RUBRICS TO ASSESS URV's TRANSVERSAL COMPETENCIES

Bachelor's degree

How to develop acquisition of CT1 at Bachelor's Level

CT1. Use information in a foreign language effectively.

The aim reflects the University's interest in facilitating the student's contact with the foreign language by encouraging the student to:
- read literature and undertake activities in English
- attend classes taught in English
- use English to write their Bachelor's Thesis
- undertake mobility visits

Bachelor's degree: CT2. Managing information and knowledge through the efficient use of IT

Name and surnames of the student: Subject: Evaluating lecturer:	Group:	Basic[1]	Medium	High	Very high
Digitalisation **RA1.** Students must be able to use tools to manage their own identity and activities in a digital environment.	Students can ☐ Use the software and IT tools they need for academic life. ☐ Use IT in a healthy and environmentally friendly fashion. ☐ Use data, devices and software in a security-conscious fashion. ☐ Be secure in their use of the communication process in a digital environment. ☐ Generate and manage their digital identity.	*Observations (optional)*			
Search **RA2**. Students must be able to search for and find information independently using criteria of reliability and relevance.	Students can ☐ Define the nature and the level of information they need. ☐ Identify sources of information from their knowledge area regardless of the format they are in. ☐ Carry out search procedures. ☐ Locate and obtain information. ☐ Assess the reliability of the information found.	*Observations (optional)*			
Organisation **RA3**. Students organise information with the appropriate tools (online or non-online) so that they can carry out their academic activities.	Students ☐ Are skilled in the use of tools for storing information. ☐ Can classify and organise information so that it can be used efficiently.	*Observations (optional)*			
Creation **RA4.** Students can honestly draw up information with the tools and formats appropriate to the communicative situation.	Students ☐ Draw up multimedia documents and materials for specific purposes. ☐ Create their own material by critically analysing information. ☐ Understand what plagiarism is and respect the intellectual property of others by citing, referencing and creating the bibliography.	*Observations (optional)*			
Sharing	Students ☐ Are familiar with the various tools for publishing content.	*Observations (optional)*			

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[1] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

RA5. Students can use IT tools to share and exchange information.	☐ Publish in information repositories. ☐ Use communication tools in a digital environment. ☐ Get to know online publishing tools.	
General observations (optional):		**Total score**

Rubric for evaluating CT2 in bachelor's degrees

DIGITALISATION
We evaluate the ability of students to manage their identity and activities in a digital environment, and their command of the available tools.
Software and tools. Students need to be able to carry out the basic tasks involved in managing IT tools: acquisition, installation, updating and removal of software, organisation and compression of folders and documents, and management of printers and memory. They must be able to install the programs required for academic activities either as software installed on the local drive or in the cloud. They can choose to have the vast majority of the software in the cloud. They can organise their files, and compress and uncompress them. They can install a printer and configure its basic parameters. They can connect a memory unit and use it. They can synchronise data between different devices and the cloud.
Health and the environment. Students need to be aware of the physical effects of prolonged use of computers and mobile devices, and be able to print draft copies in paper-saving mode (double-sided printing, two pages per sheet) when necessary. They can revise and correct, preferably, on PDF documents or with electronic comments. They take short breaks and regularly stretch during long sessions on the computer or other devices. When they print they are aware of the need to save ink and paper. They do not print when it is not necessary and prefer to create a PDF to make notes and comments, or use editing tools.
Secure data use. Students need to use a secure password (minimum length 8 characters, with letters and numbers, with no connection to their personal details) to access tools and services. Their work station needs to be equipped with an up-to-date antivirus. They need to make back-up copies of their work on the cloud or some other device. They need to be familiar with the file encryption used by the operating system and are aware of the loss of privacy involved when using some services on the cloud. They use a secure password that is different from their main one to access tools and services. They have an up-to-date antivirus and other tools to combat malicious software. They save back-up copies of their documents at least on some sort of external memory device. They can encrypt files and folders with the operating system (data they believe to be sensitive or at least realise that this possibility exists).
Secure communication. Students need to respect the institution and the community in their use of email and other IT tools. They should be aware of the risks involved in loss of confidentiality and identity fraud. They understand and apply the principles and basic rules of data security and protection, on both the personal and professional level.
Digital identity. Students need to have digital profiles in a variety of media and manage the content bearing in mind public impact and respect for other people and the institution. They have profiles on the social networks, and know how to use them, particularly in terms of privacy.
SEARCH
We evaluate the ability of students to search for and find information independently using criteria of reliability and relevance.
Nature and level. Students need to be able to specify the topic of their study and decide what information they need (type and scope).
Information sources. Students need to select a variety of information sources, the type of information (e.g. articles, books, chapters, websites, etc.) regardless of the format. They need to use information sources that are both general (e.g. Google Scholar, Dialnet) and specific to the topic and knowledge area, and be aware of their quality and reliability.

Search procedures. Students need to know the techniques for searching databases and information resources in general (Boolean operators, truncation, filters, etc.). They need to be able to use a variety of user interfaces and search engines.
Locating and obtaining. Students need to be able to appraise the information they have acquired, regardless of the format, so that they can draw up a final document (complete text). If necessary they also need to be able to use intermediary services (document supply services or interlibrary loan).
Reliability. Students need to be aware of the criteria by which to judge the quality of information (authorship, timeliness, objectivity, importance, scientific rigour and usability). They must be able to analyse whether the results obtained respond to their need for information and revise, if necessary, their search strategy. They need to be able to synthesise the information selected, contribute new concepts and relate them to other knowledge.
ORGANIZATION
We evaluate the ability of students to organise information with the appropriate tools (online or face-to-face) so that it can be retrieved and processed.
Storage. Students need to be able to store the information they find in consonance with the organisational structure of their study. The need to use the storage tools appropriate to the type of information (systems of folders, archives, storage tools on the cloud, social markers, etc.). They need to be familiar with bibliographic management tools to store the bibliography used.
Classification and organisation. Students need to use classification codes, indexes or key words (e.g. conceptual map software, etc.) designed to facilitate retrieval. They also need to prepare and structure the information to match the type of document: citation card, spreadsheet, etc.).
CREATION
We evaluate the ability of students to draw up information honestly with the tools and formats appropriate to the communicative situation.
Drafting. Students need to be able to draft a variety of multimedia documents and materials (audio, video, websites, etc.) that are suitable for purpose in both content and format, with a good command of the tools used.
Own production. Students need to be able to analyse information critically, and use it to create multimedia documents and materials.
Plagiarism. Students need to be able to use information without plagiarising. They have to cite and reference all the sources of information used. Likewise they have to be able to create a bibliography that contains all the information others will require to access the sources consulted.
SHARING
We evaluate the ability of students to share and exchange information using the information technologies.
Tools. Students need to be aware of the most suitable tools for particular information.
Repositories. Students need to be able to identify the most appropriate repositories for publishing open-access content.
Communication tools. Students need to be able to use the technological tools that are most appropriate for communication and collaboration.
Publication tools. Students need to be able to publish open-access content online (for example, wikis or blogs).

BACHELOR'S DEGREE: CT3. Solve problems critically, creatively and innovatively in a particular discipline

Name and surnames of the student: Subject: Group: Evaluating lecturer:		Basic^2	Medium	High	Very high
Understanding (10%) **RA1.** Students identify the situation as a problem in their discipline and are motivated to deal with it.	Students ☐ Can contextualise in the field. ☐ Show an awareness of the discipline. ☐ Can identify the problem. ☐ Are motivated.	*Observations (optional)*			
Analysis (15%) **RA2.** Students systematically divide the problem up into parts, identify the causes and apply their knowledge of the discipline.	Students ☐ Understand the different parts of the problem. ☐ Apply an appropriate and complete method of analysis. ☐ Collect information. ☐ Identify causes and the relations between parts. ☐ Prioritise and plan.	*Observations (optional)*			
Creativity (25%) **RA3.** Students design new solutions using the resources necessary to cope with problem	Students ☐ Formulate solutions and alternatives. ☐ Use the necessary resources. ☐ Take implementation into account.	*Observations (optional)*			
Innovation (25%) **RA4.** Students draw up realistic models with the specific details of the solutions proposed.	Students ☐ Make realistic proposals. ☐ Manage resources appropriately. ☐ Take possible limitations into account. ☐ Use simulation and prototyping.	*Observations (optional)*			
Evaluation (25%) **RA5.** Students reflect on the model proposed and are able to find limitations and propose improvements.	Students can ☐ Evaluate the implementation. ☐ Improve solutions with iterative processes. ☐ Take informed decisions and accept the consequences.	*Observations (optional)*			
General observations (optional):		**Total score**			

^{2} Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT3 in bachelor's degrees

