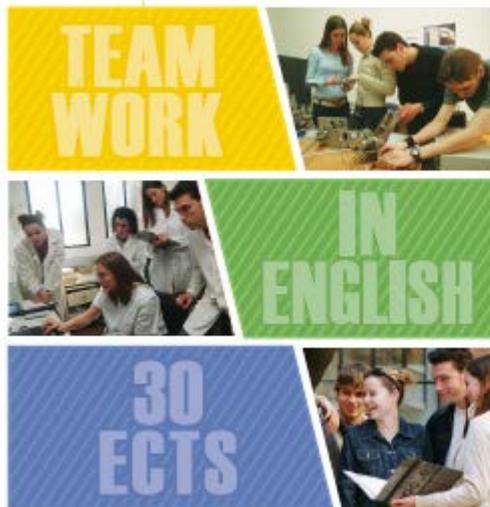UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONATECH
UPC
Escola Politècnica Superior d'Enginyeria
de Vilanova i la Geltrú

TEAM WORK

IN ENGLISH

30 ECTS

European Project Semester

BARCELONA

Table of contents

1. The European Project Semester

1.1 Introduction

The European Project Semester (EPS) is an innovative training programme that addresses the new professional demands that will be placed on the engineers of the future. The programme has been designed in keeping with the new learning outcomes established by the Bologna Process and the European Higher Education Area.

1.2 What is the European Project Semester

The European Project Semester (EPS) is a one-semester course designed to train third-year engineering students to work on international teams. In an EPS, an international team of students works on a real-life project that has been proposed by a company or a research group.

The working language is English. Students receive an international certificate and 30 European Credit Transfer System (ECTS) credits on successful completion of the EPS.

In brief, the programme has the following characteristics:

- It is international, multidisciplinary and multicultural
- The working language is English
- It addresses the real needs of companies
- It is an intensive, one-semester programme
- It is worth 30 ECTS credits

The EPS consists of two complementary parts:

A project: during the semester and under the guidance of an academic tutor, an international team of four to six students works on a real-life multidisciplinary project for a Spanish or international company. Teams include students with different academic backgrounds from all over Europe. Individual and group tutorials will be offered during the semester.

Intensive courses: a short intensive programme with practical workshops on topics related to project management will also be offered in order to improve project work. These complementary workshops will help students develop their communication and cooperation skills.

The following courses are included in the EPS study programme:

- Technical Communication in English
- Systemic Innovation
- Project Management
- Teambuilding
- Intercultural Communication
- Spanish Language and Culture
- Accessibility & Usability
- Ecodesign

The programme includes cultural and social activities and excursions.

1.3 Prerequisites

The EPS programme is offered to final-year degree students who have a good command of the English language.

Students applying to take the EPS should ensure that their home university recognises the EPS as part of its curriculum. The semester is a recognized 30-credit course in the ECTS. Further information is available on request.

EPS candidates will be pre-screened by their home university's International Office.

1.4 Competences

The EPS will enable students to apply technical knowledge acquired during the previous years of their engineering education to real, practical projects. The programme also offers the opportunity to learn to work in teams in an international, multicultural and interdisciplinary atmosphere, similar to that found in most companies today.

The EPS will make a significant difference to academic curriculums, making it easier to join the labour market and helping to further careers.

This programme has been designed to meet society's new demands and to train students in a broader range of disciplines, such as international communication, teamwork skills, critical thinking, sustainability and languages. Students will develop both the ability to deal with frequent, unexpected changes and the skills required for working abroad.

1.5 Supervision

A project supervisor will be assigned to each project team. He/she will guide the students through the project, keeping track of their progress and assuring that every team member makes a contribution.
The team will meet the supervisor every week to discuss the progress of the project. At these meetings, each student in the team will report on the activities they have undertaken during the week, and present a plan of activities for the coming week. Each student should keep a log describing the tasks they execute every week.

A project supervisor will also be assigned from the company. The team will keep the company supervisor up-to-date on project progress by sending in a weekly progress report.

1.6 Certificate

On successful completion of the EPS programme, students will obtain a certificate showing the grade and ECTS received. The overall grade will take into account the marks awarded for the courses and for the project.

