



Barcelona
School of
Management

MACOMM

Master of Arts in Communication Management

7th edition

2024-25

Final Project Guide

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1. Introduction: learning from projects in the UPF Barcelona School of Management

In the teaching model employed by the UPF Barcelona School of Management, the Final Project serves as the central integrating element of the learning process. It enables participants to synthesize knowledge, perspectives, and skills from multiple disciplines, thereby facilitating the transition from theory to practical application.

The Final Project serves three primary purposes:

- **Achieving learning objectives** by prompting participants to assimilate the knowledge, viewpoints, and competencies derived from various fields of study.
- **Bridging theory and practice** through the application of interrelated concepts to real-world situations.
- **Providing meaning and motivation** by offering a structured, goal-oriented approach that encourages engagement and active participation.

1.1. What is the Final Project?

The Final Project is conceived as a coordinated, systematically planned set of activities through which participants accomplish specific objectives within a defined timeframe.

Although the nature and orientation of projects vary according to the program, each project follows a consistent framework to uphold the learning model of the UPF Barcelona School of Management. The process comprises three stages:

- **Immersion:** In this initial phase, participants work with program leadership to identify and define the project they wish to develop.
- **Development:** Once the project has been determined and a mentor assigned, participants begin their work using a structured guide that may be adapted, in consultation with the mentor, to address the project's specific needs. This stage includes two intermediate milestones designed to monitor progress, ensure the attainment of learning objectives, and foster teamwork through active cooperation and peer evaluation.
- **Emersion:** In the concluding phase, participants finalize their work, submit the Final Project, and defend it publicly before an examining committee, thereby completing the learning cycle.

2. The Final Project at MACOMM

The Final Project within the Master of Arts in Communication Management program entails the application of knowledge, skills, tools, and techniques acquired throughout the course of study, culminating in a written deliverable. This project should incorporate the content addressed in the program's coursework, along with relevant external information and the participant's own professional experience and analytical judgment.

The objective of the Final Project is for participants to integrate coherently the knowledge gained during

the program and to apply diagnostic and problem-solving skills in a practical context. Two primary types of projects are proposed:

1. **Thesis (Original Scientific Investigation)**
2. **Applied Project**

The Applied Project category is further divided into two subtypes:

- The development of a practical solution (e.g., a communication plan, a search engine optimization strategy, a digital communication initiative for a company, or a destination branding strategy for a city).
- A project that emerges from an internship experience.

Each participant must select the type of project they will complete. Although there are no strict restrictions on this choice, the selected topic must be sufficiently compelling, feasible in scope, and relevant to merit approval by the program's Academic Board.

To successfully complete the Final Project, participants must choose a faculty advisor whose research expertise aligns with the chosen topic. Under the advisor's guidance, participants conduct their research and produce the final deliverable with continuous feedback and support.

Types of Final Project:

- **Type 1. Thesis:** A Thesis is an academic research project designed to demonstrate participants' ability to conduct scientific research in the field of communication. It should contribute to the existing body of knowledge, posing new questions or building upon prior findings. Through the research and writing process, students engage in creative and intellectual exploration, ultimately producing a rigorous scholarly work. The Thesis must highlight participants' capacity to analyze, interpret, and synthesize information, deploy suitable research methodologies, and defend reasoned conclusions. It should reflect high standards of scientific inquiry, technical proficiency, and theoretical insight, and it should carry meaningful implications for the communication field.
- **Type 2. Applied Project:** An Applied Project allows students to showcase what they have learned in a real-world professional setting. Participants must identify a company or organization facing a communication challenge and propose a solution, such as a communication plan, a social media campaign, or a search engine optimization strategy. Ideally, students will have direct access to the company or organization to conduct interviews, verify initial objectives, or validate final proposals. If such access is not possible, the project may be completed using a hypothetical client. Students should select a topic, organization, and issue that engage their interests and align with their areas of expertise. For instance, a student with limited knowledge of audiovisual production should refrain from undertaking a television advertising project. Ultimately, the project's outcomes must be presented in two distinct deliverables: a written report and a tangible product.

Subtype 2.1. Applied Internship Project: An Applied Internship Project involves developing a specific communication initiative within a host organization or company through an approved internship arrangement. It is an investigative, hands-on endeavor jointly supervised by a faculty advisor and a professional mentor in the field. This approach provides students with practical exposure to a work environment and helps them build professional relationships prior to graduation.

A thesis targets an academic audience and contributes original research findings to the field of communication, whereas an Applied Project addresses the needs of a real or hypothetical client by

offering a concrete, pragmatic solution. Participants in the latter project type leverage existing theoretical knowledge to resolve communication problems in actual or simulated professional settings. Each project is developed individually during the program, with mentorship provided by the Academic Board. The Final Project includes two main milestones:

- **Milestone 1:** An on-campus session with the entire class, during which students work on specific aspects of their projects. Before this session, each participant must submit a brief written report.
- **Milestone 2:** Submission of the Final Project report and an oral defense of the project before an examining committee.

3. Project milestones and schedule

Term 2	Milestone 0.1 Introduction to the project in the program	January 31, 2025
	Milestone 0.2 Submission of the project idea	February 14, 2025
	Milestone 1. Presentation of the project proposal	March 18, 2025
Term 3	Milestone 2.1. Submission of the final project	June 25, 2025
	Milestone 2.2. Oral defense of the project	July 3-4, 2025

Milestone 0.1 Introduction to the project in the program: the program co-directors present to the students the process of creating the Final Project. Students also submit their **project idea**.