UNDERSTANDING
Students identify the situation as a problem in their discipline and are motivated to deal with it.
Students can contextualise in the field. Students need to be able to frame the situation in the context of the field, identify the key aspects and organise what they know so that they can review the literature appropriately.
Students show an awareness of the discipline. Students need to be able to show the knowledge they have acquired and relate concepts.
Students can identify the problem. Students need to be able to recognise and describe the problem in terms of the needs detected and identify the objectives to be achieved.
Students are motivated. Students need to show interest and commit to solving the problem.
ANALYSIS
Students systematically divide the problem up into parts, identify the causes and apply their knowledge of the discipline.
Students understand the different parts of the problem. Students need to be able to clearly identify and understand the parts of the problem.
Students apply an appropriate and complete method of analysis. Students need to be able to use the proper tools to identify the causes of the various aspects of the problem. They also need to be able to plan the possibility of including innovative tools of analysis.
Students collect information. Students need to be able to identify the significant information and find methods for collecting it efficiently.
Students identify causes and the relations between parts. Students need to be capable of abstraction, understanding underlying causes and interpreting problems, and inter-relating them from various points of view.
Students prioritise and plan. Students need to be able to establish priorities so that they can plan a strategy to solve the problem.
CREATIVITY
Students design a new solution using the resources necessary to cope with the problem.
Students formulate solutions and alternatives. Students need to be able to consider creative alternatives that justify the novelty of the solution proposed and choose the appropriate methodology and tools.
Students use the necessary resources. Students need to be able to identify the resources available and select those that are necessary to carry out the proposal.
Students take implementation into account. Students need to be able to develop viable ideas that can be implemented in the future.
INNOVATION
Students draw up a realistic model with the specific details of the solution proposed
Students put forward a realistic proposal. Students need to be able to adapt ideas to particular cases so that they can be viably implemented.
Students manage the resources appropriately. Students need to be aware of the resources available and use them to maximum advantage.
Students take into account possible limitations. Students need to be able to consider the limitations (physical, financial, moral, legal, etc.).
Students use simulation and prototyping. Students need to be able to give their solution physical, manual or digital form.
EVALUATION
Students reflect on the model proposed and are able to find limitations and propose improvements.
Students can evaluate the implementation. Students need to be able to pause and critically reflect on the consequences of the model/prototype (should it be put into practice), bearing in mind the pros and contras (what it does and does not contribute to the solution).

Students improve the solution with an iterative process. Students need to be able to provide spontaneous improvements to the solution proposed through critical appraisal and not make do with the first proposal. Instead, they should go over and redo the whole creative process, or part of it, and, if necessary, review the solutions proposed in a repetitive process until an optimum solution is reached.

Students take informed decisions and accept the consequences. Students need to be able to decide to accept (and move on to the next phase) or reject the solutions proposed (and partially or totally redo the process). They need to be able to appraise proposals in terms of their previous experience or understanding of the discipline, and not on the basis of other criteria.

BACHELOR'S DEGREE: CT4. Work independently and as part of a team with responsibility and initiative

Name and surnames of the student: Subject: Group: Evaluating lecturer:		Basic[3]	Medium	High	Very high
Context (10%) **RA1.** Students identify their own role in the group and understand the objectives and tasks.	Students ☐ Clearly identify the group's objectives. ☐ Understand their own role within the group and the role of the other members of the group.	*Observations (optional)*			
Communication (20%) **RA2.** Students communicate and act within the group to facilitate cohesion and performance.	Students ☐ Exchange information, knowledge and experiences with other members of the group. ☐ Accept the points of view of others. ☐ Combine various opinions in the common opinion/decision.	*Observations (optional)*			
Commitment (30%) **RA3.** Students are committed to the group's tasks and agenda.	Students ☐ Give priority to the group's agenda rather than their own personal agenda. ☐ Accept and share the norms of the group. ☐ Carry out the tasks assigned in the time and the conditions agreed upon. ☐ Accept the group's results, successes and failures as their own.	*Observations (optional)*			
Collaboration (40%) **RA4.** Students must work with the group in a good atmosphere to solve problems.	Students ☐ Seek solutions to the team's problems. ☐ Positively deal with differences, disagreements and conflicts. ☐ Ask for and give help. ☐ Accept constructive criticism.	*Observations (optional)*			
General observations (optional):		**Total score**			

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[3] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT4 in bachelor's degrees

The main aim is to consolidate the team (group). The objective of the team is specific and clear. We indicate the wrong behaviour in blue to help students understand each of the learning outcomes.

CONTEXT
Students identify the group's objectives. Students know what they have to do within the group. They search for information to define the group's objectives.
Students understand their own role. Students identify the role they have to play in the group and also the role of the other members.
Students put their own personal objectives before those of the group.
COMMUNICATION
Students exchange information, knowledge and experiences with other members of the group. They communicate actively. (**Communicate**)
Students accept the points of view of others. Students engage in active listening. They respect the opinions of others. **(Listen)**
Students combine various opinions to take a common decision. Students are able to reflect the views of all the members of the group in a final opinion/decision that benefits the team.
Students criticise and ignore the decisions of the majority.
COMMITMENT
Students give priority to the group's agenda rather than their own personal agenda.
Students accept the norms. The group agrees to follow some working guidelines that are respected by all.
Students carry out the tasks assigned and their other duties in the time agreed on. They respect the deadlines agreed on by the team. The work they submit is complete, neat and tidy.
Students accept the group's results, successes and failures as their own
Students commit to their tasks and accept their responsibility.
COLLABORATION
Students seek solutions to any problems or stressful situations that the team might have. They encourage and generate a good working climate.
Students positively deal with differences, disagreements and conflicts. Students use negotiation to effectively solve conflicts. They seek situations that benefit the team.
Students ask for and give help. Students encourage communication in situations of conflict and are able to request and offer help.
Students accept constructive criticism. Criticism is made of the team's objectives and outcomes, not of people.
Students prefer to work by themselves.

BACHELOR'S DEGREE: CT5. Communicate information clearly and accurately to a variety of audiences. Oral communication

Name and surnames of the student: Subject: Evaluating lecturer:	Group:		Basic[4]	Medium	High	Very high
Non-verbal communication and use of the voice **RA1.** Students can use non-verbal communication and the expressive resources of the voice to make a good oral presentation.	☐ Confidence ☐ Prosody ☐ Gesture ☐ Use of the space available ☐ Dress	*Observations (optional)*				
Construction of the discourse **RA2.** Students can construct a discourse that is structured, clear, cohesive, rich and of the right length.	☐ Structure ☐ Clarity and precision ☐ Cohesion ☐ Richness ☐ Length	*Observations (optional)*				
Efficacy **RA3.** Students can produce a discourse that is appropriate to the communicative situation, consistent and persuasive, and effectively interact with the audience.	☐ Appropriateness ☐ Consistency ☐ Persuasion ☐ Interaction ☐ Supporting materials	*Observations (optional)*				
General observations (optional):			**Total score**			

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[4] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT5 in bachelor's degrees. Oral communication

NON-VERBAL COMMUNICATION AND USE OF THE VOICE
Students can use non-verbal communication and the expressive resources of the voice to make a good oral presentation.
Confidence. Students need to be able to control their nerves. That is to say, they must show that they are calm and in control, and able to make an assertive presentation.
Prosody. Students need to ensure that the prosody is appropriate. That is to say, the pace of the presentation is appropriate (with suitable pauses and silences), the intonation is varied and effective (so that the discourse is fluent and does not generate a sense of monotony), the intensity of the voice is appropriate to the context, and sounds are correctly vocalized and articulated (the audience can understand the discourse without making any extra effort).
Gesture. Students must use gesture naturally and effectively. That is to say, facial expression and hand gestures must match what is being said (with no exaggerations that can distract the audience), eye contact must communicate the attitudes of the speaker to the audience, and body posture and movement of the legs and arms must be appropriate to the communicative situation.
Use of the space available. The *mise-en-scène* and the use of the space available must be effective. That is to say, all movement must match the discourse and the communicative situation, and the technical and support aspects must be managed appropriately.

CONSTRUCTION OF THE DISCOURSE
Students can construct a discourse that is structured, clear, cohesive, rich and of the right length.
Structure. The discourse must be well structured. That is to say, it must be clearly ordered, follow a logical pattern, and contain all the necessary parts, with clear opening and closing sections.
Clarity and precision. Ideas must be expressed clearly and accurately. That is to say, they must be readily understandable and be presented with no ambiguity, and students must use precise vocabulary and the terminology of the discipline.
Cohesion. Cohesive devices must be used appropriately. That is to say, they must help to organize the discourse and give nuances, and sentences must be joined with the appropriate connectors.
Richness. Students must show that they have a broad and varied linguistic repertoire. That is to say, ideas are communicated with a variety of linguistic structures and expressive richness.

EFFICACY
Students can produce a discourse that is appropriate to the communicative situation, consistent and persuasive, and effectively interact with the audience.
Appropriateness. The discourse needs to be appropriate to the communicative situation. That is to say, it must match the communicative goal, the topic and the oral channel, and the degree of formality must match the context and the audience.
Consistency. The discourse must be consistent. That is to say, the topic must be well focused, the objective must be discussed critically and with solid arguments and the content must be relevant.
Persuasion. The discourse must catch the attention of the audience and persuade them. That is to say, it must be attractive and convincing, the delivery must keep their interest and help to empathize with the audience, and the style must be consistent throughout.
Interaction. Students must be able to interact effectively with the audience. That is to say, they must be able to involve the audience and make them take part, and answer quickly, thoroughly and confidently any questions that may be asked.
Supporting materials. All supporting materials (slides, photocopies, audios, etc.) must be good quality and effective. That is to say, they must be appropriate to the communicative situation, they must complement the discourse, they must be designed with a unity of style and be understandable to the audience, and they must not contain errors or too much information.