2 The project

2.1 Project-Based Learning

Project-Based Learning (PBL) is an instructional approach built on authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem, and generally reflect the types of learning and work found in the everyday world outside the classroom.

PBL is synonymous with learning in depth. A well-designed project helps students to encounter (and struggle with) the central concepts and principles of a discipline.

PBL teaches students twenty-first century skills as well as content. These skills include communication and presentation, organization and time management, research and inquiry, self-assessment and reflection, and group participation and leadership.

PBL is generally carried out by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the project.

Finally, PBL allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

Thus, we define PBL as: *a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.*

2.2 Project agreement

During the first week of EPS, the team will meet the company supervisor to discuss the project assignment. A project agreement will be drawn up between the team and the company. The agreement will clearly define the assignment and the expected project results, and will be signed by the team and the company supervisor. The university supervisor will provide a template of the project agreement. The project agreement should be finalized and signed by all parties no later than week 4.

3. The courses

3.1 Introduction

The first four weeks of the EPS consist of a study programme that includes eight intensive courses.

-	Technical Communication in English	2 ECTS
-	Systemic Innovation	1 ECTS
-	Accessibility & Usability	1 ECTS
-	Project Management	2 ECTS
-	Teambuilding	1 ECTS
-	Intercultural Communication	1 ECTS
-	Spanish Language and Culture	1 ECTS
-	Ecodesign	1 ECTS

The Technical Communication in English, Spanish Language and Culture, and Project Management courses will continue throughout the entire semester.

Each course will be assessed individually.

3.2 Course descriptions

3.2.1 Technical Communication in English

Course	**Technical Communication in English**
ECTS	2 ECTS
Lecturers	Joe Barr
Previous knowledge required	Students who wish to take part in the EPS should already possess advanced skills in spoken and written communication. The linguistic demands of **academic work** carried out entirely in English usually correspond to **levels B2 (Independent user) and C1 (Proficient user)** according to international standards (Common European Framework of Reference for Languages)
Course description	This course aims at developing the communication skills that university students need to successfully participate in academic work in English. Assuming that students can communicate both in speech and writing before taking part in the EPS, this course focuses on developing students' competence in academic communication in English. Specifically, the course aims to provide students with the necessary resources to develop their fluency, accuracy, and appropriateness when communicating in academic settings. It will integrate the four skills of reading, writing, listening and speaking, together with the competences that students need to carry out a collaborative technical project. Special emphasis will be placed on written and oral texts that are used in academic settings (e.g. abstracts, reports, oral presentations, etc. Specifically, this course aims to develop the following competences: COMMUNICATION AND LANGUAGE SKILLS: • Developing strategies for effective academic communication in English, both in speech and writing. • Practicing the skills of reading, listening, writing and speaking in English, through spoken and written text in the field of engineering. • Improving students' fluency in the production of written and spoken messages in English. • Improving students' linguistic competence in English and their capacity to produce accurate and appropriate messages. • Carry out research and gather information in English, using bibliography, technical documents and ICT resources in order to write technical texts and give oral presentations. • Develop students' capacity to prepare and deliver an oral presentation in the technical fields. TEAM WORK: • Help students carry out a collaborative project. • Provide students with tools for organizing and managing teamwork and developing their ability for interpersonal communication to achieve a common goal. • Work in groups to promote discussion, problem-solving, and decision-making in English. • Use online tools for effective academic communication in English to carry out a collaborative project (appropriate use of netiquette). LIFELONG LEARNING AND CRITICAL THINKING: • Develop learner autonomy, to help students reflect on their own learning as well as plan and monitor their own process, taking an active part in lifelong learning. • Develop students' capacity to develop their critical thinking skills and express their views in English on contemporary issues related to science and technology. • Help students cope with the demands of cross-cultural communication and collaboration with international teams.

Course	Technical Communication in English

Course syllabus	1. Principles of academic communication in engineering.
	    a. Characteristics of technical communication: a problem-solving approach.
	    b. Electronic and face-to-face communication
	    c. Organizing and managing a team
	
	2. Planning and organizing a collaborative project: the plan sheet.
	    a. Oral and written communication
	    b. Defining a communicative task: analyzing the communicative situation
	    c. Using the plan sheet to organize a collaborative project and develop appropriate strategies to carry it out.
	
