

# Protocol for the verification of authorship by verification interviews

## Digital assessment

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**Important: This document is for faculty only,  
and may not be shared with students.**

## 0. Executive summary

This protocol establishes the framework enabling the Universitat Oberta de Catalunya (UOC) to verify the authorship of academic submissions by students, according to the provisions of Articles 102 and 103 of its Academic Regulations<sup>1</sup>. The **objective** is to guarantee the integrity of the university's assessment processes in online environments and prevent misconduct, including plagiarism, copying and the improper use of artificial intelligence (AI) in students' academic activities. It is a living document, which may be reviewed and updated in order to address developments in the technological and educational environment.

As its name suggests, the mechanism to confirm authorship is the verification interview – a synchronous oral interview which enables teaching staff to directly confirm whether the student is the real author of the activity they have submitted. Students are invited to these interviews when there is reasonable evidence to suggest misconduct, and they follow a standard procedure: formal notification, identification of the student, recording of the interview, a discussion involving questions about the work submitted, and conclusion of the interview with a record of the results.

The protocol also specifies the responsibilities of teaching and research staff, the possibility of delegating interviews to affiliated teaching staff, the criteria for grading in the event of non-authorship, and methodological recommendations to ensure pedagogical, fair and consistent application.

Finally, the academic and disciplinary consequences of misconduct as set out in the current regulations are set forth.

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<sup>1</sup> The references throughout the protocol to Articles 115, 116 and, later, 126 refer to the Academic Regulations in force in the 2025/2026 academic year. This numbering may change in future reviews of the Academic Regulations.

# 1. What is the Protocol?

The Protocol for the verification of authorship by verification interviews is designed to guarantee that stipulated in Articles 115.5 and 116.6 of the UOC's Academic Regulations. This involves establishing one or more ways to verify authorship of academic activities.



## Article 115.5 Continuous assessment

If any indications of copying or plagiarism are detected during the continuous assessment, the university reserves the right to ask the student to prove authorship via the means established by the university. If it is not possible to confirm authorship, the terms established in Article 113 on irregular conduct during assessment will be applied.



## Article 116.6 Final assessment

If any indications of copying or plagiarism are detected during a final assessment test, the university reserves the right to ask the student to prove authorship via the means established by the university. If it is not possible to confirm authorship, the terms established in Article 113 on irregular conduct during assessment will be applied.

## Constantly updated

This protocol for authorship verification is subject to regular reviews to adapt to new needs, regulatory changes and the appearance of new technological and/or pedagogical mechanisms that may contribute to improving the authorship verification process.

This first version has one way to verify authorship: the **verification interview**. However, other complementary or alternative ways may be added in the future.



The **objective** is to guarantee fair and transparent assessment, ensuring that the authorship of each academic activity is verified correctly and efficiently.

## 2. Ways to verify authorship

Ensuring academic integrity and authenticity of deliveries has become a priority in the educational sphere, especially in online learning environments. Accreditation and verification mechanisms may be adopted in order to verify that students are the genuine authors of the work they submit.

One of these mechanisms is the verification interview, a key tool for accreditation of authorship that permits teaching staff to directly assess the student's knowledge and involvement in the preparation of their work.

### 2.1. Verification interviews

The **verification interview** is a last resort in a course. If misconduct is suspected, it enables teaching staff to directly verify that the student is the genuine author of the content they have submitted.

#### 2.1.1. What are verification interviews?

**Verification interviews** are a mechanism to verify the authorship of work submitted by a student. They are held in a synchronous videoconference session, enabling direct and immediate interaction between students and teaching staff. This format ensures that students have the opportunity to clearly and directly show they have authored their work.



The verification interview is a mechanism of last resort within the course, designed for cases in which the available indicators, such as a plagiarism report, do not offer a clear conclusion as to whether there has been misconduct. It is not therefore a procedure that is generally applied to all students, since the work involved would be impossible to carry out. It is important to apply reasoned and professional criteria when deciding whether it is necessary to conduct an interview, taking into account that some degree of subjectivity is involved in interpreting the evidence available. The objective is not to conduct many verification interviews, but to guarantee fairness and high standards in cases where doubt arises.

Those conducting the interviews must remember that:

- 1) The interview must focus on the specific content of the test, including the study materials for taking it (the test questions may be asked again but new questions about the content of the syllabus that were not part of the initial test may not be asked).
- 2) The original grade is maintained if the student's authorship is confirmed in the interview. Otherwise, the academic activity and/or the course may be awarded a Fail grade as set out in [3.2. Appendix 2. Consequences of misconduct](#). In the latter case, the teaching staff and/or programme director may institute disciplinary proceedings.
- 3) A Fail grade for the activity and/or the course may be awarded if the student fails to attend the verification interview except in justified cases of force majeure. In this case, the teaching staff and/or programme director may institute disciplinary proceedings.



The verification interview is not a second round of assessment of the activity, rather its **objective** is to confirm authorship of the work submitted by the student in a challenge or continuous assessment assignment.

All questions must be asked solely with this aim in mind.

They must be asked orally (except in justified cases, such as students with specific educational support needs), clearly and concisely, while maintaining a friendly and conversational tone. If the student expresses any doubts, such as not understanding a question, the question can be explained or reworded within the reasonable limits of the interview.

## 2.1.2. Description of verification interviews in academic activities

### *2.1.2.1. Verification interviews in the course plan*

By default, the part of the course plan that cannot be edited by teaching staff includes a section containing information on assessment at the UOC. It describes aspects of academic integrity and the university's position with regard to the potential offered by the emergence of artificial intelligence.

## Assessment in the course plan

### **Information about assessment at the UOC**

Assessment at the UOC is generally online and structured around continuous assessment assignments, final assessment tests and exams, and the final project.