BACHELOR'S DEGREE: CT5. Communicate information clearly and accurately to a variety of audiences. Written communication

Name and surnames of the student: Subject: Group: Evaluating lecturer:		**Basic**[5]	**Medium**	**High**	**Very high**
Quality RA1. Students can produce a quality text, with no grammatical or spelling errors. They know how a text should be formally presented, and make appropriate and consistent use of formal and bibliographic conventions.	☐ Presentation ☐ Bibliographic description ☐ Visual representations ☐ Accuracy ☐ Formal conventions	*Observations (optional)*			
Construction of the discourse RA2. Students can construct texts that are structured, clear, cohesive, varied and of the appropriate length.	☐ Structure ☐ Clarity ☐ Cohesion ☐ Variety ☐ Length	*Observations (optional)*			
Efficacy RA3. Students produce texts that are appropriate to the communicative situation, consistent and persuasive.	☐ Appropriateness ☐ Forcefulness ☐ Persuasion	*Observations (optional)*			
General observations (optional):		**Total score**			

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[5] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT5 in bachelor's degrees. Written communication

QUALITY
Students can produce a quality text, with no grammatical or spelling errors. They know how a text should be formally presented, and make appropriate and consistent use of formal and bibliographic conventions.
Presentation. Documents need to be well formatted and structured. That is to say, they should be correctly presented, the format should help readers to understand the text (margins, spacing, font type, paragraphing, page numbering, etc.), sections should be clear and understandable, and the headings and subheadings should be numbered and styled.
Bibliographical description. Documents need to make appropriate and consistent reference to the bibliography. That is to say, writers should use a bibliographic reference system that cites works in the appropriate way and structures the bibliography correctly.
Visual representations. Visuals (illustrations, graphs, charts, tables, formulas, etc) need to be represented with care. That is to say, they must be numbered and have a title so that they can be located, they must be understandable and typographically consistent. Footnotes need to be relevant and numbered correlatively.
Accuracy. Students need to be able to write texts that are correct in grammatical and orthographic terms. That is to say, they language in accordance with language norms and avoid spelling errors, morphosyntactic errors, lexical errors and typos.
Formal conventions. Students need to be able to use formal conventions (upper and lower case, abbreviations, font type, words in other languages, etc.).
CONSTRUCTION OF THE DISCOURSE
Students can construct texts that are structured, clear, cohesive, varied and of the appropriate length.
Structure. Documents need to be well structured. That is to say, they have a clear order and logical flow, they have all the required parts (with an introduction and a closing section) and the paragraphs are distributed appropriately.
Clarity. Ideas need to be expressed clearly and precisely. That is to say, they need to be understandable and presented unambiguously. Students should be accurate in their use of the lexis and terminology of the discipline.
Cohesion. Cohesive devices need to be used appropriately. That is to say, punctuation must be correct and help readers to understand the text, and connections between sentences should be appropriate (pronouns, agreement, etc.).
Variety. The linguistic repertoire should be wide and varied. That is to say, ideas need to be expressed with a variety of language structures and expressive richness.
EFFICACY
Students produce texts that are appropriate to the communicative situation, consistent and persuasive.
Appropriateness. Students need to be able to write texts that are appropriate to the communicative situation. That is to say, their texts need to be suited to the reason for communication, the topic and the channel, and the level of formality should fit the context.
Forcefulness. Texts need to be forceful. That is to say, the topic needs to be well focused, the announced aim needs to be discussed critically and with solid arguments, and the content needs to be relevant.
Persuasion. Texts need to attract readers' attention and persuade them. That is to say, they need to be attractive, convincing and interesting.

BACHELOR'S DEGREE: CT6. Identify the learning process and the academic or job/professional focus

Name and surnames of the student: Subject: Group: Evaluating lecturer:		Basic[6]	Medium	High	Very high
Self-awareness **RA1.** Students become more aware of their own academic or career/professional future.	Students ☐ Identify their academic and professional motivations. ☐ Explain their expectations and define their priorities. ☐ Assess their strong and weak points.	*Observations (optional)*			
Learning **RA2**. Students identify their own learning process.	Students ☐ Analyse the learning process they have undertaken. ☐ Identify needs and opportunities for lifelong learning. ☐ Construct professional attitudes.	*Observations (optional)*			
Environment **RA3.** Students analyse the job or professional prospects in their area of study.	Students ☐ Explore career opportunities in their area of study (key competencies, functions, requirements, opportunities). ☐ Become aware of the professional opportunities in their area of study. ☐ Appraise the professional opportunities in their area of study.	*Observations (optional)*			
Courses of action **RA4.** Students design academic and career-oriented or professional courses of action.	Students ☐ Define their academic and professional objectives. ☐ Know how to use the various services provided by the URV for academic and professional purposes. ☐ Determine a particular course of action.	*Observations (optional)*			
General observations (optional):		**Total score**			

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[6] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT6 in bachelor's degrees

SELF-AWARENESS
Students need to be able to reflect on their personal and professional awareness, particularly to understand the reasons why they have chosen their speciality and their degree course, and to understand where they want to go professionally speaking and what their weak and strong points are.
Motivations. Students need to be able to explain why they have chosen a particular degree course. They need to be able to understand what a job must be like in their area of knowledge to want to do it and feel satisfied.
Expectations and priorities. Students need to be able to explain what they hope to get out of the degree course, what parts of it they believe to be important for their professional life and how studying will help them reach their goals.
Strong and weak points. Students must be able to state what aspects (capacities, competencies, abilities, personality features, knowledge, work/professional experience, etc.) will help them to achieve their academic and professional objectives, and what they still have to learn or improve.
LEARNING
Students need to be able to analyse and manage their own process of acquiring competencies (knowledge, abilities and attitudes) in a professional way.
Learning process. Students need to be able to reflect about how they learn and how they are developing. That is to say, they need to be able to assess the factors and strategies that facilitate their learning.
Needs and opportunities. Students need to be able to analyse their own capacities and competencies, identify the shortcomings of their own education and the aspects or areas that can be improved.
Professional attitude. Students need to adopt attitudes that are valued in the academic and professional environment such as punctuality, commitment and working carefully, respect for colleagues, professional ethics (depending on the discipline in which they have been trained). That is to say, students must be aware of the academic and professional environment and be able to respond and act appropriately.
ENVIRONMENT
Students need to take an interest in the job market in their area of study, particularly the professional opportunities that are best suited to employability in the field.
Job market. Students need to master the tools and sources of information about the job market in their field of study.
Professional opportunities. Students need to be aware of the professional opportunities in their field of study, the latest trends and developments.
Employability. Students need to be aware of the general abilities they have acquired during their training and understand how they help them to be successful in the job market.
COURSES OF ACTION
Students need to be able to define academic and professional objectives, use the services, resources and tools provided by the URV and plan and put into practice a specific course of action.
Objectives. Students need to be able to set short- and long-term academic and professional goals both in terms of training –curricular and extra-curricular – and in terms of the job market and improving their employability.
Services, resources and tools. Students need to be aware of the tools that the University provides to help them improve their academic and professional performance. (The aim is to make students aware of the services provided by the URV and how to find them, not assess their use.)
Courses of action. Students need to be able to define a course of action that will allow them to achieve their academic and professional goals.

BACHELOR'S DEGREE: CT7. Apply ethical principles and social responsibility as a citizen and a professional

Name and surnames of the student: Subject: Evaluating lecturer:	Group:		Basic[7]	Medium	High	Very high
Equality **RA1.** Students must be able to understand the inequalities and the discrimination that occur between women and men and understand the reasons that account for them.	☐ Students can identify the main inequalities and discriminations. ☐ Students understand the causes and the effects of these inequalities and discriminations. ☐ Students are familiar with the legislation on equality issues.		*Observations (optional)*			
Environment **RA2.** Students must be able to identify the major environmental problems.	☐ Students understand the concept of sustainable development. ☐ Students understand the concept of environment. ☐ Students can analyse the causes and consequences of environmental problems. ☐ Students include environmental issues in their arguments, production, and decisions.		*Observations (optional)*			
Social responsibility as a citizen **RA3.** Students must be able to recognise and reflect on social needs and problems and get involved in improving the community.	☐ Students understand and recognise the social, cultural, and environmental needs and problems of the environment. ☐ Students understand that they have a responsibility in the social, cultural, and environmental needs and problems of the environment. ☐ Students respect the laws and regulations governing their most immediate environment. ☐ Students are involved[8] in activities for social, cultural and environmental improvement.		*Observations (optional)*			

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[7] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

[8] This element is key. It must be kept. If students are not involved, they will not be awarded the best grades.