	3. The process of technical communication: researching and gathering information, outlining and drafting.
	    a. Main stages in the communication process.
	    b. Gathering information from written and oral sources
	    c. Taking notes and expressing one's ideas (avoiding plagiarism).
	    d. Organizing ideas and developing an outline
	
	4. Written communication: Preparing and reviewing a written project.
	    a. Academic documents in engineering
	    b. Drafting and revising a document (content, register, appropriateness)
	    c. Elements of language and style in academic writing: fluency and accuracy.
	
	5. Oral communication: Preparing and delivering an oral presentation.
	    a. The process of preparing and delivering oral presentations in English
	    b. Strategies and techniques for preparing an oral presentation.
	    c. Structure of an oral presentation
	    d. Elements of language (introducing the presentation, signposting, dealing with questions, etc.)
	    e. Delivery of an oral presentation in teams.
	
	6. Evaluating and reflecting on the project, both the written document and the oral presentation and developing tools for lifelong learning.
	    a. Analyzing the written document and oral presentation.
	    b. Critical reflection on one's production, the overall project and other projects.
	    c. Peer review
	    d. Strategies and resources for learner autonomy, including internet resources (language skills, technical communication, teamwork, etc.)

Methodology	The contents of the course syllabus will be dealt with in an integrated manner, with students working in teams on a collaborative project. Therefore, course work will focus on the development of students' project, focusing both on the process and the product. The process will involve the different stages in writing a document and preparing and delivering an oral presentation. It will be carried out through the modules in the course syllabus. Class work will consist of the presentation and discussion of the framework for technical communication as well as intensive students' work on their collaborative project. Students will be expected to do out of class assignments (mainly through Campus Digital) to work on their project.

Course	**Technical Communication in English**
Assessment	Students will be assessed on the specific competences practiced in the course: • Devising and planning an appropriate academic project in engineering. • Participating in academic technical communication in an effective manner. • Organizing and carrying out team work: planning, managing and participating in a group. • Contributing to the overall project by communicating and exchanging ideas and documents with other team members (both in class and out of class through *Campus Digital*) • Capacity to produce written and oral academic texts fluently, accurately, and appropriately. • Capacity to reflect on and evaluate critically an academic project. The course will be based on continuous assessment, taking into account the following: • Students' participation in course activities. • The process of carrying out the collaborative project. • The final product (written text and oral presentation). • A written test on course materials.

3.2.2 Systematic Innovation

Course	**Systemic Innovation**
Lecturers	Andreu Català
Previous knowledge required	Students should have a basic knowledge of engineering and management.
ECTS	1 ECTS
Course description	This course aims to introduce participants into Innovation schemes from the technological project design and development point of view. A theoretical part is presented and discussed followed by a practical implementation in the projects assigned. The main objectives are to understand and implement the creative, innovative and entrepreneurship culture into the process involved in the design of a engineering project.
Course Syllabus	1.Introduction and definitions of innovation 2.Creativity, innovation and entrepreneurship 3.Project Based Learning and innovation 4.The innovation Process 5.Innovation Models 6.Success innovation key points 7.Management of innovation
Methodology	In the first part of the course, classes will involve traditional lectures in which the lecturer explains the different aspects of innovation. In the second part, the students working in multidisciplinary groups will apply systemic innovation in different aspects as technology, organizational, product and strategy in the project that they are involved. Finally, the students will write a report and will make a public presentation of the projects.
Assessment	Part of the assessment is on-going and takes into account the student's participation in the analysis and development of case studies. In addition, the project presentation and project report will be assessed. The final grade will be obtained as follows: Participation in the analysis of case studies: 15% Report presentation: 40% Written report: 45%

3.2.3 Accessibility & Usability

Course	**Accessibility & Usability**
ECTS	1 ECTS
Lecturers	José María Ibáñez
Previous knowledge required	While developing ideas through text and image, communication skills and general design software programs skills are a must for defining a challenge succesfully. Collect and interpret information about what a design needs to do is a key.
Course description	During the seminar sessions, several simple concepts will be discussed for the initial approach and project definition from the innovative perspectives offered by the disciplines of usability and human-centered design.
Course syllabus	- Creativity, Design and Innovation - Defining a framework - Function analysis - User analysis - Tools: Human Centered Design and Design Thinking
Methodology	The contents that will be worked on in class will be applied through teamwork and short stages.
Assessment	One single project submission plus an oral defense. The submission criteria could be slightly changed regarding the project (if suggested by the lecturer).