Assessment assignments and tests can be written texts and/or video recordings, or use random questions and synchronous or asynchronous oral tests, among other systems, as decided by each teaching team. The final project marks the end of the learning process, and consists of an original and tutored piece of work to demonstrate that students have acquired the competencies worked on during the programme.

The UOC reserves the right to use identity recognition and plagiarism detection systems to verify students' identity and authorship in assessment tests. To that end, the UOC may make video recordings or use supervision methods or techniques while students carry out any of their academic activities.

The UOC may also require students to use electronic devices (microphones, webcams or other tools) or specific software during assessments. The student is responsible for ensuring that these devices work properly.

### **Assessment and academic integrity**

The assessment process is based on students' individual efforts, and the assumption of authorship and originality in the student's academic activities. The UOC's website on academic integrity and plagiarism has more information on this subject.

Lack of authorship or originality of assessment tests; copying or plagiarism; impersonation; accepting or obtaining any academic activity, whether or not in exchange for anything; assisting, abetting or encouraging copying; and using materials, software or devices not authorized in the course plan or instructions for the academic activity, including artificial intelligence and machine translation, are, among others, examples of misconduct in assessment that may have serious academic and disciplinary consequences.

If students are found to be engaging in any such misconduct, they may receive a Fail (D/0) for the graded activities in the course plan (including final tests) or for the final grade for the course. This could be because they have used unauthorized materials, software or devices (such as artificial intelligence when it is not permitted, social media or internet search engines) during the tests; copied excerpts of text from an external source (the internet, notes, books, articles, other students' work or tests, etc.) without the corresponding citation; purchased or sold academic activities; or engaged in any other form of misconduct.

Additionally, in accordance with the UOC's Academic Regulations, misconduct during assessment may also be grounds for disciplinary proceedings and, where appropriate,

the corresponding disciplinary measures, as established in the UOC's Coexistence Regulations.

In its assessment process, the UOC reserves the right to:

- ☐ Ask students to provide proof of their identity, as established in the UOC's Academic Regulations.
- ☐ Ask students to prove the authorship of their work throughout the assessment process, in both continuous and final assessments, through a synchronous oral interview, of which a video recording or any other type of recording established by the UOC may be made. These methods seek to verify the student's identity, and their knowledge and competencies. If it is not possible to confirm the student's authorship, they may receive a D grade for continuous assessment, or a Fail grade for the final assessment.

### **Artificial intelligence in assessments**

The UOC understands the value and potential of artificial intelligence (AI) in education, but it also understands the risks involved if it is not used ethically, critically and responsibly. Accordingly, in each assessment activity, students will be told which AI tools and resources can be used and under what conditions. Meanwhile, students must agree to follow the guidelines established by the UOC when it comes to completing the assessment activities and citing the tools used. Specifically, they must identify any texts or images generated by AI systems and they must not present them as their own work.

The instructions for each assessment activity set out the restrictions, if any, on the use of AI tools. Any inappropriate use, such as using them in academic activities in which they are not permitted or failing to cite them in ones in which they are, may be considered misconduct. If in doubt, students should contact their course instructor in the classroom before submitting their work.

In order to highlight the role of verification interviews as a mechanism for verifying authorship, a specific text has been added to the section on assessment in the non-editable part of the course plan. This amendment gives students clear and explicit information about the possibility that this resource may be used as part of the assessment process.

The *Assessment in the course plan* section has been amended as follows:

### Assessment in the course plan

#### **Information about assessment at the UOC**

Assessment at the UOC is in general online and structured around continuous assessment assignments, final assessment tests and exams, and the programme's final project.

Assessment assignments and tests can be written texts and/or video recordings, use random questions and synchronous or asynchronous oral tests, among other systems, as decided by each teaching team. The degree final project marks the end of the learning process, and consists of an original and tutored piece of work to demonstrate that students have acquired the competencies worked on during the programme.

The UOC reserves the right to use identity recognition and plagiarism detection systems to verify students' identity and authorship in assessment tests. To that end, the UOC may make video recordings or use supervision methods or techniques while students carry out any of their academic activities.

It may also require students to use electronic devices (microphones, webcams or other tools) or specific software during assessments. The student is responsible for ensuring that these devices work properly.

#### **Assessment and academic integrity**

The assessment process is based on students' individual efforts, and the assumption of authorship and originality in the student's academic activities. The UOC's website on academic integrity and plagiarism has more information on this subject.

Lack of authorship or originality of assessment tests; copying or plagiarism; impersonation; accepting or obtaining any academic activity, whether or not in exchange for anything; assisting, abetting or encouraging copying; and using materials, software or devices not authorized in the course plan or instructions for the academic activity, including artificial intelligence and machine translation, are, among others, examples of misconduct in assessment that may have serious academic and disciplinary consequences.

If students are found to be engaging in any such misconduct, they may receive a Fail (D/0) for the graded activities in the course plan (including final tests) or for the final grade for the course. This could be because they have used unauthorized materials, software or devices (such as artificial intelligence when it is not permitted, social media or internet search engines) during the tests; copied excerpts of text from an external source (the internet, notes, books, articles, other students' work or tests, etc.) without



the corresponding citation; purchased or sold academic activities; or engaged in any other form of misconduct.

Additionally, in accordance with the UOC's Academic Regulations, misconduct during assessment may also be grounds for disciplinary proceedings and, where appropriate, the corresponding disciplinary measures, as established in the UOC's Coexistence Regulations.

In its assessment process, the UOC reserves the right to:

- ☐ Ask students to provide proof of their identity, as established in the UOC's Academic Regulations.
- ☐ Ask students to prove the authorship of their work throughout the assessment process, in both continuous and final assessments, through a synchronous oral interview, of which a video recording or any other type of recording established by the UOC may be made. These methods seek to verify the student's identity, and their knowledge and competencies. If it is not possible to confirm the student's authorship, they may receive a D grade for continuous assessment, or a Fail grade for the final assessment.