Ethics **RA4.** Students must be able to recognise the ethical and deontological concepts in their field of expertise, show an ability for criticism and dialogue, and respect the rules and regulations that members of the university community must abide by.	☐ Students recognise the ethical and deontological concepts of their field of expertise. ☐ Students have a capacity for critical reflection. ☐ Students can take part in constructive discussions to contribute to understanding. ☐ Students respect and make responsible use of the regulations. ☐ Students are aware of the consequences of their own decisions.	*Observations (optional)*	
General observations (optional):		**Total score**	

Rubric for evaluating CT7 in bachelor's degrees

EQUALITY
We assess students on their understanding of the inequalities and the discrimination between women and men and the reasons that account for them.
Inequalities and discrimination. Students need to able to identify the main inequalities and discrimination that affects both men and women for gender reason, especially in the professional field of their programme of study.
Women are the object of a wide variety of inequalities and discrimination which can depend on age and country, but what they have in common is that they define a society in which women occupy the positions of least social value. For example, fewer women than men are in employment and more are unemployed; fewer women than women occupy positions where important collective decisions are taken (parliaments, governments or other structures of participation and political representation); women are more likely to be the victims of violence than men; the causes of death for men and women are different and not treated in the same way. These situations, however are avoidable and modifiable.
Causes and effects. Students need to be able to understand the causes and the effects of these inequalities and discriminations in their field of study and future profession, as well as the impact they have on society.
The differences mentioned are the result of women being discriminated against for their gender. This discrimination is rooted in the dominant patriarchal society, here and all over the world. The form patriarchies take will depend on the time and place, but they all accept as natural and inevitable some sort of sexual division of labour that assigns women with tasks that are largely subordinate to those assigned to men, which are recognised as being more socially and economically valuable.
Legislation. Students need to be familiar with the general and specific legislation in their field of study on equality issues between women and men, as well as with the main equality policies that can be implemented in their future professional field.

For example, students have to be aware of equal opportunity policies, positive action and policies based on gender transversality. These policies have been implemented by the European Union and other international organisations that have generated laws and regulations to encourage the removal of activities that restrict the freedom of women and which imposes a model in which they are subordinate to men.

ENVIRONMENT

We assess students' ability to identify the major environmental problems and discuss their consequences.

Sustainable development. Students need to understand the concept of sustainable development.

Development must be understood as the improvement in the living conditions of the whole of the population of the planet and the sustainability of this development must be founded on social equity, economic viability and the protection of the natural environment.

Environment. Students need to understand the concept of environment and the considerable interaction between all of the elements of which it consists.

The environment is made up of elements from the physical and biological environment, as well as social and cultural issues associated with human beings. All in all it is a complex network of interactions between all these elements, which make the environment extremely dynamic and changeable.

Problems and consequences. Students need to be able to analyse the causes and consequences of the major environmental problems in the context of their field of study

Our socio-economic activity generates environmental impacts (some of which are clear and direct, while others are indirect) that affect the element that receives the impact (air, water, plants, etc.) to a greater or lesser extent, and also the system as a whole and, therefore, the welfare and health of human groups.

Environmental perspective. Students need to be able to include environmental issues in their arguments, production and decisions.

Students must show that they are sensitive to environmental issues: they must be able to describe the possible consequences of their actions/decisions, assess their extent, and defend their final decision (what option they choose and why).

SOCIAL RESPONSIBILITY

We assess students' ability to recognise and reflect on social needs and problems, and get involved in improving the community.

Social needs and problems. Students need to understand and recognise the social, cultural, and environmental needs and problems of the environment, emphasizing discrimination on the grounds of origin, religion, ethnicity, functional diversity, and any other reason for discrimination.

They need to be able to detect the important limitations on comprehensive development for both the individual and the community.

Responsibility. Students need to reflect on their responsibility in the social, cultural and environmental needs and problems of the environment.

They need to be aware of their role as citizens and professionals in causing maintaining and overcoming the limitations on the comprehensive development of people and the community.

Laws and regulations. Students respect the laws and regulations governing their most immediate environment.

They must understand and respect their rights and duties as students, citizens and future professionals.

Implication. Students need to be involved in activities for social, cultural and environmental improvement

To the extent of their resources and abilities, students must take part in finding solutions to social, cultural and environmental problems.

ETHICS

We assess students on their ability to recognise the ethical and deontological concepts in their field of expertise, to show an ability for criticism and dialogue, and to respect the rules and regulations that members of the university community must abide by.

Ethics and deontology. Students need to be able to recognise the ethical and deontological concepts of their field of expertise.

They must be able to recognise and identify aspects of ethical behaviour in their knowledge area and understand the deontological code of their future profession should it have one.

Capacity for critical reflection. Students must have the capacity to critically reflect on what they produce, to critically assess information, and justify and defend their own opinions.
They must be able to give arguments and make constructive criticism on the basis of processes of reflection.
Constructive dialogue. Students must be able to take part in constructive discussions to contribute to understanding and solving problems by listening to, respecting and recognising other opinions.
In activities such as debates they must be able to discuss issues constructively with others, listen, respect and respond to other opinions and defend their own.
Regulations. Students must respect and make responsible use of the regulations that affect them as members of the university community.
Students must respect the regulations on such issues as copying work, respect for others in the classrooms, intellectual property rights, etc.
Decisions. Students must be aware of the consequences of their decisions and actions on other people and the environment.
They must be aware that their actions affect other people and their environment. For example, they must make responsible use of university facilities and shared material, they must behave appropriately in all situations and contexts, they must respect timetables and deadlines, agreements and commitments.

Master's degree

MASTER's DEGREE: CT1. Become sufficiently independent to work on research projects and scientific or technological collaborations within their thematic area

Name and surnames of the student: Subject: Group: Evaluating lecturer:		Basic[9]	Medium	High	Very high
Process (20-40%) **RA1.** Students use an autonomous, organized and scientific approach to planning and carrying out their study	Students ☐ **Plan** their time and manage the tasks. ☐ Show a proactive **attitude** to the project. ☐ **Search for information**. ☐ Can state the **problem**. ☐ Follow a **methodology and carry out field work**. ☐ State **results and conclusions.** ☐ Can assess their own learning.	*Observations (optional)*			
Report (10-20%) **RA2.** Students generate a scientific document in terms of structure and content.	Students ☐ Apply the **formal aspects of written communication**. ☐ Give their documents a clear **structure**. ☐ Can describe the **problem**. ☐ Use the appropriate **methodology**. ☐ Can write **results and conclusions**. ☐ Can list the **bibliography** using the appropriate citation norms. ☐ **Visibility** (if appropriate).	*Observations (optional)*			
Defence (30-50%) **RA3.** Students present and defend their work (in front of an examination panel in the case of the master's degree thesis)	Students ☐ Apply the **formal aspects of oral communication**. ☐ Are capable of presenting the finished project with adequate command.	*Observations (optional)*			
General remarks (optional): in accordance with the scientific level expected for their area of knowledge.			Total score		

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[9] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT1 in bachelor's degrees

PROCESS
Planning: time management and task planning Students • Have engaged in initial planning. • Have followed the plan established. • Have adapted to unexpected changes.
Attitude to the project Students • Work responsibly. • Have responded to their tutor's recommendations. • Have initiative. • Know how to find help: they have gotten in touch with other agents if it has been necessary to carry out the work.
Search for bibliographic information with scientific criteria Students can • Search for and find information autonomously using criteria of importance, reliability and relevance, and which is useful for creating knowledge. • Organise the information using the most appropriate tools (online and face-to-face) so that it can be updated, recovered and processed, and re-used in future projects.
Stating the **research problem** Students can • Clearly define the purpose of the work and specify the objectives to be achieved. • Understand the context, scope and interest of the problem to be studied and relate it to the bibliographic search they have done previously. • State relevant research questions and/or hypotheses that they wish to solve.
Methodology and field work Students • Can choose and/or acquire methodological tools and data sources. • Learn which methodologies to use. • Collect data in the appropriate fashion.
Results and conclusions Students can • Analyse data. • Correctly interpret results. • Relate the results to the literature. • Draw conclusions.

• Make contributions to their knowledge area (originality, topicality, etc.)

Self-assessment

Students can
- Appraise their strong and weak points.
- Act responsibly and ethically at work.
- Consider the suggestions and recommendations of others (learn from others).

REPORT

Formal aspects of **written communication**

Students can
- Produce quality texts, which have no grammar or spelling mistakes, are correctly structured and make appropriate and consistent use of formal and bibliographic conventions
- Construct texts that are structured, clear, cohesive, rich and of the right length, that can transmit complex ideas.
- Draw up texts that are appropriate to the communicative situation, consistent and persuasive, that can transmit complex ideas.

Structure
- Students' texts are structured in accordance with the requirements of the knowledge area.
- Each section will have the formal content/features that the discipline requires (each discipline will have its own guide to the structure of a report [pending]).).

Research problem

Students can
- Clearly define the purpose of the work and specify the objectives to be achieved.
- Understand the context, scope and interest of the problem to be studied and relate it to the bibliographic search they have done previously.
- State relevant research questions and/or hypotheses that they wish to solve.