3.2.4 Project management

Course	**Project management / Mangament Skills**
Lecturers	Nora Martínez / Ariadna Llorens
Previous knowledge required	Students should have a basic knowledge of engineering in order to develop, plan and carry out the EPS project proposal. Previous knowledge of Microsoft Project or similar software is an advantage, but not essential.
ECTS	2 ECTS
Course description	This course aims to develop the basic skills necessary to propose, draft and manage industrial projects by applying scientific knowledge and techniques, skills and procedures, once the determining factors have been identified and assessed. The course is divided into three main elements. The first element will comprise a series of lectures in which the important aspects of project management, project analysis, planning, and management will be explained. The second element will be a series of group activities linked to the lectures, which focus on the students' particular EPS projects. The students will draft the specifications, describe the method used to solve the proposed problem, and plan the time needed to complete the tasks involved. Finally, the students will prepare and deliver a short presentation to show the outcome of the above group activities. Depending on the timing of the course delivery, a case study may be used to consolidate the main planning tools.. The objectives can be summarised as follows: 1. To develop an understanding of proposal, analysis, assessment, structure and management of an industrial project. 2. To study a specific EPS project (and/or a case study), determine the focus and the elements leading to an appropriate solution. 3. To develop and present a project proposal and time plan.
Course Syllabus	**1. Project management** Introduction and Definition of a Project, Basic Elements of a Project, Organising a Project, Planning a Project, Resource Analysis, Tools, Microsoft Project overview, Monitoring and Controlling a Project, Internal Co-operation within a Project Team. **2. Group work** Brainstorming and basic elements, project specification and structure, work breakdown structure and responsibility matrix, project planning, project presentation development. **3. Project presentation** Delivery of a short presentation giving an overview of the EPS project or case study, and including the results of the group work.
Methodology	Throughout the course, classes will involve traditional lectures where the main elements of a project are explained. Within the lecture programme, the students will undertake a series of group exercises, applying the lecture material to their specific EPS project or a suitable case study. The lecturer will guide the students to reach solutions. Finally, the students will deliver a short report and make a presentation of their project.
Assessment	Part of the assessment is on-going and takes into account the student's participation in the analysis and development of case studies. In addition, the project presentation and project report will be assessed. The final grade will be obtained as follows: Participation in the analysis of group work: 15% EPS project/case study presentation: 45% EPS project/case study report: 40%

3.2.5 Teambuilding

Course	**Teambuilding**
Lecturers	Roger Nylund
ECTS	1 ECTS
Previous knowledge required	None.
Course description	Students are introduced to the field of Teamwork, teamroles and cultural differences in order to: • Recognize team dynamics (Tuckman) and team roles (Belbin) in order to get tools to handle the teamwork in the EPS semester. • Learn to know the importance of understanding people through their culture, to understand that we are different and that it is something good. • Learn to know each other's culture and get practical advice on how to cope with each other.
Course syllabus	Team dynamics (Tuckman) The difference between self-directing teams and workgroups
Methodology	Lectures Teambuilding activities A reflective essay after the course.
Assessment	The essay and activity during the lectures and activities.

3.2.6. Intercultural Communication

Course	**Intercultural Communication**
Lecturer	Joe Barr
ECTS	1 ECTS
Previous knowledge required	None.
Course description	Students are introduced to the field of Intercultural Communication in order to: • Recognize how culture influences our perception and communicative behaviour by becoming aware of our own culture and how it has shaped our beliefs and practices. • Recognize main barriers and their implications in intercultural encounters. • Create a basic understanding of the cultural factors that affect the process of interpersonal communication.
Course syllabus	Terms – What is culture? Perception Cultural Dimensions Non-verbal communication
Methodology	In order to cover the areas which are the focus of the course two specific styles of teaching will be employed: lectures and interactive teaching.
Assessment	Class participation and individual case study