#### **Verification of authorship by means of verification interviews**

*The UOC reserves the right to verify the authorship of the academic activity through verification interviews in cases with signs of misconduct. These interviews take place at the discretion of teaching staff, and aim to verify the consistency between the content presented by the student and their knowledge and competencies acquired during the course.*

*The interview will not only focus on the specific content of the test, but also on the study materials for performing it, such as reading material, presentations and other learning resources available in the classroom. The objective is to ensure that the student has an adequate knowledge of the syllabus and is therefore the author and has carried out the test on their own. Before conducting the verification interview, the teaching team contact the student to provide specific instructions on the format involved (including the objective, duration, etc.).*

*The result of the interview under no circumstances amounts to a second assessment, and the initial grade will only be changed if misconduct is detected, in accordance with the description set out in the Academic Regulations.*

*According to the UOC's Academic Regulations, when students are invited to these interviews, their attendance is compulsory. If the student does not attend the verification interview, verification of authorship is therefore impossible, consequently leading to the academic activity and/or course being awarded a Fail (D/0) grade. These interviews are conducted orally in a synchronous online format.*

### Artificial intelligence in assessments

The UOC understands the value and potential of artificial intelligence (AI) in education, but it also understands the risks involved if it is not used ethically, critically and responsibly. Accordingly, in each assessment activity, students will be told which AI tools and resources can be used and under what conditions. Meanwhile, students must agree to follow the guidelines established by the UOC when it comes to completing the assessment activities and citing the tools used. Specifically, they must identify any texts or images generated by AI systems and they must not present them as their own work.

The instructions for each assessment activity set out the restrictions, if any, on the use of AI tools. Any inappropriate use, such as using them in academic activities in which they are not permitted or failing to cite them in ones in which they are, may be considered misconduct. If in doubt, students should contact their course instructor in the classroom before submitting their work.

### 2.1.2.2. Verification interviews in classroom test questions and/or announcements

Apart from the description of the verification interview in the course plan, teaching staff are advised to consider posting the following reminder in other spaces in order to remind students of its existence.

Two alternatives which are not mutually exclusive are possible:

- The first is to include the message in the test questions of academic activities.
- The second is to include a message in the *Announcements* space in the classroom.

#### Reminder: Verification of authorship by interview

*This activity is subject to verification of authorship, which may include verification interviews, as set out in the course plan. If the teaching staff considers it necessary, students may be summoned to an interview. This interview is to gauge the consistency between the knowledge acquired and the work submitted, and to verify authorship of the activity without any unauthorized assistance.*

*Further information is available in the course plan.*

*Proposal for the reminder to be added to academic activities.*

Reminder: Verification of authorship by interview

*All the activities in this course are subject to verification of authorship, which may include verification interviews, as set out in the course plan. If the teaching staff considers it necessary, students may be summoned to an interview. This interview is to gauge the consistency between the knowledge acquired and the work submitted, and to verify authorship of the activity without any unauthorized assistance.*

*Further information is available in the course plan.*

*Proposal for a reminder for posting as an announcement in the classroom.*

### 2.1.3. When does a verification interview take place?

Verification interviews are conducted when one or more teaching staff members suspect students of engaging in one or more types of misconduct in accordance with the description included in Article 126.3 of the Academic Regulations.

Article 126.3 Misconduct in assessment

3. [...]

- a. Copying or plagiarism in any academic activity.
- b. Using a false identity in any academic activity.
- c. Accepting or obtaining any academic activity whether or not in exchange for anything.
- d. Assisting, abetting or encouraging copying in any academic activity.
- e. Use of any material, software or devices not authorized in the course plan or activity's instructions, including artificial intelligence and machine translation.
- f. Failure to follow the instructions given by the examiner or the basic rules of conduct in any graded activity.
- g. Fraudulent attempts to earn a better academic result in any academic activity.

### Clarification on conducting verification interviews

It is important to bear in mind that verification interviews are not based on objective principles, but are conducted based on the **teaching staff's reasonable and grounded suspicion** of one or more possible instances of misconduct, as described in Article 126 of the Academic Regulations.

This suspicion may be based on evidence that the teaching staff considers sufficient, such as the content or format of an academic activity. This procedure should not be interpreted as arbitrary, as it is based on a **professional and objective assessment** by the teaching staff, which is

aimed at guaranteeing the integrity of the assessment process. Accordingly, although it is not based on objective aspects such as evidence, conducting the interview is deemed legitimate and proportionate to the circumstances in each case.



If the teaching staff suspect or see signs of misconduct related to authorship, they must select one of the following procedures for action, as appropriate depending on the characteristics of the case:

1) Conducting the verification interview after posting grades in the classroom

In this case, the academic activity is graded with an 'N' and the feedback area is used to notify the student of the decision to begin verification of authorship in accordance with the provisions of point [2.1.4. Notifying students of the verification interview](#). After the interview, the grade is updated and feedback is provided in the feedback area of the relevant academic activity.

2) Conducting the verification interview before posting grades in the classroom

During the correction period prior to posting the grades, the teaching staff invite the student to a verification interview in accordance with the provisions of point [2.1.4. Notifying students of the verification interview](#). This interview takes place before the grades for the academic activity are posted. In this way, the grades reflect the result of the verification interview when they are posted.

In this case, feedback from the verification interview must be given in the feedback area of the relevant academic activity.

## 2.1.4. Notifying students of the verification interview

Student notifications will vary, depending on the procedure chosen by the teaching staff:

- a) If the procedure chosen is to grade the activity with an "N" and report it in the publication of the grades, the first communication will take place in the classroom, through the activity feedback area. This is where the student will be informed of the beginning of a verification process, and the invitation to a verification interview to clarify the situation.

### Important notification about your activity

A verification process related to the authorship of the activity you submitted has begun. You will be invited to a verification interview to clarify the information related to your activity.