Methodology

Students
- Clearly describe the methodology (thus facilitating replication, if necessary).
- Justify their choice of methodology.
- Carry out the methodology with the rigour required by the knowledge area.

Results and conclusions

Students can
- Analyse the data correctly.
- Present and organise the results.
- Discuss and interpret the results logically and coherently.
- Place the results in the context of the literature.
- Point out the contribution that the study makes.
- Draw conclusions on the basis of the results. Avoid speculation.

Bibliography

Students
- Include all the bibliography used.
- Use the citation style appropriate to the knowledge area for both bibliographic references and citations within the text.

Visibility (optional / if appropriate)
• Use IT to share and exchange the results of academic and scientific projects in interdisciplinary projects that lead to knowledge transfer.
DEFENCE

Formal aspects of **oral communication**
Students can
    • Use non-verbal communication and the expressive resources of the voice to make a good oral intervention.
    • Construct discourses that are structured, clear, cohesive, rich and of the right length.
    • Produce discourses that are appropriate to the communicative situation, consistent and persuasive, and interact effectively with their audience.

Command
Students
    • Show that they have a knowledge of the subject.
    • Respond appropriately to the questions raised and reason their answers.

Master's degree: CT2. Forming opinions on the basis of the efficient management and use of information

Name and surnames of the student: Subject: Evaluating lecturer:	Group:	Basic[10]	Medium	High	Very high
Digitalisation **RA1.** Students must be able to use tools to manage their own identity and activities in a digital environment, and a scientific and academic context.	Students can ☐ Use the software and IT tools they need for academic life. ☐ Use IT in a healthy and environmentally friendly fashion. ☐ Use data, devices and software in a security-conscious fashion. ☐ Be secure in their use of the communication process in a digital environment. ☐ Generate and manage their digital identity for their professional development	*Observations (optional)*			
Search **RA2**. Students must be able to search for and find information independently using criteria of reliability and relevance, and which can be used to create knowledge.	Students can ☐ Define the nature and the level of information they need. ☐ Identify sources of information from their knowledge area regardless of the format they are in. ☐ Select the search environment (online or not) most appropriate to their needs. ☐ Use the procedures to make advanced searches. ☐ Locate and obtain information. ☐ Assess the reliability of the information found. ☐ Use scientific criteria to assess the usefulness of the information for developing their own arguments.	*Observations (optional)*			
Organisation **RA3**. Students organise information with the appropriate tools (online or non-online) to guarantee that it can be updated, retrieved and processed for use in future projects.	Students ☐ Are skilled in the use of tools for storing information. ☐ Can classify and organise information within their knowledge area so that it can be (re)used efficiently. ☐ Keep their information up to date.	*Observations (optional)*			

[10] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Creation **RA4.** Students can honestly draw up information with the tools and formats appropriate to the communicative situation.	Students ☐ Design and draw up multimedia documents and materials, with a particular purpose and audience in mind. ☐ Create their own material by critically analysing information. ☐ Understand what plagiarism is and respect the intellectual property of others by citing, referencing and creating the bibliography using bibliographic management tools.	*Observations (optional)*
Sharing **RA5**. Students can use IT tools to share and exchange the results of academic and scientific projects in interdisciplinary projects involving knowledge transfer.	Students ☐ Use a variety of tools to publish content. ☐ Publish in information repositories. ☐ Use online collaborative work tools. ☐ Use online publishing tools.	*Observations (optional)*
General observations (optional):		**Total score**

Rubric for evaluating CT2 in master's degrees

DIGITALISATION
We evaluate the ability of students to manage their identity and activities in a digital environment and a scientific and academic context, and their command of available tools.
Software and tools. Students need to be able to carry out the basic tasks involved in managing IT tools: acquisition, installation, updating and removal of software, organisation and compression of folders and documents, and management of printers and memory. They must be able to install the programs required for academic activities either as software installed on the local drive or in the cloud. They can choose to have the vast majority of the software in the cloud. They can organise their files, and compress and uncompress them. They can install a printer and configure its basic parameters. They can connect a memory unit and use it. They can synchronise data between different devices and the cloud.
Health and the environment. Students need to be aware of the physical effects of prolonged use of computers and mobile devices, and be able to print draft copies in paper-saving mode (double-sided printing, two pages per sheet) when necessary. They can revise and correct, preferably, on PDF documents or with electronic comments. They take short breaks and regularly stretch during long sessions on the computer or other devices. When they print they are aware of the need to save ink and paper. They do not print when it is not necessary and prefer to create a PDF to make notes and comments, or use editing tools.
Secure data use. Students need to use a secure password (minimum length 8 characters, with letters and numbers, with no connection to their personal details) to access tools and services. Their work station needs to be equipped with an up-to-date antivirus. They need to make back-up copies of their work on the cloud or some other device. They need to be familiar with the file encryption used by the operating system and are aware of the loss of privacy involved when using some services on the cloud.

They use a secure password that is different from their main one to access tools and services. They have an up-to-date antivirus and other tools to combat malicious software. They save back-up copies of their documents at least on some sort of external memory device. They can encrypt files and folders with the operating system (data they believe to be sensitive or at least realise that this possibility exists.
Secure communication. Students need to respect the institution and the community in their use of email and other IT tools. They should be aware of the risks involved in loss of confidentiality and identity fraud. They understand and apply the principles and basic rules of data security and protection, on both the personal and professional level.
Digital identity. Students need to have digital profiles in a variety of media and manage the content bearing in mind public impact and respect for other people and the institution. They have profiles on the social networks, and know how to use them, particularly in terms of privacy, and are members of professional and job-finding networks.
SEARCH
We evaluate the ability of students to search for and find information independently using criteria of reliability and relevance.
Nature and level. Students need to be able to specify the topic of their study and decide what information they need (type and scope).
Information sources. Students need to select a variety of information sources, the type of information (e.g. articles, books, chapters, websites, etc.) regardless of the format. They need to use information sources that are both general (e.g. Google Scholar, Dialnet) and specific to the topic and knowledge area, and be aware of their quality and reliability.
Search environment. Students need to be able to make a critical selection of resources, and be willing and able to access them, regardless of the environment or system of access (online, face-to-face, etc.)
Advanced search. Students need to understand the search languages for databases and information resources in general (Boolean operators, truncation, filters, etc.). They need to be able to use a variety of user interfaces and search engines. In particular, they need to be skilled in advanced search systems, documental languages (thesauruses), systems of bibliographic alert and the selective publication of information, etc.
Locating and obtaining. Students need to be able to appraise the information they have acquired, regardless of the format, so that they can draw up a final document (complete text). If necessary they also need to be able to use intermediary services (document supply services or interlibrary loan).
Reliability. Students need to be aware of the criteria by which to judge the quality of information (authorship, timeliness, objectivity, importance, scientific rigour and usability). They must be able to analyse whether the results obtained respond to their need for information and revise, if necessary, their search strategy. They need to be able to synthesise the information selected, contribute new concepts and relate them to other knowledge.
Scientific criterion. Students need to be able to create knowledge from the information obtained and worked on, and provide arguments that can contribute to the cycle of scientific information. They need to be able to review the bibliography in their knowledge area and to read critically.
ORGANIZATION
We evaluate the ability of students to organise information with the appropriate tools (online or face-to-face) so that it can be retrieved and processed.
Storage. Students need to be able to store the information they find in consonance with the organisational structure of their study. The need to use the storage tools appropriate to the type of information (systems of folders, archives, storage tools on the cloud, social markers, etc.). They need to be familiar with bibliographic management tools to store the bibliography used. They need to be able to personalise these management tools (folders, favourites, groups), and use them to create bibliography and include citations in the text.
Classification and organisation. Students need to use classification codes, indexes or key words (e.g. conceptual map software, etc.) designed to facilitate retrieval. They also need to prepare and structure the information to match the type of document: citation card, spreadsheet, etc.). They must be able to critically review the bibliography, encode the information both qualitatively and quantitatively, and process data with the appropriate programs.
Updating. Students need to be able to use alert systems and content syndication (RSS) to keep their information up to date.
CREATION
We evaluate the ability of students to draw up information honestly with the tools and formats appropriate to the communicative situation.
Design and drafting. Students need to be able to draft a variety of multimedia documents and materials (audio, video, websites, etc.) that are suitable for their purpose and audience in both content and format, with a good command of the tools used.
Original own production. Students need to be able to analyse information critically, and use it alongside their own ideas to create multimedia documents and materials.

Plagiarism. Students need to be able to use information without plagiarising. They have to cite and reference all the sources of information used. Likewise they have to be able to create a bibliography that contains all the information others will require to access the sources consulted. They need to be able to use one of the accepted citation styles (APA, Vancouver, etc.), and a bibliographic management tool (Mendeley, Refworks, etc.).
SHARING
We evaluate the ability of students to share and exchange information using the information technologies in interdisciplinary contexts, and engage in knowledge transfer.
Tools. Students need to be aware of the most suitable tools for particular information and be able to use them.
Repositories. Students need to be able to identify the most repositories that are most appropriate for the content and publish in them.
Collaborative work. Students need to be able to take part in interdisciplinary professional and academic environments using the appropriate technologies (collaborative documents, audioconferences, videoconferences, etc.).
Online publication. Students need to be able to publish quality open-access content online, using publication tools such as wikis or blogs.