Milestone 0.2 Submission of the project idea (via Ecampus)

Project idea outline

- Context
- Significance (requires reviewing 3-4 sources)
- Knowledge gap (thesis) or a description of a problem in a specific area of the communication management arena that requires the development of a product (applied project)
- Purpose and research questions (thesis) or goals/objectives (applied project)

-Length: 600-1000 words (references included)

-Type of intended Final Project (Thesis or Applied Project)

-It should include the names of 2 possible mentors of your choice from the MACOMM faculty.

Milestone 1. Presentation of the Final Project Proposal: in this session, each participant will present their **project proposal** to the rest of their classmates. The proposal must be approved by the mentor. The Thesis or Applied Project Proposal includes the following required components:

- Problem statement: statement of purpose along with research questions (thesis) or the goals

or objectives (applied project).

- A preliminary review of the literature: 5-10 sources (thesis) or 3-5 sources (applied project).
- Project description: a description of the project, including a work plan for meeting the objectives within the time frame, methods (thesis) or procedures and their rationale (applied project).
- Project Schedule: a schedule delineating the step-by-step sequence of tasks and when each will start and end.
- Anticipated results or product: a description of the anticipated results (thesis) or product (applied project).
- Anticipated obstacles and plans for dealing with them.

Length of written report: The Final Project Proposal must be between 1,000 and 1,500 words in length, which corresponds to approximately three to five pages of double-spaced text with one-inch margins (references included). This report must be submitted via ECampus prior to the corresponding on-campus session.

Presentation: Each participant will have 10 minutes to present their Final Project Proposal. Other participants are expected to provide constructive feedback to the presenter, thereby offering different perspectives and enabling the presenter to refine the project accordingly. The instructor(s) present at the milestone presentation session may also offer additional insights and recommendations as appropriate.

Milestone 2: Final draft of the Final Project:

- 2.1. Final Project report: Submission of the final draft of the Final Project.
- 2.2. Presentation: Oral presentation and defense of the Final Project before an examining committee.

4. Final Project report

4.1 Thesis: components and content

Abstract

The abstract must not exceed 300 words and should be single-spaced. It must include your name and the thesis title, formatted as a title or heading.

Keywords

List five keywords relevant to the content of your thesis.

Introduction

This section comprises three elements:

1. A general overview of the topic's current state, including relevant facts, realities, and citations from the literature.
2. A clear and concise *Statement of the Problem* explaining the communication-related issue that necessitates the research.
3. A definitive *Statement of Purpose*, accompanied by research questions. The resulting topics from these questions typically form the major headings in the Literature Review. If needed, include a *Definition of Terms or Key Concepts* section in which relevant terms are defined.

Literature Review

The Literature Review expands upon the context, background, and purpose of the thesis. Ideally, it should

begin by restating the purpose statement. The review should be organized around the keywords derived from the Statement of Purpose and must reflect both implicit and explicit ideas embedded in the thesis. Wherever possible, rely on primary sources and empirical studies published within the past ten years. A minimum of 20 different sources must be cited, using past tense for citations.

Methods

Begin by restating the thesis purpose. Describe the methodology for data collection and analysis, specifying the research design, participant population, sampling strategy, and instruments or tools used. Include details about the procedures followed in the study—such as ethical considerations and measures for maintaining confidentiality and anonymity—and conclude with a description of the data analysis plan.

Results

Open this section with a restatement of the thesis purpose, then present the data analysis outcomes. Clearly show how the findings address the research questions. All results should be displayed, whether in tables, figures, or narrative form; ensure that tables and figures are adequately labeled and integrated into the text. Avoid evaluative statements, focusing instead on presenting patterns and trends as objectively as possible.

Conclusion

The final chapter should begin by restating the purpose of the research, followed by conclusions, recommendations, limitations, and implications. Conclusions must be supported by the data presented in the Results section. Discuss strengths, weaknesses, and opportunities for further study, addressing any limitations of the research. Summarize how the research contributes to the scholarly community and addresses the problem identified in the Introduction. After the Conclusion, provide a list of *References* and any *Appendixes*.

Formatting and Submission

Please consult the appendix “Final Project Format” for detailed guidelines on length and formatting rules. The Final Project must be submitted digitally via eCampus. Be sure to complete, sign, and upload the “Final Project submission form” (see appendix).

4.2 Applied Project: components and content

The Applied Project comprises two main deliverables: a written report and a product. The product must be in a professional format, as though intended for an actual client. The suggested report sections are as follows:

Abstract

The abstract must not exceed 300 words and should be single-spaced. It must include your name and the applied project title, formatted as a title or heading.

Keywords

List 5 keywords relevant to the content of the project.

Introduction

Provide the context and background of the Applied Project, including a description of the client (e.g., organization, company, commercial brand, NGO) and an overview of the topic or challenge to be addressed. A brief timeline of tasks should also be included. A *Definition of Terms* or *Key Concepts* section can be added if needed, where relevant terms are clarified. Incorporate five to ten professional or academic references in this section.

Problem definition

Offer a thorough account of the problem or challenge to be addressed, along with the key elements and criteria relevant to its resolution. Describe the process used to identify and analyze the issue, which may include desk research, interviews with the client, or qualitative and quantitative investigations of the target audience. Present the specific goals of the Applied Project at the end of this section.

