convenient time before the synchronous lecture, which can then focus on resolving any queries, doing practical exercises, working on case studies, etc.
- » Teachers are recommended to use the following IT tools when preparing remote learning materials (for both synchronous and asynchronous activities): Collaborate, Kaltura and Google Meet.
- » Teachers are recommended to record synchronous sessions and upload them to Aul@-ESCI throughout the whole academic term so that students who were unable to connect at the time can access them at a later time.
- » Remote seminar sessions should be held synchronously. Teachers should upload any materials required (lists of exercises, case studies, etc.) to the aul@s in advance.
- » ESCI-UPF makes the following recommendations for audiovisual materials created for asynchronous sessions:
  - Videos should ideally be between 10 and 15 minutes long.
  - Each hour of in-person class should have an equivalent total time of 30 to 40 minutes in recorded video capsules.
- » ESCI-UPF makes the following recommendations for synchronous sessions:
  - Synchronous classes should last no longer than 40 minutes without a break. If the class is envisaged to last much longer than 40 minutes, it should be split into two parts with a break in between.
  - Regardless of the IT tool used to deliver classes (Collaborate, Google Meet or Kaltura), teachers should be in control of the audio of all members of the class group. Students' microphones should be muted and at regular intervals (every 15 to 20 minutes, for example) teachers should open up a round of questions and give students the opportunity to raise any queries they may have.
- » Should all teaching have to move online, international students will most likely have to access the subjects they have enrolled on from their home country. Teachers should bear international time zones in mind when setting deadlines for handing in assessable activities. Nonetheless, online lectures and seminars will be held in accordance with the agreed timetable.
- » Effective, efficient and smooth communication with students should be first and foremost at all times by means of the various channels of communication made available by the school, including email, subject forums and Google Meet. Teachers should always aim to reply to students' messages within 48 hours.

## ONLINE LEARNING RECOMMENDATIONS FOR STUDENTS

- » Complete the asynchronous activities by the deadline set by teachers.
- » Ensure you have a reliable, high-quality broadband connection to follow synchronous activities.
- » If your lesson timetable includes a mixture of in-person classes and remote sessions, you may not have enough time after an in-person class at school to get home to follow an online class from home. ESCI-UPF has therefore equipped a series of dedicated classrooms with the necessary tools for students to follow online classes. All classrooms at the school are laid out to comply with social distancing restrictions and are cleaned and disinfected between every class.
- » Keep in regular contact with your lecturers for all the subjects you are enrolled on.