MASTER'S DEGREE: CT3. Solve complex problems critically, creatively and innovatively in a particular discipline

Name and surnames of the student: Subject: Group: Evaluating lecturer:		**Basic**[11]	**Medium**	**High**	**Very high**
Understanding (10%) **RA1.** Students identify the situation as a problem in a multidisciplinary, research or professional environment and actively deal with it.	Students ☐ Can contextualize in the field. ☐ Show multidisciplinary awareness. ☐ Can identify the problem. ☐ Have a proactive attitude.	*Observations (optional)*			
Analysis (15%) **RA2.** Students adopt a systematic method with an overall focus to divide complex problems into parts and identify the causes by using their scientific and professional knowledge.	Students ☐ Understand the different parts of the problem. ☐ Apply an appropriate and complete method of analysis. ☐ Collect information. ☐ Identify causes and the relations between parts. ☐ Prioritise and plan.	*Observations (optional)*			
Creativity (25%) **RA3.** Students design new solutions using the resources that are necessary and available to cope with problems.	Students ☐ Formulate solutions and alternatives. ☐ Use the resources available. ☐ Take implementation into account.	*Observations (optional)*			
Innovation (25%) **RA4.** Students draw up realistic models with all the details of the solutions proposed.	Students ☐ Make realistic proposals. ☐ Manage resources appropriately. ☐ Take possible limitations into account. ☐ Use simulation and prototyping.	*Observations (optional)*			
Evaluation (25%) **RA5.** Students can evaluate the models proposed by contrasting them with the real context of application, find limitations and propose improvements.	Students can ☐ Evaluate the implementation bearing in mind the reality and complexity of the context. ☐ Improve solutions with iterative processes. ☐ Take informed decisions and accept the consequences.	*Observations (optional)*			
General observations (optional):		**Total score**			

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[11] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT3 in master's degrees

UNDERSTANDING
Students identify the situation as a problem in a multidisciplinary, research or professional environment and actively deal with it.
Students can contextualize in the field. Students need to be able to frame the situation within the field, identify its key features and organise existing knowledge by reviewing the literature.
Students show multidisciplinary awareness. Students need to be able to show the knowledge they have acquired, relate concepts and connect them with other disciplines.
Students can identify the problem. Students need to be able to recognise and describe the problem in terms of the needs detected and identify the objectives to be achieved.
Students have a proactive attitude. Students need to show initiative, anticipate problems, take decisions and work.
ANALYSIS
Students adopt a systematic method with an overall focus to divide complex problems into parts and identify the causes by using their scientific and professional knowledge.
Students understand the different parts of a problem. In complex situations and contexts, students need to be able to accurately detect needs and opportunities for improvement. They need to clearly identify complex problems, recognise their component parts and their relations.
Students apply an appropriate and complete method of analysis. Students need to be able to use the appropriate tools to identify the causes of the different parts of a problem. They need to be able to predict the possibility of including innovative tools of analysis.
Students collect information. Students need to be able to identify significant information and have a method for collecting it efficiently.
Students identify causes and relations between parts. Students need to be comfortable with abstraction, understand the reasons for things and interpret problems.
Students prioritise and plan. Students need to be able to prioritise and determine a strategy for resolving problems.
CREATIVITY
Students design new solutions using the resources that are necessary and available to cope with problems.
Students formulate solutions and alternatives. Students need to be able to consider creative alternatives that justify the novelty of the solutions proposed and choose the appropriate methodology and tools.
Students use the resources available. Students need to be able to identify the resources they need and select those that are available to carry out an efficient proposal.
Students take implementation into account. Students need to be able to think up ideas that are viable and can be put into practice.
INNOVATION
Students draw up realistic models with all the details of the solutions proposed.
Students make realistic proposals. Students need to be able to adapt ideas to particular situations, so that they can be viably implemented.
Students manage resources appropriately. Students need to be aware of the resources available and use them to maximum benefit.
Students take possible limitations into account. Students need to be aware of all limitations (physical, economic, moral, legal, etc.).
Students use simulation and prototyping. Students need to be able to give physical, manual or digital expression to the solutions they propose with all the complexity required of a professional format.
EVALUATION
Students can evaluate the models proposed by contrasting them with the real context of application, find limitations and propose improvements.
Students can evaluate the implementation bearing in mind the reality and complexity of the context. Students need to be able to stop and reflect on the consequences of their models/prototypes and consider the complexity of the reality in which they are to be used. At some point they are no longer academic solutions or a tests but proposals that may

have consequences for people, society and the environment. Therefore, students need to be particularly critical when assessing the pros and cons: what they contribute to the solution sought and what they do not.
Students can improve solutions with iterative processes. Students need to be able to spontaneously improve their proposed solutions as a result of critical appraisal. They do not make do with their first proposal, but review and rework the creative process. If necessary, they reappraise the solutions proposed in a repetitive process until they hit on the optimal solution.
Students take informed decisions and accept the consequences. Once a proposal has been evaluated, students need to be courageous enough to accept (and move on to the next phase) or reject it (and partially or totally rework the creative process) until they reach the best possible result. They need to be able to evaluate proposals on the basis of their experience and knowledge of the discipline, and not on the basis of other criteria.

MASTER'S DEGREE: CT4. Work in multidisciplinary teams and in complex contexts

Name and surnames of the student: Subject: Group: Evaluating lecturer:		Basic[12]	Medium	High	Very high
Context (10%) **RA1.** Students understand the team's objective and identify their own role in complex contexts.	Students ☐ Agree on the team's objective. ☐ Identify their own role and respect the differences between the other members of the team. ☐ Interact with other professional roles and other disciplines.	*Observations (optional)*			
Communication (20%) **RA2.** Students communicate and work with other teams to achieve joint objectives.	Students ☐ Understand the language of other areas and disciplines and adapt to it. ☐ Can communicate and discuss the knowledge of their own discipline, and adapt to other disciplines. ☐ Can explain the whole project to any audience.	*Observations (optional)*			
Commitment (30%) **RA3.** Students are committed to the team's objectives and encourage any changes or improvements that will help to achieve them.	Students ☐ Generate and encourage synergies in the team. ☐ Accept the contributions of other disciplines to achieve the team's objective. ☐ Accept the changes that have to be made on the basis of the results obtained by the team. ☐ Accept the group's results, successes and failures as their own.	*Observations (optional)*			
Collaboration (40%) **RA4.** Students must trust in their own abilities, respect differences and use them to the benefit of the team.	Students ☐ Manage conflicts that arise out of multidisciplinarity. ☐ Use the differences between members to improve the team's decisions. ☐ Use the resources of collaborative work.	*Observations (optional)*			
General observations (optional):				**Total score**	

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[12] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT4 in master's degrees

The main aim is to achieve an objective. The objective is not well defined.
We indicate the wrong behaviour in blue to help students understand each of the learning outcomes.

CONTEXT
Students agree on the team's objective. The objective, which is not well defined, is determined and agreed on with contributions from all the members of the team.   **Students identify their own role** and respect the differences between the other members of the team, and the disciplinary differences.   **Students interact** with the other professional roles and disciplines. They work on equal terms and respect differences.
Students look down on the other professional roles in the team.
COMMUNICATION
Students understand and adapt to the languages of the other areas and disciplines. They engage in active listening.
Students communicate and discuss the knowledge of their own discipline, and adapt to the disciplines of the other members. They are able to engage in active communication. They speak with positive and constructive intent.
Students can explain the whole project to any audience. They exchange information and experiences outside of the team itself (congresses, symposia, other teams, etc.). All members of the team can explain the whole project to any audience.
Students ignore contributions from other disciplines.
COMMITMENT
Students generate and encourage synergies within the team and carry out their tasks properly. They all row in the same direction, carry out their tasks and respect deadlines.   **Students accept the contributions** of other disciplines to achieve the team's objective. They accept the guidelines agreed on by the group, which may come from other disciplines.   **Students accept the changes** that have to be made on the basis of the results obtained by the team.   Students accept the group's **results, successes and failures as their own.**
Students encourage individualism (they do not commit to the group; they plough their own furrow.
COLLABORATION
Students manage the conflicts, differences, disagreements that arise out of multidisciplinarity with a positive frame of mind.
Students use **the differences between members** to improve the team's decisions. They use their collaborative intelligence.
Students use the resources of collaborative work**.** For example: to create a working document on the Drive so that everyone can contribute, particularly by incorporating expertise from other disciplines.
Students prefer to work with professionals from their own field**.**

MASTER'S DEGREE: CT5. Communicate complex ideas effectively to all sorts of audiences. Oral communication