Product description

Explain in detail the product developed (e.g., a communication plan, a social network campaign, or an SEO strategy). The product may be a plan to be implemented in the future or a fully realized campaign. If it is a plan, include examples of completed assets or materials. In addition, provide an implementation plan, a list of required resources, and a discussion of proposed evaluation methods and performance indicators (KPIs). Attach the actual product as an Appendix to the report.

Limitations

In this closing section, examine any limitations encountered during product development or factors that might affect real-world implementation. Evaluate the strengths and weaknesses of the project and discuss its implications for the professional community. Conclude by highlighting how the project contributes to the communication field and addresses the problem stated earlier. Follow this section with *References* and any *Appendixes* (including the product as a mandatory appendix).

Formatting and Submission

Refer to the appendix “**Final Project Format**” for detailed guidelines regarding length and formatting rules. The Final Project must be submitted digitally via eCampus. Ensure you complete, sign, and upload the “**Final Project submission form**” (see appendix).

Plagiarism and AI

All written work must be formulated in your own words. Text copied or paraphrased from books, websites, other students’ work, your own previous work, or any other source is not acceptable without proper quotation and reference. Any work produced or generated by artificial intelligence (AI) is also considered plagiarism and will not be accepted. If you use third-party sources—whether for data, ideas, or factual information that goes beyond common knowledge—you must cite these sources in accordance with APA style guidelines. Any instance of plagiarism, whether intentional or unintentional, will result in a failing grade on the Final Project and notification to the BSM Dean. Please refer to MACOMM’s [plagiarism](#) and [AI](#) policies for further information.

5. Project defense

Each participant will present and defend their project before a panel of three experts. The panel may include members of the teaching staff, program mentors, and, in the case of internship-based applied projects, the mentor assigned by the host organization. For details on the structure and timing of the defense session, please refer to the appendix titled “**Final Project Oral Defense.**”

6. Final Project assessment criteria

The participants’ knowledge of their project is assessed on an individual basis. This assessment considers the process followed by each participant during mentoring—including proactive engagement and progressive development of the project—along with performance in milestone sessions (e.g., written

assignments, presentations, and group work), as well as the quality of the Final Project and its oral defense.

Assessment breakdown:

• Process monitoring	15%
• Milestone 1	15%
• Final Project (milestone 2):	70%
- <i>Written report</i>	<i>50%</i>
- <i>Presentation/Oral Defense</i>	<i>20%</i>

Responsibilities for Assessment:

- The participant's **mentor** evaluates the overall process.
- The program's **Academic Board** evaluates Milestone 1.
- The **mentor** evaluates the written Final Project report.
- A three-member **examining committee** evaluates the oral defense.

If a project fails to meet the minimum academic standards, the program's Academic Board may veto its public oral defense. In such cases, the participant will be permitted to present after making the necessary revisions.

At the end of this document (see Appendix), you will find several tools designed to facilitate both ongoing monitoring and final assessment of your project. These include:

- A **commitment letter** to be signed by the participant and the mentor at their first meeting. Three copies should be signed: one for the participant, one for the mentor, and one for the UPF-BSM. Once signed, the mentor will submit the UPF-BSM copy to the program manager.
- A **process monitoring sheet** for the mentor to complete after each meeting with the participant. In the MACOMM program, three to five meetings are recommended throughout the mentoring process, including one at the beginning and one at the end.
- A **process assessment rubric** that outlines proficiency levels for evaluating the project's development. The mentor uses this rubric to assess the participant's progress.
- An **oral presentation assessment rubric**, used by the examining committee to evaluate the participant's project defense.
- A **rubric** that reflects the criteria for **assessing the oral presentation** of your Final Project, characterized by levels of proficiency or achievement. This rubric will be applied by the members of the examining committee before which you will present your project.
- A **Milestone 1 assessment rubric**, applied by the program's Academic Board during the milestone session.

In addition to serving as grading tools, these rubrics support and guide your learning process. By

familiarizing yourself with the assessment criteria from the outset, you can better structure your work, refine your written deliverables, and prepare for presentations. Moreover, sharing these criteria with your mentor at any point can facilitate meaningful feedback and encourage ongoing improvement.

7. The Mentoring process at the UPF Barcelona School of Management

During the development of each participant's project, a mentor will offer guidance and supervision to support the project's progress. The mentoring relationship between the mentor and the participant incorporates the following principles:

- **Clarity of Boundaries:** from the outset, mentors and participants establish a series of mutually agreed-upon norms that define the parameters of their relationship and promote shared responsibility.
- **Availability:** mentors make themselves available to answer participants' questions, provided that both parties respect the established norms.
- **Empowerment:** the participant's autonomy is emphasized so that they assume responsibility for their own project's development.
- **Commitment:** from the moment a participant is assigned a project, the mentor assumes responsibility for guiding the participant throughout the shared learning process.
- **Sharing Positive Experiences:** mentors contribute relevant professional knowledge and experiences to aid participants in developing their projects. The Academic Board matches each participant to the mentor whose expertise best fits the project's topic.
- **Ongoing Monitoring:** continuous feedback fosters the participant's self-regulation, encourages the proposal of improvements, and consolidates positive elements of the project.