You will receive an email with detailed information about the interview (including options for the date and time). We recommend that you read this email carefully as it will help you prepare for the interview.

Please feel free to contact me if you have any questions.

*Proposal for notification to the student in the activity's feedback area*

After the student has been notified in the activity feedback area, they must be sent an email with the specific details of the invitation to the verification interview. This email must include at least two alternative dates and times for the interview, the platform where it will take place, and all the relevant information to ensure that the student is ready for the interview.

### Subject: Invitation to verification interview – [course name]

Hello, [*student's name*],

I'm writing to let you know that, as set out in course plan for [course name], we have detected signs of copying or plagiarism in the [activity or test] you submitted. As a result, we have decided to conduct a verification interview. The purpose of this interview is to ensure consistency between the content presented and your knowledge, and confirm the originality of your work.

I can offer the following times for the interview:

- a) [Date and time option 1]
- b) [Date and time option 2]
- c) [Date and time option 3]

Please confirm which of these alternatives suits you best.

Interview details:

- Platform: The interview will take place using BigBlueButton on Canvas (see the guide for access to the videoconference attached).
- Approximate duration: 30 minutes.

During the interview, you will be asked questions about both the specific content of the activity and the study materials required (reading material, presentations, learning resources, etc.), in order to verify your authorship.

Remember:

- You will have to identify yourself with your identity card or an equivalent valid official document at the beginning of the interview.
- The interview will be recorded in order to provide evidence that it has taken place and of its content.
- This interview will not be further assessment, but a process to verify the authorship of the activity.
- The activity and/or course may be assigned a Fail grade (D/0) if any inconsistencies or misconduct are confirmed.

Finally, remember that **failure to attend** or **withdrawal** from the interview will lead to the activity or the course being receiving a Fail (D/0) grade.

Please contact me if you have any queries.

Regards,

[Teacher's name]

[Course name]

*Proposal for notification to the student via email*

- b) If the teaching staff decide to carry out the interviews during the correction period, the first notification will not be provided in the academic activity feedback area, but instead directly by email.

In both cases, the feedback from the verification interview will be provided in the feedback area for the academic activity. For more information, please consult section [3.1. Appendix 1. Templates for notifying students of the result of the verification interview.](#)

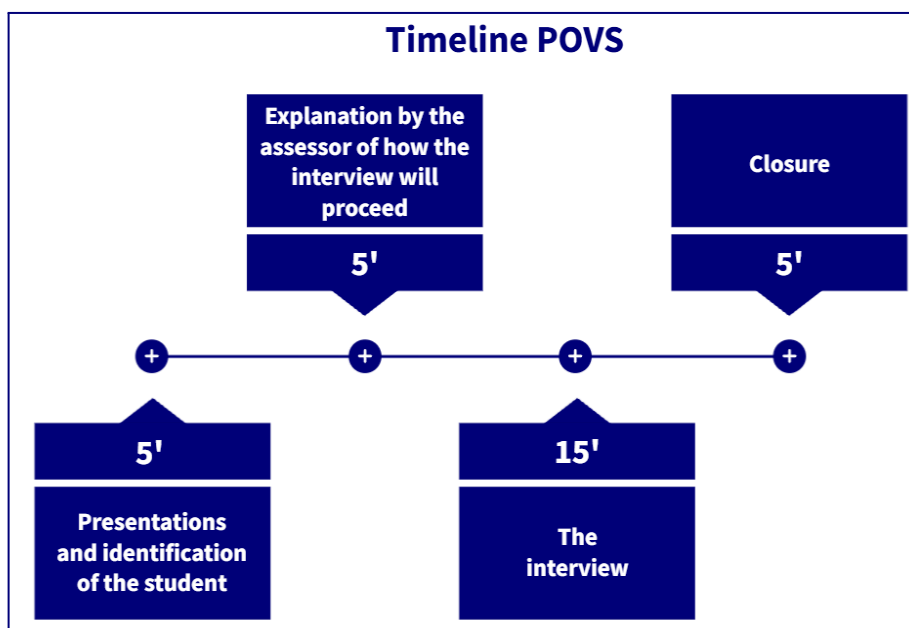
### Deadlines for conducting verification interviews

In order to streamline the process and avoid unnecessary delays that may have an impact on the other activities in the course taking place normally, teaching staff are advised that no more than **five days** should pass between notifying the student of the invitation for interview and the interview taking place.

## 2.1.5. Conducting the verification interview

### 2.1.5.1. Structure of the verification interview

Although the interview may have a different format within each course, an **approximate duration of 30 minutes** is **generally recommended**. This period includes the following elements:



Example of a proposed schedule for a 30-minute verification interview.



If the student fails to attend the interview after a 10-minute grace period, they will be graded with a Fail (D/0) for the assignment or the course.

### 2.1.5.2. Identifying the student and start of recording of the interview

The first step in conducting an interview is to identify the student. The student must be asked to show their identity document or equivalent official document after being greeted but before the recording starts. With this identification, the examiner can confirm that:

- The **name** that appears on the **identity document or official equivalent document** is the student's name. Otherwise, the interview will be cancelled and the reason for this will be explained in the feedback area described in [section 2.1.6.](#)
- The **image of the national identity document or equivalent official document** matches the student. As comparing the image may be difficult, if the difference is particularly marked, this should be noted in the feedback area of the academic activity, and the interview should continue.
- The national identity document **or equivalent official document** is valid.

If everything is in order, the student is informed that recording is **about to begin**.



The purpose of the **recording** is to **provide evidence** that gives both students and teaching staff safeguards in the event of any possible complaints or appeals.

The student should not be asked if they want to object to the recording, since this is a right, along with others, which they have already been informed about. Accordingly, if they want to object, they must do so proactively. They may be informed that if they object, the evidence from the interview will be the teaching staff's feedback, and in the feedback it is important to note that the interview has not been recorded due to the student's specific objection to this.