Name and surnames of the student: Subject: Group: Evaluating lecturer:		Basic[13]	Medium	High	Very high
Non-verbal communication and use of the voice **RA1.** Students can use non-verbal communication and the expressive resources of the voice to make a good oral presentation.	☐ Confidence ☐ Prosody ☐ Gesture ☐ Use of the space available ☐ Dress	*Observations (optional)*			
Construction of the discourse **RA2.** Students can construct a discourse that is structured, clear, cohesive, rich and of the right length, and which can transmit complex ideas.	☐ Structure ☐ Clarity and precision ☐ Cohesion ☐ Richness ☐ Length	*Observations (optional)*			
Efficacy **RA3.** Students can produce a discourse that is persuasive, consistent and precise, and which can communicate complex ideas. They can interact effectively with the audience.	☐ Appropriateness ☐ Consistency ☐ Persuasion ☐ Interaction ☐ Supporting materials	*Observations (optional)*			
General observations (optional):		**Total score**			

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[13] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT5 in master's degrees. Oral communication

NON-VERBAL COMMUNICATION AND USE OF THE VOICE
Students can use non-verbal communication and the expressive resources of the voice to make a good oral presentation.
Confidence. Students need to be able to control their nerves and show that they are confident in front of all sorts of audiences. That is to say, they must show that they are calm, be able to keep any nervous tics under control, and make an assertive presentation in their own style.
Prosody. Students need to ensure that the prosody is appropriate. That is to say, the pace of the presentation is appropriate (with suitable pauses and silences), the intonation is varied and effective (so that the discourse is fluent and does not generate a sense of monotony), the intensity of the voice is appropriate to the context, and sounds are correctly vocalized and articulated (the audience can understand the discourse without making any extra effort).
Gesture. Students must use gesture naturally, effectively and consistently. That is to say, facial expression and hand gestures must match what is being said (with no exaggerations that can distract the audience), eye contact must communicate the attitudes of the speaker to the audience, and body posture and movement of the legs and arms must be appropriate to the communicative situation.
Use of the space available. The *mise-en-scène* and the use of the space available must be effective. That is to say, all movement must match the discourse and the communicative situation, and the technical and support aspects must be managed appropriately.
CONSTRUCTION OF THE DISCOURSE
Students can construct a discourse that is structured, clear, cohesive, rich and of the right length, which can transmit complex ideas.
Structure. The discourse must be well structured. That is to say, it must be clearly ordered, follow a logical pattern, and contain all the necessary parts, with clear opening and closing sections. Students must show creativity and that they have a style all of their own.
Clarity and precision. Ideas must be expressed clearly and accurately. That is to say, they must be readily understandable and be presented with no ambiguity. Students must use precise vocabulary and the terminology of the discipline.
Cohesion. Cohesive devices must be used appropriately. That is to say, they must help to organize the discourse and give nuances, and sentences must be joined with the appropriate connectors.
Richness. Students must show that they have a broad and varied linguistic repertoire. That is to say, ideas are communicated with a variety of linguistic structures and expressive richness, without any unjustified changes of style.
Length. The discourse must be of an appropriate length. That is to say, students must adapt to the time available and the length of each of the parts must be proportional to the communicative needs.
EFFICACY
Students can produce a discourse that is persuasive, consistent and precise, and which can communicate complex ideas. They can interact effectively with the audience.
Appropriateness. The discourse needs to be appropriate to the communicative situation, even when improvisation is required. That is to say, it must match the communicative goal, the topic and the oral channel, and the degree of formality must match the context and the audience.
Consistency. The discourse must be consistent, and be able to explain complex ideas. That is to say, the topic must be well focused, the objective must be discussed critically and with solid arguments and the content must be relevant.
Persuasion. The discourse must catch the attention of the audience and persuade them. That is to say, it must be attractive and convincing for the audience, the delivery must keep their interest and help to empathize with the audience, and it must have a well-defined style throughout.
Interaction. Students must be able to interact effectively with the audience. That is to say, they must be able to involve the audience and make them take part, and answer quickly, thoroughly and confidently any questions that may be asked.
Supporting materials. All supporting materials (slides, photocopies, audios, etc.) must be good quality and effective. That is to say, they must be appropriate to the communicative situation, they must complement the discourse, they must be designed with a unity of style and be understandable to the audience, they must not contain errors or too much information, and they must use techniques to display complex information effectively.

MASTER'S DEGREE: CT5. Communicate complex ideas effectively to all sorts of audiences. Written communication

Name and surnames of the student: Subject: Group: Evaluating lecturer:		Basic[14]	Medium	High	Very high
Quality **RA1.** Students can produce a quality text, with no grammatical or spelling errors. They know how a text should be formally presented, and make appropriate and consistent use of formal and bibliographic conventions.	☐ Presentation ☐ Bibliographic description ☐ Visual representations ☐ Structure that contributes to the readability of the document ☐ Accuracy ☐ Formal conventions	*Observations (optional)*			
Construction of the discourse **RA2.** Students can construct texts that are structured, clear, cohesive, varied and of the appropriate length, and transmit complex ideas.	☐ Structure ☐ Clarity ☐ Cohesion ☐ Variety ☐ Length	*Observations (optional)*			
Efficacy **RA3.** Students produce texts that are appropriate to the communicative situation, consistent and persuasive, and transmit complex ideas.	☐ Appropriateness ☐ Forcefulness ☐ Persuasion	*Observations (optional)*			
General observations (optional):		**Total score**			

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[14] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT5 in master's degrees. Written communication

QUALITY
Students can produce a quality text, with no grammatical or spelling errors. They know how a text should be formally presented, and make appropriate and consistent use of formal and bibliographic conventions.
Presentation. Documents need to be well formatted and structured. That is to say, they should be correctly presented, the format should help readers to understand the text (margins, spacing, font type, paragraphing, page numbering, etc.), sections should be clear and understandable, and the headings and subheadings should be numbered and styled.
Bibliographical description. Documents need to make appropriate and consistent reference to the bibliography. That is to say, writers should use a bibliographic reference system that cites works in the appropriate way and structures the bibliography correctly.
Visual representations. Visuals (illustrations, graphs, charts, tables, formulas, etc) need to be represented with care. That is to say, they must be numbered and have a title so that they can be located, they must be understandable and typographically consistent. Footnotes need to be relevant and numbered correlatively.
Accuracy. Students need to be able to write texts that are correct in grammatical and orthographic terms. That is to say, they language in accordance with language norms and avoid spelling errors, morphosyntactic errors, lexical errors and typos.
CONSTRUCTION OF THE DISCOURSE
Students can construct texts that are structured, clear, cohesive, varied and of the appropriate length.
Structure. Documents need to be well structured. That is to say, they have a clear order and logical flow, they have all the required parts (with an introduction and a closing section) and the paragraphs are distributed appropriately.
Clarity. Ideas need to be expressed clearly and precisely. That is to say, they need to be understandable and presented unambiguously. Students should be accurate in their use of the lexis and terminology of the discipline.
Cohesion. Cohesive devices need to be used appropriately. That is to say, punctuation must be correct and help readers to understand the text, and connections between sentences should be appropriate (pronouns, agreement, etc.).
Variety. The linguistic repertoire should be wide, varied and consistent throughout the text. That is to say, ideas need to be expressed with a variety of language structures and expressive richness, with no unjustified changes in style.
EFFICACY
Students produce texts that are appropriate to the communicative situation, consistent and persuasive, and transmit complex ideas.
Appropriateness. Students need to be able to write texts that are appropriate to the communicative situation. That is to say, their texts need to be suited to the reason for communication, the topic and the channel, and the level of formality should fit the context.
Forcefulness. Texts need to be forceful, and be able to explain complex ideas. That is to say, the topic needs to be well focused, the announced aim needs to be discussed critically and with solid arguments, and the content needs to be relevant.
Persuasion. Texts need to attract readers' attention and persuade them. That is to say, they need to be attractive, convincing and interesting, and have a well defined personality throughout the document.

MASTER'S DEGREE: CT6. Develop abilities to manage a professional career

Name and surnames of the student: Subject: Group: Evaluating lecturer:		Basic[15]	Medium	High	Very high
Self-awareness **RA1**. Students become aware of their professional future.	Students ☐ Become more aware of their academic and professional motivations. ☐ Explain their expectations and define their priorities. ☐ Assess their strong and weak points.	*Observations (optional)*			
Professional attitude **RA2.** Students develop a professional attitude.	Students ☐ Act responsibly and ethically at work. ☐ Take into account the suggestions and recommendations made by others (learning from others). ☐ Have professional abilities (initiative, autonomy and entrepreneurial spirit, leadership, versatility, etc.).	*Observations (optional)*			
Environment **RA3.** Students analyse the professional prospects in their field.	Students ☐ Are aware of specific career opportunities in their area of study. ☐ Explore the job market (networking, key competencies, functions, requirements, opportunities, etc.). ☐ Students appraise multidisciplinary possibilities of employability.	*Observations (optional)*			
Courses of action **RA4**. Students make specific professional plans.	Students ☐ Define their academic and professional objectives. ☐ Appraise and use tools specific to the speciality. ☐ Set and put into practice a particular course of action and a monitoring system with a view to a particular professional outcome.	*Observations (optional)*			
General observations (optional):				**Total score**	

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[15] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