7.1. Mentors

The mentor's role is to facilitate the participant's active learning and to advise them in achieving the personal and learning objectives associated with the project. A personalized working relationship is established between the mentor and participant, where the mentor shares knowledge, experience, and time to help the participant realize their full potential.

Although a mentor may not be an expert in every subject covered in the program, they serve as a vital link between the participant and other instructors or specialists who can address the participant's specific learning needs as the project progresses.

7.2. Participants

The participant is the principal driver of their own learning and is ultimately responsible for their project. Consequently, the participant must:

- Assume responsibility for their personal and professional development.
- View the chosen project as a tool for achieving the program's learning objectives.
- Recognize the mentor as a facilitator, rather than merely a source of knowledge or a project consultant.

- Remain open to constructive criticism and alternative viewpoints from the mentor, understanding that other participants' projects also offer valuable learning opportunities.
- Actively engage in group activities, presentations, and other collaborative tasks in on-campus sessions connected to the project milestones.
- Provide thoughtful feedback and support to other participants' projects.

7.3. The process of step-by-step mentoring

1. Project Ideation

During the first program sessions, participants engage in creative exercises to determine the focus of the project that will guide their learning journey.

2. Mentor Assignment

Once a participant has identified a potential project, the Academic Board assigns them a mentor whose professional background and expertise align with the project's topic.

3. Initial Mentor Contact

After the Academic Board distributes projects among mentors, each participant receives a welcome email from their assigned mentor.

4. First Meeting

In their first meeting, the mentor and participant define the foundations of their relationship and agree on how best to monitor the project. This session typically includes reviewing the commitment letter and formulating a work plan.

5. Guided Participant Inquiry

Because participants take an active role in developing their projects, the mentor responds to any questions posed by the participant. Depending on complexity, these questions may be addressed via e-mentoring or in-person sessions. The participant is encouraged to send questions to the mentor in advance so that on-campus meetings can be maximally productive.

6. Project Defense Preparation

Eventually, the participant presents the finished project to an examining committee in a session open to the entire class. This provides a culminating learning opportunity, as participants can learn from one another's work.

7. Committee Assessment

The examining committee—comprised of three members—evaluates each project, offering feedback immediately following the presentation. This feedback is ungraded but highlights key strengths and areas for further development.

8. Closure of the Mentoring Process

The mentor concludes the mentoring relationship after the defense. The format and channel for closure—written (e.g., email) or oral (e.g., face-to-face, phone call)—may vary based on the nature of the mentor-participant relationship.

7.4. Frequently asked questions

- **What if a participant is not interested in developing a project?**
The project is the central axis of learning in the program, enabling participants to master essential knowledge and skills for future professional success.
- **What obstacles might participants face, and how can mentors help?**

Mentors play a pivotal role in the project's initial stages by advising participants on issues such as:

- **Overly Broad Project Topics:** Participants may need help refining objectives to ensure feasibility. Mentors guide students in narrowing their focus and devising a realistic work schedule.
- **Selecting Tools and Activities:** By asking probing questions, mentors help participants identify the most appropriate tools for the project topic and its various phases.
- **Access to Information:** Mentors draw on their expertise to pinpoint the resources and data required for successful project completion.
- **What are the keys to effective mentoring sessions?**
 - Each session—whether conducted on-campus or via e-mentoring—must have a clear agenda.
 - Both participant and mentor prepare for each meeting. The participant sends any questions or concerns in advance to help the mentor prepare effectively.
 - Agreements and action items from each meeting are recorded in a monitoring sheet.
- **How do mentors monitor participants' progress?**

Through a combination of on-campus meetings and e-mentoring. Key considerations for effective follow-up include:

 - Using suitable communication channels and scheduling times for e-mentoring.
 - Reviewing the participant's work in advance so meetings can focus on meaningful feedback.
 - Adjusting the number of in-person meetings as needed, keeping in mind that at least one meeting per month is generally recommended.

8. A safe environment

8.1. Confidentiality

Each project is conducted under a framework of mutual confidentiality, upheld by all relevant stakeholders (including students, directors, teaching staff, other participants in the program, collaborating companies and/or institutions, and the UPF Barcelona School of Management). This shared commitment ensures an environment of trust and respect, allowing the project to be carried out under optimal conditions. It also safeguards the rightful ownership and potential exploitation of the final project results by their legitimate owners.

8.2. Intellectual property

Project outcomes may qualify for industrial and/or intellectual property protection if they meet the applicable legal criteria. In this regard, the UPF Barcelona School of Management's Policy on the Protection and Exploitation of Intangibles applies, ensuring proper recognition of authorship and

ownership of exploitation rights for the student, as well as for any company or institution that facilitated the project's development, in accordance with relevant legal requirements.

APPENDIX

Instruments for project monitoring and assessment

The mentoring process of the UPF Barcelona School of Management

In the mentoring process proposed by the UPF Barcelona School of Management, the Program Director(s) assign each participant a mentor based on the participant's project interests and goals. After mentor assignments are finalized, the mentor will initiate the mentoring process by sending a welcome email inviting the participant to schedule an initial meeting.

FIRST MEETING AND OPERATING RULES

During the first meeting (convened by the mentor), the mentor and participant will:

1. Agree on operational rules regarding communication channels, response times, and meeting frequency.
 - a. Whenever possible, a monthly meeting is advised, with a recommended maximum response time of 48 hours.
2. Establish a work plan to guide subsequent progress.