3.2.7. Spanish Language

Courses	**Spanish for foreigners**
Lecturer	Cristina Almirall
ECTS	1 ECTS
Schedule	Start Date: February 11^h Finish Date and Written Final Exam: June 2nd Days: Tuesdays Time: 10:45 – 12:15 or 12:30-14:00 Room: VGA123 Course material: Compulsory to buy the book to follow the course
Previous knowledge required	A level test will be administered on February 6th. Attendance is **mandatory**.
Course description	The complete Spanish program is from level **A1** through **B2**, all of which are taught in line with UniCor Languages methodology and system. In lower level courses the grammar is taught in combination with conversation, with the objective of offering the student the necessary base to be able to satisfactorily learn the language, assimilate it and reproduce it. In higher level courses all skills, including grammar, are taught and developed communicatively with the adequate professional focus, with the objective of offering the student a high level of Business Spanish sufficient enough to learn the language, assimilate it and reproduce it to be able to obtain and/or continue a position in a Spanish-speaking company. Each course lasts 25 hours and consists of one and a half hours of lecture per week. Using the Spanish language, this course has been designed so that the student, advancing through the levels, will be able to listen, write and speak in Spanish naturally while interacting with the other students. ***Upon finalizing this course, the student must pass (75%) the written final exam.***
Methodology	**UNICOR LANGUAGES METHODOLOGY** The *UniCor* method is based on assimilation, comprehension and natural communication. Courses are mainly taught using a communicative and lexical-functional methodology. The objectives laid out have been referenced from the European Council level A1.2, which is in accordance with the Common European Framework for Languages (CERF). Communicating promotes active assimilation of a language and at the same time it contextually incorporates topical grammar. Only the Spanish language will be used in class. Students will have practical use of the theories learned and work will be done in pairs or groups. The student must come prepared to each class and participate in all activities. Student's attendance and participation will be monitored and evaluated continually. *Traditional* **Method** **Grammar** **Write Sentences** **Read** **Speak Incorrectly** **Listen** **Communicate** *UNICOR LANGUAGES* **Method** **Listen** **Communicate** **Speak Correctly** **Read** **Write Sentences** **Grammar**

	Preparation begins from a beginner level through to an advanced level. All students must take a level test on the first day of class to properly place them in their appropriate level.
Course goals (CERF)	**Listening** Extract essential information from simple conversations about daily life events. Understand information fundamentally necessary: schedules, directions, personal and third-party information. **Speaking** Be able to use Spanish as a vehicle for communication, develop basic communication strategies. Establish elementary, everyday communicative exchanges to effectively interact in the household, shops, school, work, etc. **Reading** Become familiarized with Spanish spelling and alphabet and match them with their corresponding sounds. Read and understand simple and brief texts necessary to carry out basic activities (notes, postcards, notices, letters, pamphlets, etc.), allowing for a lack of complete detailed understanding. **Writing** Become familiarized with Spanish spelling and punctuation. Be able to fill out simple forms, write personal notes, postcards, letters, etc. **This level of language teaching contributes to the development of the following:** Listen and understand general information and brief texts about daily life. Comprehend oral expression in daily situations. Read simple and brief texts related to the daily life topics which introduce common vocabulary as well as understand general and specific information. Write simple texts on various subjects related to everyday topics and situations, using frequently used vocabulary. Use the lectures to seek information and participate in communicative situations.
Course Assessment	Students must attend 80% of classes and also pass the Written Final Exam. Written Final Exam (4 parts): - Reading Comprehension - Listening Comprehension - Grammar - Vocabulary 75 % is the pass mark.

3.2.8 Ecodesign

Course	Ecodesign
Lecturer	Jordi Segalàs
Previous knowledge required	None
ECTS	1 ECTS
Course description	Learning outcomes: Get acquainted with ecodesign an different existing approaches and strategies that focus on the environmental and social aspects of design. Getting insights in the presented approaches and how to apply them on an own design project To learn how to apply Cradle to Cradle, eco-innovation and biomimicry design strategies, experience applying one and evaluate their effectiveness.
Course Syllabus	1 - Introduction to Ecodesign 2 – Ecoinnovation 3 – Cradle to cradle 4 – Biomimicry 5 – Product Service Systems 6 – Social design 7 – Design for sustainable behavior
Methodology	An interdisciplinary and participative methodology is used. This methodology associates knowledge of what is concrete and close-at-hand with what is distant and unknown, and it requires the student's active participation in the solution of the problems that are presented.
Assessment	Report on one of the themes developed on the course. Application of one strategy to the project developed in the EPS.