In the event that the student **opposes the recording**<sup>2</sup> of the interview, it is very important that it is recorded in the feedback space described in [section 2.1.6.](#)

### 2.1.5.3. Explanation of the interview procedure

Once the recording has started, the examiner must remind the student of the format of the interview. It is useful to have a standard script that provides this explanation, to ensure that all students receive the same information. This initial explanation should include:

<sup>2</sup> If the student objects to the interview being recorded, after it has finished, the interviewer must write a record ([CAT](#), [CAST](#)) that must be attached to the feedback area of the relevant academic activity.



- A friendly **greeting** to the student.
- A **brief introduction** of the examiner (as a reminder of the one previously given).
- A **description** of what the verification interview is, emphasizing that it is a space for dialogue between the student and the teacher to verify the authorship of an activity submitted during the course.

For the teaching staff, it is an opportunity to verify that the student has carried out the activity independently. The purpose of this synchronous space is to resolve doubts about the authorship of the activity, provide more in-depth explanations, justify decisions made relating to the content of the assignment, or focus on the key aspects of the work carried out in greater depth.

- The teaching staff will decide upon the **format** of the interview: They must take into account the approximate duration of the interview, how many questions it will include, how the questions will be formulated, the student's possible special needs, the need to give concise answers, consider the student's attitude to the interview (freezing due to nervousness or misconduct), whether it is necessary to establish a response time for each question in order to avoid digressions, and how and when the result will be posted, among other factors.



Wherever possible, the interview will take place in the language of instruction. However, the student may not have a strong command of this language. According to the regulations, **the student is entitled to their verification interview being conducted in any of Catalonia's official languages**. In verification interviews for courses involving assessment of language skills, the teaching staff will decide the language in which the student will have to answer depending on the question that is asked.

#### *2.1.5.4. Withdrawal by the student and the consequences*

The student may withdraw from the verification interview at any time. This withdrawal will lead to the immediate conclusion of the verification interview following the procedure set out in [Section 2.1.5.5. Concluding the interview](#).

It is essential that the student understands that the withdrawal is not considered a defence of their position, but as acknowledgement of their inability to provide adequate justification for their

authorship of the assignment. This mechanism aims to ensure transparency and accuracy in the assessment procedures, and to protect the integrity of the assessment.

Withdrawal does not rule out the possibility of other disciplinary measures being considered, depending on the severity of the misconduct, as described in [section 2.1.6. Result of the interview](#).

#### *2.1.5.5. Concluding the interview*

When the time limit is up, the student must be informed and the interview brought to an end. This should be done with a polite message with the aim of:

- Announcing that the time limit has been reached, and the interview has therefore ended.
- Thanking the student for participating.
- Offering a general assessment of their answers, without giving any details or information related to the result of the verification.
- Reminding them how and when the result and the feedback from the interview will be posted.
- Once the entire interview process has ended, the **recording must be stopped**.

### 2.1.6. Result of the verification interview

The result of the verification interview is determined as follows:

- 1) If authorship of the academic activity is verified in the interview, the original grade notified or entered must be maintained.
- 2) If it proves impossible to verify authorship or the student admits to having engaged in misconduct, the actions set out in point [3.2. Appendix 2. Consequences of misconduct](#) must be applied.

In both cases, the feedback from the verification interview must be given in the feedback area of the relevant academic activity.

### 2.1.7. Procedure and remuneration associated with conducting verification interviews

Responsibility for conducting verification interviews lies mainly with teaching and research staff, who are authorized to carry out this process and ensure compliance with the established protocols. However, the teaching and research staff may delegate this task to the affiliated teaching staff. This delegation takes place in order to optimize the available teaching resources and ensure efficient management of the verification interviews.



A paid commission must be created when a verification interview is to be conducted by a course instructor.

If the teaching and research staff member wishes to delegate this task to a course Instructor, they must first apply to do so using the following [form](#):



[Record of verification interviews conducted by affiliated teaching staff](#)

After filling in the form, the programme management assistant or teaching management assistant must check the financial amount available for the affiliated teaching staff in PEP in accordance with the established remuneration and inform the teaching and research staff to confirm the verification interview and monitor it.

Once the verification interview has been conducted, the programme management assistant or teaching management assistant will assign the relevant paid commission (PEP).



The information contained in the [verification interviews registration form completed by affiliated teaching staff](#) will be used for monitoring and oversight, to process payments and issue the necessary certificates at the student's request.

### 2.1.8. Official certificate of invitation to the interview

Students invited to a verification interview are entitled to ask the UOC for an official certificate of invitation to the interview in synchronous format for the interview time and date chosen.

Students requiring a certificate must apply for this

- via the Help Service.
- Two types of certificate may be issued:
  - A. A **pre-interview certificate**, which specifies the date and time of the invitation to the interview.

[UOC corporate logo]

#### CERTIFICATE: INVITATION TO ONLINE VERIFICATION INTERVIEWS

The Academic Secretary's Office of the Universitat Oberta de Catalunya  
HEREBY CERTIFIES THAT:

According to the information held on record in this office, [student's full name],  
holder of identification document number [student's identity document number],  
has been invited to attend the following online verification interviews:

[date and time of interview]

Barcelona, [date]

*Template for pre-interview invitation certificate*

- B. A **post-interview certificate**, once the interview has taken place, which certifies that the interview took place on a specific date and time.

[UOC corporate logo]

**CERTIFICATE OF ATTENDANCE: ONLINE VERIFICATION INTERVIEWS**

The Academic Secretary's Office of the Universitat Oberta de Catalunya  
HEREBY CERTIFIES THAT:

According to the information held on record in this office, [student's full name],  
holder of identification document number [student's identity document number],  
attended the following online verification interviews:

[date and time of interview]

Barcelona, [date]

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*Template for post-interview certificate of attendance for interviews*

## 2.1.9. General recommendations

A series of **recommendations and guidelines** that may contribute to the high-quality and trouble-free administration of the verification interviews are presented below.