Project monitoring will take place through either face-to-face or online meetings. Both parties should undertake preparatory work before each meeting:

- **Participant's Role:**
 - Provide the mentor with sufficient advance notice, any questions, ideas, or issues to discuss.
 - Maintain a proactive attitude throughout the process to demonstrate positive engagement. If the participant's engagement is insufficient, the mentor may intervene to encourage greater proactivity.
- **Mentor's Role:**
 - Review any materials or inquiries provided by the participant before the meeting.
 - Prepare to address the participant's questions and offer deeper insights into areas identified during previous sessions.

EXPECTATION FOR THE PARTICIPANT

Learning process:

- **Responsibility:** take ownership of personal and professional development.
- **Receptivity:** be open to, and reflective about, feedback from the mentor.

Attitude:

- **Proactivity:** Formulate clear, organized questions for the mentor as needed to design and execute the project.
- **Interest:** Show genuine enthusiasm for the project, recognizing it as a framework for achieving the program's learning objectives.
- **Confidentiality:** Maintain absolute confidentiality regarding all project-related information.

Relationship with the mentor:

- **Attendance and Preparation:** Attend all scheduled sessions, arriving prepared with relevant work and materials as agreed upon in advance.

- **Respect for Rules:** Abide by the operational guidelines established with the mentor.

What is not expected of the participant

- **Reactive or Passive Attitude:** Relying on the mentor to drive the project forward.
- **Requests Beyond the Mentor's Role:** Asking the mentor to fulfill tasks outside the scope outlined below.

EXPECTATION FOR THE MENTOR

Learning process:

- **Facilitation:** Encourage the participant's active learning through guidance, resources, and thoughtful questioning.
- **Knowledge Transfer:** Offer relevant insights and share professional experiences as appropriate.
- **Feedback:** Provide timely, frequent, specific, and constructive feedback to support the participant's ongoing progress.

Attitude:

- **Active Listening:** Engage attentively with the participant's questions and concerns.
- **Enthusiasm:** Demonstrate passion for both the mentorship process and the participant's challenge.
- **Availability:** Remain accessible according to the rules agreed upon during the initial meeting.
- **Commitment:** Accept full responsibility for serving as the participant's primary point of reference from the moment the mentoring assignment is confirmed.
- **Preparation:** Review the participant's queries and materials before meetings in order to offer informed insights.
- **Confidentiality:** Uphold absolute confidentiality of all project-related information.

Relationship with the participant:

- **Clarification of Rules:** Collaborate with the participant to define clear operating rules for mentoring.
- **Promoting Autonomy:** Empower the participant to manage their own project decisions.
- **Encouraging Proactivity:** Foster the participant's motivation and consistent effort.
- **Refining Scope & Planning:** Assist the participant in narrowing the project's subject matter to feasible goals, and in establishing a suitable work plan.
- **Defining Goals & Tools:** Guide the participant in selecting the most appropriate objectives, methods, and resources for each phase of the project.
- **Providing Access to Information:** Draw upon personal experience to help the participant locate essential data for the project.

What is not expected of the mentor

- **Excessive Control:** The mentor's role is to guide the participant's critical thinking, not to dictate decisions.
- **Technical Expertise in All Areas:** The mentor need not be an expert in every technical aspect. Instead, the mentor will direct the participant toward additional resources or contacts when specialized knowledge is required.

FINAL REFLECTION

By signing this document, both mentor and participant commit to upholding these mutual responsibilities and facilitating an effective mentoring process for the participant's project.

Signed in triplicate in Barcelona, on ____ of _____ 20 ____.

Participant - Name & Surname

Mentor - Name & Surname

ID or Passport

ID or Passport

Final Project format

Language

Your Final Project must be written in English.

Presentation

- Submit your Final Project on single-sided A4 paper.
- Use a 12-point font (e.g., Arial or Times New Roman) that is clear and easy to read.
- Leave a margin of at least 3 cm on the left side for binding, and at least 2.5 cm on the other edges.
- Place any explanatory footnotes at the bottom of the relevant pages.
- Place your references after the main text.
- Appendices should follow the references.

Length

- **Thesis:** 9,000–12,000 words (approximately 30–50 pages, 1.5 spacing; references included, appendices excluded).
- **Applied Project:** 3,000–4,000 words (approximately 10–16 pages, 1.5 spacing; references included, appendices excluded).

Title Page

The first page of your Final Project should be a title page that clearly states:

- The full title of your Final Project.
- The type of Final Project (Thesis or Applied Project).
- Your full name.
- The master's program for which the Final Project is submitted.
- The academic year of submission.
- The logo and the name of the UPF Barcelona School of Management.

Abstract

Following the title page, include an abstract:

- The abstract must not exceed 300 words and should be single-spaced on a single side of A4.
- After the abstract, list up to five keywords relevant to your project.

Order of Contents

After the abstract, the recommended sequence is:

1. Acknowledgments page.
2. Table of contents.
3. List of tables (if applicable).

4. List of figures (if applicable).
5. Main body of the Final Project.
6. References (all works cited in your Final Project).
7. Appendices (if applicable).

Referencing and citations

It is essential to reference your Final Project fully and accurately to:

- Acknowledge your sources.
- Distinguish your own ideas from those of other authors.