4. Assessment

4.1 The European Credit Transfer System

The European Credit Transfer System (ECTS) is a student-centred system based on the student workload required to achieve the objectives of a programme. Objectives are preferably specified in terms of the learning outcomes and the competences to be acquired.

The ECTS was introduced in 1989 within the framework of Erasmus, which is now part of the Socrates programme. The system facilitated the recognition of periods of study abroad and thus enhanced the quality and volume of student mobility in Europe.

The ECTS makes it easy for all students, both local and foreign, to understand and compare study programmes. The ECTS facilitates mobility and academic recognition.

The ECTS is based on the principle that the workload of a full-time student during one academic year is equal to 60 credits. The workload of a full-time study programme in Europe amounts, in most cases, to around 1500-1800 hours per year. Therefore, one credit represents around 25 to 30 working hours.

ECTS credits can only be obtained on successful completion of the required work and after appropriate assessment of the learning outcomes achieved. Learning outcomes are sets of competences, expressing what the student will know, understand or be able to do after completion of a process of learning, whether it is long or short.

Student workload in the ECTS consists of the time required to complete all planned learning activities such as attending lectures, seminars, independent and private study, preparation of projects, examinations, and so forth.

The ECTS grading scale ranks the students on a statistical basis. Therefore, statistical data on student performance is a prerequisite for applying the ECTS grading system. Grades are assigned among students with a pass grade as follows:

- A best 10%
- B next 25%
- C next 30%
- D next 25%
- E next 10%

A distinction is made between the grades FX and F that are used for unsuccessful students. FX means: "fail—some more work required to pass" and F means: "fail—considerable further work required". The inclusion of failure rates in the Transcript of Records is optional.

The Spanish rating system evaluates learning outcomes on a 10 point scale, using a descriptive mark.

- 9–10 points: Excellent
- 8–8.9 points: Very good
- 7–7.9 points: Good
- 6–6.9 points: Satisfactory
- 5–5.9 points: Pass
- <5 points: Fail

The table below shows the relationship between the grades used in Spain and the ECTS grades.

	Fail	Pass	Satisfactory	Good	Very good	Excellent
Spanish	<5	5–5.9	6–6.9	7–7.9	8–8.9	9–10
ECTS	F	E	D	C	B	A

4.2 Course assessment

Assessment for the supporting courses will be undertaken by each course lecturer. Assessment is based on attendance, active contribution and the results of assignments, reports and presentations. Every course is graded on an individual basis using the Spanish grading system and the ECTS.

4.3 Peer assessment

At the end of the EPS programme, students will assess themselves and the members of their team. The required documents will be provided by the university supervisor.

4.4 Interim project assessment

In week 10, the team will deliver an interim report and will present work undertaken up to this point. Every member of the group will be responsible for the complete report and the presentation.

- The report will show the progress of the team and will be the basis for the final report.
- During the presentation, every member of the group will present part of the results of the group work.

The university supervisor will discuss the progress of the project based on:

- The interim report
- The report
- The presentation
- The progress reports

4.5 Project assessment

This section outlines the assessment methods and the weightings given to each mark. It also provides an overview of the aspects assessed and the people involved in the assessment process. Section 2 contains a more detailed description of the abilities assessed, how they are assessed and the weighting assigned to each component of the assessment.

Assessment marks are derived from the following sources:
- Supervisors and external examiners who observe team/student conduct and progress and examine the documentation submitted.
- Student oral presentations.
- Student teams who are asked to create an individual weighting factor (WF) to reflect the workload of each member of the team during the project. The 100 point distribution is decided on unanimously.
- An evaluation of student participation in the courses. This is based on deliberation and discussion with the course lecturer, on attendance and on course exercises.

The final overall mark is agreed by a moderating panel made up of all people involved i.e. the supervisors and external examiners.