### a) Preparation

- **Review the student's submission** before the interview, in addition to any notes and feedback regarding the activity, to identify the key points to be verified.
  - For example: review the references used in the activity to ask questions about a specific resource, how it was used, how the student heard about it, etc.
- **Plan the questions** based on the content presented by the student and the related study materials, taking into account that it is not a second round of assessment of the academic activity.
  - For example: have some questions planned in advance, and even make a list. You should also have the academic activity submitted by the student where you can see it.
- **Adapt the questions** to students with **specific educational support needs** who have to do a verification interview.
  - For example: be able to share the questions in writing if the student has any hearing difficulties.

### b) Background to the interview

- **Explain the objective of the interview** at the beginning, and make it clear that it is not a second assessment but verification of authorship.
  - For example: "The aim of this interview is not to assess your work again, but to confirm that you are its author."
- Establish a **climate of trust**, with a clear, friendly and relaxed tone that reduces the student's stress. Remember that not all the students interviewed will have engaged in misconduct.
  - For example: "I understand that doing this interview may make you nervous, but we are just here to talk about your work."

### c) Asking questions

- **Ask open questions** that allow the student to explain processes, decisions, etc. related to their work (questions of reasoning, metacognition, justification, oral presentation of the steps involved in solving a quantitative problem, etc.).
  - For example: "What difficulties did you come across in [...] and how did you overcome them? Why did you choose this topic when doing the assignment?"
- **Avoid asking excessively technical or memory-based questions**, and try to focus on the understanding and reasoning behind decisions made while carrying out the academic activity. The aim is not to verify knowledge of the course, but authorship of the academic activity.
  - For example: "Did you rule out any alternatives in section N of the assignment? And if so, why?"
- **Adapt the level of the questions** to the type of academic activity and the competencies worked on. The level of the student being interviewed must be taken into account.
  - For example: take into account whether the verification interview is carried out as part of a bachelor's degree or master's degree course; if it is an initial or final activity, etc.

### d) Communication and attitude during the interview

- **Maintain a respectful and empathetic attitude**, while showing interest in the student's answers and explanations.
  - For example: "It's all right, take a moment to think. You can explain it in your own words."
- **Give the interviewee enough time to respond**, and avoid any unnecessary interruptions of the student's answers.
  - For example, do not interrupt the student in the middle of an explanation. If appropriate, any relevant comments can be made when the interview is concluded.
- **Allow clarifications or rewording** of the questions if the student has reasonable doubts.
  - For example: "Do you mean...?" → "Yes, exactly. I'm talking about how you applied this concept in section N of the work you submitted."

## e) Monitoring and records

- **Write a record or brief report of the interview**, as a final assessment or conclusions, to be shared with the classroom teaching team. It is advisable to write down the details that prove or disprove authorship of the academic activity.
  - For example, apart from recording the interview, the interviewer could take discreet notes about the interview (if the student looks at the camera, if they answer questions confidently...).
- **Conclude the interview and leave the issue open in cases when authorship has not been verified.**
  - For example: "Thank you for your time and your thoughts. We will use the information collected to assess authorship of the work submitted."
- **Maintain the student's anonymity as much as possible.**
  - For example, do not disclose the name of the students participating in verification interviews in public spaces (articles, conversations, etc.).

### 2.1.10. Tools used to conduct verification interviews

Verification interviews are carried out using videoconference tools that enable synchronous communication between the teaching staff and students, and recording of the session. The recommended tool for conducting the interviews is BigBlueButton, which is integrated into the UOC's teaching platform (Canvas), as it guarantees flexible and secure access within the institutional framework.

The following resources are available to users:

- Guide for teaching and research staff:
  - [Enable menu options](#)
  - [Create a videoconference in BigBlueButton](#)
  - [Log in to the BigBlueButton videoconference space](#)
- [Guide for affiliated teaching staff: Logging in to a conference with BigBlueButton \(only in Catalan or Spanish\).](#)
- [Guide for students: Logging in to a conference with BigBlueButton \(only in Catalan or Spanish\).](#)



However, other tools may be used subject to the teaching staff's discretion and responsibility, and subject to compliance with the legal and privacy regulations in force at the UOC. The use of alternative platforms, such as Microsoft Teams, which was widely used before the approval of this protocol, is not restricted, provided that the security, identification and recording conditions of the interview are guaranteed.

## 3. Appendices

### 3.1. Appendix 1. Templates for notifying students of the result of the verification interview

The following templates have been taken from the [Proposed templates for notification of misconduct \(Teaching\)](#) document and provide guidelines for giving feedback on academic activities subject to verification of authorship.

Situation	Template
Verification of authorship OK	Hello, [Name]. I'm writing to let you know that the [originality/authorship] of your continuous assessment activity [number] was confirmed in the interview you attended on [DD/MM/YYYY]. This means that you will be able to see the grade of the activity in the <i>Grades</i> section of the classroom. Regards,
Verification of authorship KO	Hello, [Name]. I'm writing to let you know that the [originality/authorship] of your continuous assessment activity [number] was not confirmed in the interview you attended on [DD/MM/YYYY]. As a result, and as stipulated in Article 113 of the UOC's Academic Regulations, the activity has received a Fail grade. Remember that this conduct constitutes a violation of the UOC regulations on acceptable behaviour and may lead to disciplinary proceedings. Regards,
Continuous assessment activity failed	Hello, [Name]. I'm writing to let you know that misconduct has been identified in your continuous assessment activity [number]. Specifically, we have found that [brief description or example of the misconduct]. As a result, and as stipulated in Article 113 of the UOC's Academic Regulations, the activity has received a Fail grade. Remember that misconduct in assessment constitutes a violation of the UOC regulations on acceptable behaviour and may lead to disciplinary proceedings. Regards,
All continuous assessment failed	Hello, [Name]. I'm writing to let you know that misconduct has been identified in your