There are three key rules to follow:

1. **Consult Your Supervisor:** speak with your supervisor early for advice on referencing conventions in your discipline. You must follow the APA formatting and style system, as outlined on Purdue OWL: [APA Formatting and Style Guide \(Purdue OWL\)](#)
2. **Ensure Accuracy:** inaccurate references can be as problematic as having no references at all and may lead to accusations of poor academic practice or plagiarism.
3. **Maintain Consistency:** apply consistent formatting and punctuation throughout your Final Project. Refer to the APA guidelines for details on capitalization and punctuation.

Please adhere to these guidelines to produce a well-formatted and academically rigorous Final Project

Final Project submission form

Surname:	DNI/Passport:
Forename:	
Personal e-mail:	
Master's program:	

I DECLARE:

I hereby declare that I have completed the Final Project entitled **(the title is identical to the one previously approved by the Master's director(s))**:

supervised by: _____ I submit the

following documents:

- ☐ **Final submission form.**
- ☐ **1 electronic copy of the Final Project in PDF format** uploaded to eCampus (Moodle), stating in the subject: *Project_surname_name*. The maximum allowed size file is 40 MB.
- ☐ Permission for the Final Project to be published in the Catalan Digital Research Repository (RecerCat), or **any other repository designated by UPF, BSM, or the CBUC, for the purpose of preserving and promoting university Research.**

Barcelona, _____, 20 ____

Student signature

Oral defense guidelines

Composition of the Examining Committee

- **Chairperson:** the supervisor of the Final Project to be assessed (non-voting member during deliberation).
- **Two faculty members:** both faculty members are part of the master's program.

Structure of the oral defense

There are three main phases to the Final Project defense:

1. **Presentation phase:** the candidate delivers an oral presentation summarizing the key arguments and findings of the Final Project. This presentation is typically open to the public, though it may be closed or restricted for reasons of confidentiality, safety, or intellectual property.
2. **Question phase:** The examining committee poses questions related to the Final Project and the student's work. The chairperson moderates the questioning, ensuring the order and flow are maintained. The chair does not ask questions.
3. **Deliberation phase** Following the question phase, the student leaves the room. The examining committee discusses and votes on the outcome of the defense. Decisions are made by majority vote, and the chair does not vote.

Procedure

The defense follows a structured process led by the chairperson:

1. **Call to Order:**
 - The chair opens the session and outlines the procedure.
2. **Introductions:**
 - Introduction of the candidate.
 - Introduction of the examining committee members.
3. **Defense Phases:**
 - **Presentation Phase (20 minutes):**
The candidate delivers their presentation.
 - **Question Phase (15 minutes):**
 - **10 minutes:** Questions from the two faculty members of the committee.
 - **5 minutes:** Candidate responds to the questions.
 - **Deliberation Phase (5 minutes):**
 - The candidate exits the room.
 - The committee members deliberate and vote on the defense outcome.
4. **Closing:**
 - The chair reconvenes the meeting, informs the candidate of the committee's decision, and concludes the session.

Note: The total duration of the oral defense must not exceed **45 minutes**.

Assessment

The oral defense will be graded using the designated Final Project Oral Defense Grading Rubric, evaluating both the quality of the oral presentation and the candidate's ability to answer questions effectively.

Project - Process monitoring sheet

INSTRUCTIONS

1. Enter the participant's name and surname, as well as the title of the project for identification.
2. Register information for each element above, according to your valuation of the process followed by the participant so far.
3. In addition to the specific elements above, in the "Observations" column you can add, if you consider it necessary, any additional comments regarding the degree of involvement, proactivity and openness or flexibility shown by the participant, regarding the quality of partial deliveries of work that must be handed in -if it is the case-, regarding their response or lack thereof to communications prior to the meeting and/or between meetings, or to the continuous monitoring and elaboration of the aspects to work on between meetings, etc.

Participant:					
Project title:					
Mentor/a:					
Meeting n. ____			Observations -see Instruction 3-		
Date					
Attendees					
Type of meeting	<input type="radio"/> Face to face <input type="radio"/> Virtual				
Purpose of the meeting					
Punctuality <i>If not punctual, specify 1) time-delay, and 2) reason (if known).</i>	<input type="radio"/> ±2 min <input type="radio"/> ±5 min <input type="radio"/> ±10 min <input type="radio"/> + de 10 min <input type="radio"/> Not attended Reason:				
Handing in of documents or intermediate tasks (# applicable) <i>Specify 1) what document/s or task/s should be handed in, and 2) whether they are handed in or not.</i>					
Aspects worked on					
Agreements					

Milestone 1 assessment rubric

INSTRUCTIONS

1. Enter the name and surname of the participant you evaluate in each rubric, as well as the title of the project for identification.
2. Each of the seven evaluation criteria listed in the column on the left is valued with reference to three levels of achievement: Poor (0-5), Good (6-8), and Excellent (9-10). In the "Score" column (to the right of the rubric) you must enter, therefore, a score between 0 and 10 points for each criteria. The final mark, between 0 and 10 points, is calculated or obtained automatically.
3. In the column "Observations by criterion" you can add, if you consider it necessary, some additional commentary to the evaluation of each criterion. Also, if this is the case, in the "General Observations" row you can add some comments about the process of preparing the project as a whole.

