Universitat de Lleida

DEGREE CURRICULUM
ENTERPRISE PROJECTS II

Coordination: COMA ARPON, JULIÀ

Academic year 2023-24

ENTERPRISE PROJECTS 2 2023-24

Subject's general information

Subject name	ENTERPRISE PROJECTS II
Code	101445
Semester	UNDEFINED

Typology

Degree	Course	Typology	Modality
Bachelor's Degree in Architectural Technology and Building Construction	4	OPTIONAL	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups

Activity type	PRAULA
Number of credits	6
Number of groups	0

Coordination	COMA ARPON, JULIÀ
Department	false
Teaching load distribution between lectures and independent student work	This subject is taught in Dual Training so that the student's training takes place entirely in the company.
Important information on data processing	Consult this link for more information.
Language	Catalan/Spanish (50%/50%) - Depending on the company where the internship is carried out.

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COMA ARPON, JULIA	julia.coma@udl.cat	0	

Subject's extra information

The Dual training program allows the skills development in an entirely professional environment through the participation in real projects and work teams within a company. To follow this course is not required any specific knowledge, but a pro-active attitude, positive and adaptation to new situations and new teams.

Learning objectives

The objective of this course is to provide to the students the knowledge acquired in projects related to real technical architecture accompanied by professionals in this field. It is also intended that the student learn to develop properly in a work and teamwork environment, as well as to be able to acquire knowledge while solving problems and/or developing projects in multidisciplinary and unidisciplinary teams.

Competences

Competencies:

UdL Strategic Competences:

- UdL1. Correction the oral and written expression

EPS Transversal Competences:

- EPS3. To transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- EPS7. To work in situations of lack of information and/or under pressure.
- EPS8. To plan and organize personal work.
- EPS9. To work in a team, both unidisciplinary and multidisciplinary.
- EPS10. To integrate the student into the company structure.
- EPS13. To consider the socioeconomic context as well as sustainability criteria in engineering solutions.

Specific Competences according to ORDER ECI/3855/2007:

- GEE7. To organize small businesses, and to participate as a member of multidisciplinary teams in large companies.
- GEE39. To have the knowledge of the functions and responsibilities of the agents involved in the building and their professional or business organization. Administrative, management and processing procedures.

Subject contents

The contents covered in this course are defined within the context of the company by the company tutor (TE) and validated by the university tutor (TU), as part of the dual training in which they are involved. The TE (see the methodology section to understand the role of each person involved in the training) defines the tasks within the company that the student is going to carry out. These tasks will define, in turn, the contents that will be treated by the student and will have to adjust to the competencies and the objectives to be developed in the subject.

Methodology

The Polytechnic School defines a methodological framework to be applied to carry out the monitoring and evaluation of the dual training process. This methodological framework is applied generically in all the subjects that are carried out within the company in DUAL training. The tutoring of each student is ensured by two figures that are essential in the success of the work methodology: company tutor (TE) and university tutor (TU).

The company tutor (TE) is responsible for the practical training of the student. Its function is to welcome and ensure the correct integration of the student in the company, contribute to the acquisition of professional skills, ensure monitoring and assess skills, know-how and knowing how to be in a professional environment.

The university tutor (TU) accompanies the student in their professional development and supports them in case of difficulty. She has a very important role of accompaniment and guidance in pedagogical matters. She ensures the monitoring of the relationship that she maintains with the company and her professional environment. She works closely with the company tutor associated with building the professional development of the student body.

Training process

When a student begins the 3rd Course of the Degree in Technical Architecture and Building Construction and decides to do it in DUAL training, the first step is to inform the student of the methodology and, therefore, of the mode of operation of the modality in which they will be enroled. This will allow the student to know before the start of their training in the company, how they can work on the skills and will reach the established objectives.

The work of competencies and objectives is carried out through the completion of tasks defined and carried out in the company. In this sense, at the beginning of each semester, through a meeting between the tutors and the student, the tasks and skills to be developed are defined. The (TE) will be in charge of making the formal proposal that will be reviewed and analyzed by the corresponding TU. At the end of the meeting, the tasks will be defined and will be associated with the skills to be developed.