	<p>continuous assessment activity [number].</p> <p>Specifically, we have found that [brief description or example of the misconduct].</p> <p>As a result, and as stipulated in Article 113 of the UOC's Academic Regulations, the activity has received a Fail grade. You can read about the implications of this grade in the course plan.</p> <p>Remember that misconduct in assessment constitutes a violation of the UOC regulations on acceptable behaviour and may lead to disciplinary proceedings.</p> <p>Regards,</p>
Final assessment test failed	<p>Hello, [Name].</p> <p>As the [coordinating professor] of the [course name] course, I'm writing to let you know that we have identified misconduct in your final assessment test.</p> <p>Specifically, we have found that [brief description or example of the misconduct].</p> <p>As a result, and as stipulated in Article 113 of the UOC's Academic Regulations, the test has received a Fail grade. You can read about the implications of this grade in the course plan.</p> <p>If you do not agree with this grade, you can request a review through the procedure Assessment / Grade reviews and appeals on the Virtual Campus within the stipulated period.</p> <p>Remember that misconduct in assessment constitutes a violation of the UOC regulations on acceptable behaviour and may lead to disciplinary proceedings.</p> <p>Regards,</p>
The whole course failed	<p>Hello, [Name].</p> <p>As the [coordinating professor] of the [course name] course, I'm writing to let you know that we have identified misconduct in your [final assessment test/activity {activity number}].</p> <p>Specifically, we have found that [brief description or example of the misconduct].</p> <p>In view of this situation, and as stipulated in Article 113 of the UOC's Academic Regulations, the course has received a Fail grade.</p> <p>Remember that misconduct in assessment constitutes a violation of the UOC regulations on acceptable behaviour and may lead to disciplinary proceedings.</p> <p>Regards,</p>

If disciplinary proceedings are undertaken, the templates are available in the same [Proposed templates for misconduct notification \(Teaching\)](#) document.

## 3.2. Appendix 2. Consequences of misconduct

The actions taken as a result of misconduct by students are determined by the actions set out in the following materials:

1. On the [web page with information on academic integrity and plagiarism](#).
2. In the [infographic on misconduct in continuous and final assessment activities](#).
3. In the document on [misconduct during assessment – guidelines for action](#) (*only in Catalan*). Given the level of detail and importance of this point, an excerpt from the basic guidelines for application is presented below.

## What are the consequences of misconduct in assessment?

In cases with evidence of misconduct:

Misconduct in assessment	Evidence of the misconduct	Aspects to take into account when assessing the severity of the case (to be assessed by faculty)	Consequences of misconduct
<b>Copying or plagiarism</b> in any graded academic activity: <ul style="list-style-type: none"> <li>- Failure to cite the original author or sources of information.</li> <li>- Inadequate citation of the original author or source of information.</li> <li>- Excessive paraphrasing, even if cited appropriately.</li> <li>- Copying and pasting content from other sources.</li> <li>- Submitting someone else's work as if it were the student's own.</li> <li>- Carrying out an activity with other students, when the course plan states that the graded academic</li> </ul>	<ul style="list-style-type: none"> <li>- A report issued by the corporate anti-plagiarism tool with the percentage of matches between the test text and the source compared, which may be internal (assignments from the current semester and previous semesters) or external.</li> <li>- Report issued by the teaching staff indicating the parts of the work that come from external sources, stating the sources from which they have been extracted.</li> <li>- Anonymized comparison with the graded academic activity by the other student, in cases of copying, showing the parts copied and the comments that the teacher deems appropriate.</li> </ul>	<b>Minimal or very limited plagiarism</b> <ul style="list-style-type: none"> <li>• Low percentage of similarity.</li> <li>• Few and unreferenced citations.</li> <li>• First semester in which copying or plagiarism has been detected.</li> </ul>	<ul style="list-style-type: none"> <li>• The student is given a warning without being awarded a Fail grade for the activity.</li> <li>• The student is awarded a Fail grade for the activity.</li> </ul>
		<b>Substantial plagiarism</b> <ul style="list-style-type: none"> <li>• Very large percentage of similarity.</li> <li>• Fraud in key aspects of the assignment.</li> <li>• Group copying.</li> <li>• Many unreferenced citations.</li> </ul>	<ul style="list-style-type: none"> <li>• The student is awarded a Fail grade for the continuous assessment.</li> <li>• The student is awarded a Fail grade for the course.</li> </ul>
		<b>Very serious plagiarism</b> <ul style="list-style-type: none"> <li>• Repeated misconduct in the same course or in other courses in the programme in <ul style="list-style-type: none"> <li>○ different semesters;</li> <li>○ various activities in the same semester, provided that the student has been given time to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary proceedings.</li> </ul>

activity is to be undertaken individually.	- Record, video, audio or transcription of the synchronous oral test or synchronous oral interview.	change their behaviour. (Repeated misconduct: when the misconduct is repeated, but there is no penalty.) • Recidivism: in cases when the student has been subject to previous disciplinary proceedings.	
<p><b>Identity fraud</b> when carrying out a graded academic activity.</p> <p>- Providing a false national identity document, passport or identification document during the graded academic activity.</p> <p>- The person engaging in identity fraud impersonates the student during a graded academic activity.</p> <p>- The person engaging in identity fraud impersonates the student during the defence of a final project.</p> <p>- The person engaging in identity fraud uses the name, surname or any other characteristic identifying the student.</p>	<p>- <b>Images or voice</b> obtained during the recording of the test.</p> <p>- <b>Lack of consistency in the identification.</b></p>	<b>This misconduct is serious.</b>	<ul style="list-style-type: none"> <li>Disciplinary proceedings.</li> </ul>