Participant:						
Project title:						
CRITERION	WEIGHT	Poor (0-4)	Good (6-8)	Excellent (9-10)	Score	Observation by criteria
Problem statement	0,15	Problem is poorly stated or absent	Problem is adequately stated	Problem is perfectly stated		0,0
Preliminary review of the literature: 5-10 sources (thesis) or 3-5 sources (applied project)	0,2	Preliminary literature review is not complete: less than expected	Preliminary literature review is adequate: minimum sources are reviewed and most of them are related to the problem	Preliminary literature review is complete: maximum of sources are reviewed and all of them are related to the problem		0,0
Project description	0,15	Project is poorly described	Project is adequately described	Project is very well described		0,0
Project schedule	0,1	Schedule is poorly explained.	Schedule is adequately explained.	Schedule is very well explained.		0,0
Anticipated results or product	0,15	Anticipated results or product are absent or poorly formulated.	Anticipated results or product are adequately formulated.	Anticipated results or product are very well formulated.		0,0
Anticipated obstacles and plans for dealing with them	0,1	Anticipated obstacles and plans for dealing with them is absent or poorly formulated.	Anticipated obstacles and plans for dealing with them is adequately formulated.	Anticipated obstacles and plans for dealing with them is very well formulated.		0,0
Communication/presentation skills	0,15	Presence of at least three of the five following elements: 1. The volume is so low and/or the rate is so fast that you cannot understand most of the message. 2. The pronunciation and enunciation are very unclear. 3. No eye contact with audience. 4. The presentation lacked organization. 5. There is little evidence of preparation.	Presence of at least three of the five following elements: 1. The volume is occasionally too low or too loud and/or the rate is too fast or too slow. 2. The pronunciation and enunciation are occasionally unclear; speaker/s occasionally exhibit/s disfluencies, such as "ahs," "uhms," or "you knows"; the listener has difficulty understanding the words in the message. 3. Consistent use of direct eye contact with audience most of the time. 4. The presentation had organizing ideas. 5. It could have been much stronger with better preparation.	Presence of at least three of the five following elements: 1. Speaker/s deliver/s the message in a confident, poised, enthusiastic fashion; the volume and rate varies to add emphasis and interest. 2. Pronunciation and enunciation are very clear; speaker/s exhibit/s very few disfluencies, such as "ahs," "uhms," or "you knows". 3. Attention of the entire audience is held with the use of direct eye contact. 4. The presentation was well organized. 5. The presentation was well prepared and easy to follow.		0,0
General observations					MILESTONE 1 SCORE:	0,0

Final Project - Process assessment rubric

INSTRUCTIONS

1. Enter the name and surname of the participant you evaluate in each rubric, as well as the title of the project for identification. Also enter your first and last name, as a mentor.
2. Each of the five evaluation criteria listed in the column on the left is valued with reference to three levels of achievement: 0, 1, and 2. In the "Score" column (to the right of the rubric) you must enter, therefore, a score of 0, 1, or 2 points for each of the criteria. The final mark, between 0 and 10 points, is calculated or obtained automatically.
3. In the column "Observations by criterion" you can add, if you consider it necessary, some additional commentary to the evaluation of each criterion. Also, if this is the case, in the "General Observations" row you can add some comments about the process of preparing the project as a whole.


Participant:

Project title:

Mentor:

CRITERION	0	1	2	Score	Observations by criterion
Attendance at mentoring meetings	They miss scheduled meetings without prior notice or without requesting a change of date.	They attend scheduled meetings; they are always or almost always unpunctual (more than 15 minutes), without prior notice.	They attend scheduled meetings and are punctual. If at any time they foresee that they will not be able to attend, they give prior notice and/or request a change of date sufficiently in advance and an objective justification.		
Planning	They either don't plan, or they plan superficially. If they plan, they don't follow what was planned and often don't detect needs for adaptation, nor do they implement actions to cover the latter.	They plan efficiently in the short term. They are less efficient because they establish plans which are adjusted to project objectives in the medium and/or long term. The lack of a global or transversal vision of the process hinders the adequate follow-up of planning. They introduce adaptations, but these sometimes do not respond efficiently to the needs of the project or are not entirely realistic.	They set objectives in their work, it is planned efficiently and consequently in the short, medium and long term. They follow the established planning, revise it regularly, and adapt it according to the needs of the project.		
Flexibility and ability to adapt	They show a rather reactive, unreceptive, and unthinking attitude towards suggestions, constructive criticism, and the confrontation of ideas on the part of the mentor.	They are able to accept suggestions and constructive criticism from the mentor. However, they don't often take advantage of the latter or turn them into ideas or proposals that favour the advancement of the project.	They are able to accept suggestions and constructive criticism from the mentor, as well as confront and modify ideas in an assertive, collaborative, and efficient way to advance the project.		
Commitment	They show little or no interest, initiative, and perseverance. They rarely put forward ideas or questions on their own initiative, or the latter are either superficial and/or not focused on the objectives and needs of the project. They pay little attention to searching for information and resources. They appear rather dependent on the mentor during the process.	They show interest; nevertheless, a greater degree of involvement and initiative would be favorable for a fuller and more adequate elaboration of the project. They usually require a considerable degree of support and follow-up to be constant or effective. From time to time they bring up ideas and questions themselves, on their own initiative, although not as often as would be necessary or desirable for the proper progress of the project. When they have the competence to seek information and resources on their own initiative, they don't always do so.	They show interest, initiative, perseverance, and autonomy. They are responsible for their own personal and professional development through the development of the project. They contribute ideas, raise questions, and seek information and resources on their own initiative; the latter tend to be relevant to the project's objectives and its progress.		
Communication	They don't respond to emails or other communications or do so in an unpunctual manner. Or, they resort to the mentor too frequently given the needs of their project at any given time or for issues on which they have the competence to develop in a more proactive or autonomous way. Regarding the participant, participant-mentor communication should be much more fluid during the process.	They usually respond to emails and other communications. However, on some occasions they don't respond or do so in an untimely manner. Regarding the participant, a somewhat more fluid participant-mentor communication would favor a greater and better development of the process and the project.	They respond to emails or other communications and do so punctually. They take the initiative in communicating when a need arises related to their project that is beyond their competence in this regard and requires support from the mentor to learn and move forward. Regarding the participant, participant-mentor communication is fluid and efficient throughout the process.		
General observations				PROCESS SCORE:	0,0