At the end of each semester, a meeting will be held in which the work done by the student will be analyzed, based on the tasks defined in the initial meeting of the semester. This analysis is based on the monitoring carried out by the TE in the student's day-to-day, as well as the documentation collected by the student in the activity report. In the activity report, the student describes in detail what the tasks carried out consist of, the skills that have been dealt with and how they have been dealt with, the technologies that have been used and carry out, from a critical point of view, an analysis of the level of achievement of skills and level of learning. Based on all this documentation, TE and TU carry out the evaluation of the tasks and the level of achievement of the associated competences.

All the information associated with the tasks to be carried out by the student (overview, skills and objectives worked on) as well as their evaluation, is described in the so-called "Learning Notebook". In it, all the authors involved (student, TE and TU) will be able to write their comments associated with each step carried out during the

dual training period to capture and record the analysis and personal assessments throughout the process. The TU will be in charge of guarding the learning notebook throughout the training process.

Development plan

Types	Actors	Purpose	Time
Apprenticeship	TU/AP	o To know each other. o To know the dual training process. o To know the functions of all each actor.	2nd half of September
Business training	TU/TE	o To know each other. o To know the dual training process. o To know the functions of all each actor.	2nd half of September
1st Meeting	TU /TE/AP	o To analyze the integration of the ST into the enterprise. o To decide the competencies to work in the first period and the activities associated. o Issues/Pooling.	2nd half of October
2nd Meeting	TU /TE /AP	o To analyze the acquired know-how. o To present the Activity Report (MEM1). o To evaluate the first period.	2nd half of January
3rd Meeting	TU /TE /AP	o To analyze the integration of the ST into the enterprise. o To decide the competencies to work in the second period and the activities associated. o Issues/Pooling.	2nd half of February
4th Meeting	TU/TE/AP	o To analyze the acquired know-how. o To present the Activity Report (MEM2). o To evaluate the second period.	2nd half of June
5th Meeting	TU/TE/AP	o To analyze the integration of the ST into the enterprise. o To decide the competencies to work in the third period and the activities associated. o Issues/Pooling.	2nd half of September
6th Meeting	TU/TE/AP	o To analyze the acquired know-how. o To present the Activity Report (MEM3). o To evaluate the third period	2nd half of Ganuary
7th Meeting	TU/TE/AP	o To analyze the acquired know-how. o To decide the competencies to work in the fourth period and the activities associated. o Issues/Pooling.	2nd half of February
8th Meeting	TU/Cotutor TFG/TE/AP	o Presentación de los cotutores TFG. o To define the topic and plan the development of the TFG. o Elaborar el documento de propuesta del TFG.	2nd half of February
Reuniones seguimiento TFG	Cotutores TFG/AP	o To follow up the TFG process: o First report, ongoing report, Final TFG documen	February – June/July
9th Meeting	TU/TE/AP	o To analyze the acquired know-how. o To present the Activity Report (MEM4). o To evaluate the fourth period.	2nd half of July
TFG panel	Tribunal	o Final evaluation of TFG: Defense .	2nd half of June/ 1st half of July Máx. 1sta half of September
10th Meeting	TU/TE/AP	o To analyze the acquired know-how. o Global evaluation of the DUAL training.	July - September

Evaluation

This subject is included in the set of subjects that are taken in the Dual training program. In this subject, the evaluation is oriented on competencies that the students develops in the company/enterprise during the evaluation period. The TE and the TU evaluate the student through the Learning Notebook.

The final grade for the subject is obtained as a result of weighing the level of acquisition of the competencies of the subject with the level of development of the skills or appreciation criteria. The calculation and weight of each of the parts is obtained by the following formula:

0.7 * Score Skills + 0.3 * Score Skills

The level of acquisition of skills and aptitudes is measured based on evidence such as daily monitoring, self-criticism assessment by the student of his/her learning process, detailed documentation of the learning process, activities performed, developed competences, methodology, technologies, as well as the self-assessment of the level of learning. All this information is provided by the learner through the Learning Notebook and Activity Memories.

At the end of the evaluation period, TE, TU and the student have a meeting in which the conclusions of the learning process and the final qualification are obtained and shared. The information resulting from the evaluation process is reflected in the Learning Notebook tp provide all actors with complete information about and serve as evidence of the evaluation process.

Bibliography

Dual Training Notebook. Available on the virtual campus of the Bachelor`s degree in Technical Architecture and Building Construction (Enterprise Projects I, II and III)