<p><b>Accepting or obtaining</b> any academic activity whether or not in exchange for anything:</p> <ul style="list-style-type: none"> <li>- Purchasing the graded academic activity on an online platform or website.</li> <li>- Entrusting an academic activity to a third party (another student, a private teacher, etc.) whether or not in exchange for anything.</li> <li>- Accepting a graded academic activity done by a third party.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Screenshots of conversations</b> using instant messaging tools (<b>WhatsApp, Telegram</b>, etc.), provided that the person providing the evidence is part of the conversation or group and the alleged offender can be identified as a UOC student.</li> <li>- <b>Screenshot or link showing the posting</b> of the graded academic activity in an online space.</li> <li>- <b>Documentary evidence of payment</b> for carrying out the graded academic activity (bank receipts, bank statements, Bizums, etc.).</li> </ul>	<p><b>This misconduct is serious.</b></p>	<ul style="list-style-type: none"> <li>• Disciplinary proceedings.</li> </ul>
<p><b>Assisting, abetting or encouraging copying</b> in any graded academic activity:</p> <ul style="list-style-type: none"> <li>- Giving a completed graded academic activity to another student or permitting access to it.</li> <li>- Uploading the graded academic activity to an online space before the deadline for its delivery stipulated in the course plan.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Screenshots of conversations</b> using instant messaging tools (<b>WhatsApp, Telegram</b>, etc.), provided that the person providing the evidence is part of the conversation or group and the alleged offender can be identified as a UOC student.</li> <li>- <b>Screenshot or link showing the posting</b> of the graded academic activity in an online space.</li> </ul>	<p><b>Substantial plagiarism</b></p> <ul style="list-style-type: none"> <li>• Percentage of similarity.</li> <li>• Group copying</li> </ul>	<ul style="list-style-type: none"> <li>• The student is awarded a Fail grade for the activity.</li> <li>• The student is awarded a Fail grade for the course.</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Documentary evidence of payment</b> for carrying out the graded academic activity (bank receipts, bank statements, Bizums, etc.).</li> </ul>		
<p><b>Assisting, abetting or encouraging copying</b> in any graded academic activity:</p> <ul style="list-style-type: none"> <li>- Offering graded academic activities that have been performed, whether or not in exchange for compensation (money, swapping continuous assessment activities, etc.).</li> <li>- The sale of graded academic activities by a student whether or not in exchange for compensation.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Screenshots of conversations</b> using instant messaging tools (<b>WhatsApp</b>, <b>Telegram</b>, etc.), provided that the person providing the evidence is part of the conversation or group and the alleged offender can be identified as a UOC student.</li> <li>- <b>Screenshot or link showing the posting</b> of the graded academic activity in an online space.</li> <li>- <b>Documentary evidence of payment</b> for carrying out the graded academic activity (bank receipts, bank statements, Bizums, etc.).</li> </ul>	<p><b>This misconduct is serious.</b></p>	<ul style="list-style-type: none"> <li>• Disciplinary proceedings.</li> </ul>
<p>The use of <b>unauthorized materials, software or devices</b> in any academic activity:</p> <ul style="list-style-type: none"> <li>- Using UOC learning resources (teaching materials, modules, manuals, etc.), notes, assignments produced by</li> </ul>	<ul style="list-style-type: none"> <li>- In cases involving the use of unauthorized material: the <b>report by the antiplagiarism tool</b> or a report listing the parts used and the material from which they are taken may be provided.</li> </ul>	<p><b>Minimal use</b></p> <ul style="list-style-type: none"> <li>• Small percentage of similarity.</li> <li>• It does not appear to be deliberate.</li> <li>• It is the first semester in which copying or plagiarism has been detected.</li> </ul>	<ul style="list-style-type: none"> <li>• The student is given a warning without being awarded a Fail grade for the activity.</li> </ul>



<p>the student or classmates or websites that have not been specifically authorized in the course plan in a graded academic activity.</p> <p>- Using tools or software of any kind that have not been specifically authorized in the course plan in a graded academic activity.</p> <p>- Using unauthorized external devices (mobile phones, tablets, laptops, headphones, earpieces, etc.) in a graded academic activity.</p>	<p>- <b>Screenshots of conversations</b> using instant messaging tools (<b>WhatsApp</b>, <b>Telegram</b>, etc.), provided that the person providing the evidence is part of the conversation or group and the alleged offender can be identified as a UOC student.</p> <p>- In cases involving the use of artificial intelligence software: <b>report issued by teaching staff</b> indicating evidence of this software being used.</p>		<ul style="list-style-type: none"> <li>The student is awarded a Fail grade for the activity.</li> </ul>
		<p><b>Substantial use:</b></p> <ul style="list-style-type: none"> <li>Very large percentage of similarity.</li> <li>Similarity or use of unauthorized AI in key aspects of the activity.</li> <li>Group copying.</li> <li>Many unreferenced citations.</li> <li>Failure to heed previous warnings.</li> </ul>	<ul style="list-style-type: none"> <li>The student is awarded a Fail grade for the continuous assessment.</li> <li>The student is awarded a Fail grade for the course.</li> </ul>
		<p><b>Extensive use</b></p> <ul style="list-style-type: none"> <li>Recidivism (when a penalty has already been applied).</li> <li>Repeated misconduct in the same course or in other courses in the programme in <ul style="list-style-type: none"> <li>different semesters;</li> <li>various activities in the same semester, provided that the student has been given time to change their misconduct.</li> </ul> </li> </ul> <p>(Repeated misconduct: when the misconduct is repeated, but there is no penalty.)</p>	<ul style="list-style-type: none"> <li>Disciplinary proceedings.</li> </ul>

Table taken from the document [Criteris Conductes irregulars \(1\) def-cat\\_CA.docx](#).