Rubric for evaluating CT6 in master's degrees

SELF-AWARENESS
Students need to be able to reflect on their personal and professional awareness, particularly to understand the reasons why they have chosen their speciality and their degree course, and to understand where they want to go professionally speaking and what their weak and strong points are.
Motivations. Students need to be able to explain what reasons, factors and preferences have influenced the choice of academic and professional speciality they are studying. They need to be able to understand what a job must be like in their area of knowledge to want to do it and feel satisfied.
Expectations and priorities. Students need to be able to explain what they hope to get out of the specialised, specific course they are studying, what parts of it they believe to be important for their professional life and how studying this speciality will help them reach their goals.
Strong and weak points. Students must be able to state what aspects (capacities, competencies, abilities, personality features, knowledge, work/professional experience, etc.) will help them to achieve their academic and professional objectives, and what they still have to learn or improve.
PROFESSIONAL ATTITUDE
Students must understand, value and construct the professional attitudes required in different contexts.
Responsibility and ethics. Students need to be able to accept all that they have been taught and be consistent, respect the rights of people and institutions, and be professionally rigorous.
Acceptance of suggestions and recommendations made by others. Students need to be able to constructively analyse feedback (given by lecturers, colleagues, users, etc.) and be prepared to act on it to improve their performance.
Professional abilities. Students need to have certain professional abilities: - Initiative, autonomy and entrepreneurial spirit. - Ability to analyse teamwork (coordination, motivation, definition and execution of projects, etc.) and carry out management strategies. - Versatility, adaptability and flexibility.
ENVIRONMENT
Students need to be aware of the nature of the job market in their field and related professional opportunities.
Job market. Students need to master the tools and sources of information about the job market in their field of study.
Professional opportunities. Students need to be aware of the professional opportunities in their field of study, the latest trends and developments.
Employability. Students need to be aware of the general and specific abilities they have acquired during their training and understand how they help them to be successful in the job market.
COURSES OF ACTION
Students need to be able to define academic and professional objectives, use the services, resources and tools specific to the field, and put into practice a specific course of action that allows them to achieve their academic and professional goals.
Objectives. Students need to be able to set academic and professional goals, both in terms of lifelong learning and the requirements of the job market, so that they can manage their career.
Services, resources and tools. Students need to be aware of the tools that can help them improve their academic and professional performance.
Courses of action and monitoring. Students need to be able to define and monitor a course of action, using the results of self-awareness and an analysis of the environment (professional outcome), that will bring them closer to their academic and professional objectives.

MASTER'S DEGREE: CT7. Apply ethical principles and social responsibility as a citizen and a professional

Name and surnames of the student: Subject: Evaluating lecturer:	Group:	Basic[16]	Medium	High	Very high
Equality **RA1.** Students must be able to include gender perspective in their student activity.	☐ Students engage in reflection and argument to identify sex/gender discrimination in the educational activities in which they are involved. ☐ Students can analyse and explain sex/gender differences and the biases in professional disciplines and practices. ☐ Students can promote, design and initiate activities to eliminate discrimination for sex/gender.	*Observations (optional)*			
Environment **RA2.** Students must be able to analyse the major environmental problems from the perspective of their field of expertise in their student and/or professional activity.	☐ Students understand the concept of sustainable development. ☐ Students can analyse the causes and consequences of the main environmental problems in their discipline. ☐ Students include environmental issues in their arguments, production and decisions. ☐ Students understand that environmental issues need to be approached from an interdisciplinary perspective.	*Observations (optional)*			
Social responsibility as a citizen **RA3.** Students must be able to give arguments based on social values and make proposals for the improvement of the community.	☐ Students understand and recognise the social, cultural, and environmental needs and problems of the environment. ☐ Students base their arguments and opinions on social and democratic values and in favour of a culture of peace. ☐ Students are determined to denounce unjust situations and seek solution. ☐ Students use their academic knowledge to help improve the community.	*Observations (optional)*			
Ethics **RA4.** Students must be able to personally and professionally committed to applying the ethical and deontological concepts of their field of expertise.	☐ Students include ethical and deontological issues in their student activity and output. ☐ Students relate the possible ethical and deontological implications of their studies with their professional activity.	*Observations (optional)*			

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[16] Ranges qualitative assessments: Basic (5 - 5.9), Medium (6 - 6.9), High (7 - 8.9) and Very High (9 - 10)

General observations (optional):	**Total score**

Rubric for evaluating CT7 in masters' degrees

EQUALITY
We assess the ability of students to incorporate gender perspective into their student activities.
Reflection, argumentation and proposals. Students' academic work must contain reflections, arguments, and proposals for eliminating gender discrimination against women due to sex/gender. Students must understand and identify biases based on gender, underlying the theoretical corpus of each discipline and which are present in various professional practices.
For example, in the health sciences, there is evidence to suggest that some diseases, diagnoses and treatments do not fully contemplate the reality of women; in history and literature, the knowledge, contributions and experiences of women are underrepresented; in economics there are not enough indicators that measure the contribution of women to welfare and wealth; in architecture and urbanism the design of the spaces and cities takes the needs of men more into account than the needs of women.
Analysis and explanation of sex/gender differences. In their studies, research and professional practice, students must incorporate sex/gender differences, detect gender prejudices and realise how the domination of the experience and reality of one of the groups can affect women and men. Not taking into account the variable gender can mean that the results of research or professional practice will be incomplete and biased.
For example, in the field of health students must consider the possibility of sex differences in risk factors, biological mechanisms, clinical manifestations, the consequences and treatment of diseases and disorders, and their relation with the still dominant roles of men and women. In the field of economics, students must be aware of sex differences at work and explain them through the unequal participation of men and women in working at home and with the family.
Promotion and design of activities. Students need to be able to promote, design and initiate activities, in their fields and in accordance with the regulations in force, to prevent and eliminate discrimination for reasons of sex/gender.
For example, employment policies must ensure the equal access of men and women to all measures implemented, including training, and must ensure that women can access high-quality employment and not only traditional jobs. In the area of legislation, any discrimination in social institutions, laws and regulations that might restrict the access of women to the public and private spheres or be an impediment to professional practice must be transformed. Action should also be taken in the field of health to ensure that men do not drop out of long-term medical treatments, which studies suggest is what they do now.
ENVIRONMENT
We assess the students' ability to analyse the major environmental problems from the perspective of their field of expertise in their student and/or professional activity.
Sustainable development. Students need to understand the concept of sustainable development.
Development must be understood as improving the living conditions of the whole of the population of the planet and the sustainability of this development must be based on social equity, economic viability and protection of the natural environment.
Problems and consequences. Students must be able to analyse the causes and consequences of the main environmental problems in their discipline.

The environment is a complex network of interactions between all its elements (physical and biological, as well as social and cultural issues associated with humans) which make it extremely dynamic. Our socio-economic activity generates environmental impacts (some of which are clear and direct, while others are indirect) that affect the element that receives the impact (air, water, plants, etc.) to a greater or lesser extent, and also the system as a whole and, therefore, the welfare and health of human groups.

Environmental perspective. Students must be able to include environmental issues in their arguments, output and decisions.

Students must show that they are sensitive to environmental issues: they must be able to describe the possible consequences of their actions/decisions, assess their extent and defend their final decision (the option they choose and why).

Interdisciplinary perspective. Students need to understand that environmental issues must be approached from an interdisciplinary perspective.

To prevent and solve environmental problems resulting from their actions, students must reflect on the need to work with other disciplines.

SOCIAL RESPONSIBILITY

We assess students' ability to recognise and reflect on social needs and problems and get involved in improving the community.

Social needs and problems. Students need to understand and recognise the social, cultural, and environmental needs and problems of the environment, emphasizing discrimination on the grounds of origin, religion, ethnicity, functional diversity, and any other reason for discrimination.

They need to be able to detect the important limitations on comprehensive development for both the individual and the community.

Value-based opinions. Students need to be able to defend and formulate opinions on the basis of social and democratic values and in favour of a culture of peace.

Students must respect the social and democratic rights that are features of a culture of peace.

Denouncement of unjust situations. Students need to be prepared to fight against unjust situations and seek solutions that encourage critical attitudes in favour of justice, solidarity and responsibility.

Students must be able to identify situations that directly or indirectly restrict the comprehensive development of people and the community.

Working with the environment. Students need to work with the community to improve the environment by applying their academic knowledge.

Students draw up proposals or take part in responding to the community's social, cultural and environmental needs in accordance with their possibilities

ETHICS

We assess students' ability to apply the ethical and deontological concepts of their field of expertise from a position of personal and professional commitment.

Ethical and deontological reflection. Students include ethical and deontological issues in their student activity and output (essays, debates, problem solving, practicals, projects, etc.)

Students must be able to express opinions about the deontological aspects of their profession and ethical and responsible behaviour towards themselves and others. This ethical behaviour must also be expressed in their activity and output. For example, they must respect their colleagues and their teachers, be able to follow a debate by listening and volunteering their opinion but not dogmatically, show empathy for others, not copy, etc.

Ethical and deontological implications. Students relate the possible ethical and deontological implications of their studies with their professional activity.

Students must be able to see, understand and make explicit the ethical implications of their actions and how they are related to professional deontology.