Aspects assessed and people involved

The focus is on the people involved (the students), the product produced (the documentation submitted for the report etc.) and the project process (the teamwork). The table below shows an overview of the aspects that are assessed and the people involved in the assessment process.

PROJECT							
PERSONAL		PRODUCT				PROCESS	PROJECT GRADE
Oral Presentation		Professional content		Communication value		Teamwork	
15%		35%		15%		35%	100%
Tribunal	Supervisor	Tribunal	Supervisor	Tribunal	Supervisor	Supervisor	Peer to peer	
80%	20%	80%	20%	80%	20%			

4.5.1 Oral presentation: 15% of the total mark

The marks for the individual oral presentation are awarded using similar criteria to those discussed above. In particular, consideration is given to style, structure and content together with an assessment of the degree of achievement in relation to the degree of difficulty of the project.

4.5.2 Assessment of individual specialist contributions to the PRODUCT i.e. the group report

Group project report submitted: 50% of total mark

Heading	Brief description
Style	Overall quality of the presentation in terms of illustrations, format and general tidiness
Structure	Layout of the report: logical, concise and easy to follow
Content	Presence of all relevant information and lack of "padding"
Background	A clear introduction giving the reader a general grounding in the subject
Statement of objectives, discussion of results and achievements	A clear and precise statement of objectives, and a critical analysis of the achievements in comparison with the stated objectives
Conclusion and recommendations	A brief restatement of the conclusions, with recommendations for ways in which the project could progress or the results be implemented

4.5.3 Assessment of individual contributions to the PROCESS performance

The group's adviser gives an overall teamwork grade/mark (TW_L). The following headings and keywords are used:

Process performance (i.e. teamwork): 35% of the total mark

Heading	Brief description
Willingness to build upon ideas of others	Listening skills, loyalty, willingness to take on ideas, contribute ideas, interact with others, approach to the project
Understanding of the team process	Presence or absence of personal input and suggestions, contributions, participation in meetings, chairing a meeting, preparing a meeting, interdisciplinary coherence, conflict awareness, dealing with conflicts, action
Leadership at appropriate times	Problem awareness, implementation, initiative, attentiveness, ability to focus, recognizing responsibility, evaluation of alternative strategies, selection of optimal actions
Positive attitude	Motivation, flexibility, operative, cooperative, collaborative, industrious, good attendance, acquisition of new knowledge
Initiative shown	Creativity, possibility, awareness, barriers, presence or absence of personal input and suggestions, activity

Self- and peer assessment

It is difficult, but important, to follow up and assess the group process.
During the course, teamwork (i.e. the PROCESS) is followed closely, to ensure that the students take advantage of working in a group. The difficulty lies in apportioning credit for work submitted by the team to individual team members. In an ideal situation, equal credit would be given to each member of the team. In practice, however, each member's contribution will vary both in quality and quantity. Therefore, a system of self and peer assessment and a system of distributing points among team members is used to apportion credit and to achieve a fair spread of marks. Compulsory weekly meetings are held between project groups and their supervisors. These meetings give the supervisors the opportunity to work closely with the teams. Minutes are made of all meetings, and a copy is kept in the group Log Book.

4.6 Final Examination Procedure

The final examination is held as a seminar with the following content:
1.   Oral presentation of the written report
2.   Discussion of professional specialist content of the report
3.   Discussion of the precise communication value of the written report
4.   Evaluation of teamwork (the project process)

Calendar

EPS/IDPS CALENDAR 2020

Year	Month	Mon	Tue	Wed	Thu	Fri	Sat	Sun
2020	February		4	5	6	7	8	9
		10	11	12	13	14	15	16
		17	18	19	20	21	22	23
		24	25	26	27	28	29	
	March							1
		2	3	4	5	6	7	8
		9	10	11	12	13	14	15
		16	17	18	19	20	21	22
		23	24	25	26	27	28	29
		30	31					
	April			1	2	3	4	5
		6	7	8	9	10	11	12
		13	14	15	16	17	18	19
		20	21	22	23	24	25	26
		27	28	29	30			
	May					1	2	3
		4	5	6	7	8	9	10
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
		25	26	27	28	29	30	31
	June	1	2	3	4	5	6	7
		8	9	10	11	12	13	14
		15	16	17	18	19	20	21