Final Project - Rubric for final written report

INSTRUCTIONS 	<p>1. Enter the full name of the participant you evaluate on each rubric, as well as the title of their project for identification. Enter your full name as well, as the evaluator.</p> <p>2. Each of the five evaluation criteria indicated in the left-hand column is assessed based on three levels of completion: 0, 1, and 2. In the "Score" column (to the right of the rubric) you must enter, therefore, an assessment of 0, 1, or 2 points for each of the criteria. The final grade, between 0 and 10 points, is calculated or obtained automatically.</p> <p>3. If you so desire, in the column, "Observations by criterion," you may add, if you consider it necessary, some additional commentary to the evaluation of each criterion. Likewise, if you have any comment(s) about the report and/or the project as a whole, you may add them in the "General observations" row.</p>				
Participant:					
Project Title:					
Evaluator:					
CRITERION	0	1	2	Score	Observations by criterion
Content	<p>The written report omits one or more of the required sections. Or, the report includes all the required sections, but some of them are insufficiently developed and/or argued: the reader is hardly taken into account in the presentation of the project; the information and arguments included are excessively brief, vague, and/or inconsistent; or, they seem to be personal opinions.</p> <p>Thesis: Abstract, Keywords, Introduction, Literature Review, Methods, Results, Conclusion.</p> <p>Applied Project: Abstract, Keywords, Introduction, Problem definition, Product description, Limitations, Conclusion, a product in appendix.</p>	<p>The written report includes all the required sections.</p> <p>Overall, the sections are sufficiently developed, with some exceptions: the presentation tries to take the reader into consideration, though perhaps not as often as necessary; realistic and justified objectives are set; the contents of the report are explained and argued, although sometimes only partially, and it is difficult to fully understand the meaning of the explanation.</p> <p>Thesis: Abstract, Keywords, Introduction, Literature Review, Methods, Results, Conclusion.</p> <p>Applied Project: Abstract, Keywords, Introduction, Problem definition, Product description, Limitations, Conclusion, a product in appendix.</p>	<p>The written report includes all the required sections.</p> <p>The required sections are sufficiently and suitably developed and argued: the reader is taken into consideration; realistic and justified objectives are set; The contents are clearly and exhaustively explained and justified and, where applicable, they are contrasted against or integrated with different points of view, and a solution is proposed to any discrepancies by way of conciliation or, when possible, a new proposal.</p> <p>Thesis: Abstract, Keywords, Introduction, Literature Review, Methods, Results, Conclusion.</p> <p>Applied Project: Abstract, Keywords, Introduction, Problem definition, Product description, Limitations, Conclusion, a product in appendix.</p>		
Information sources	<p>At least one of the following situations occurs: The project is very poorly or entirely undocumented, with insufficient use of reference sources. The selection of references is irrelevant or outdated. The sources used are unreliable. The information on which the project is based is too general, unspecific, and not based in the project's corresponding scientific/professional area. The use of language specific to the scientific/professional area is limited, or it does not conserve the meaning attributed by reference authors and professionals.</p>	<p>At least one of the following situations occurs: Use of reference sources which, although most are valid, are somehow irrelevant or outdated. A majority of valid and reliable sources, of proven quality, are combined with some sources of more dubious quality and/or origin. The use of language specific to the scientific/professional area is somehow limited; for some concepts or ideas, the meaning conferred by reference authors or professionals is distorted.</p>	<p>The project is well-documented. There are a sufficient number of pertinent, current references; they are combined with classic reference texts from the scientific/professional area. Quality and varied sources (specific manuals, contrasted reports, papers, professional literature, etc.) are used. The information upon which the project is based is solid and specific to the scientific/professional area. Sufficient and relevant industry language is used, preserving the meaning conferred by reference authors or professionals.</p>		
Coherence and cohesion	<p>The information is not well-organized. Serious lack of coherence in the organization, integration, and cohesion between ideas and/or sections. The information is rather disjointed and/or incomprehensible, and may even contain contradictory ideas. Lack of a good common thread.</p> <p>The problem and the objectives are not aligned.</p> <p>Some titles and/or subtitles may not be properly located or may not correspond with the content they precede.</p>	<p>The information is very well-organized. Nevertheless, there are incoherencies that compromise the understanding of some ideas or the audience's ability to follow part of the discourse.</p> <p>The problem and objectives are connected and aligned.</p> <p>Some titles or subtitles may not correspond with the content they precede, or may not be properly located.</p>	<p>The information is very well-organized. It is presented in clear blocks, with titles and subtitles that are relevant in terms of their location throughout the written discourse and their correspondence with the information that they precede.</p> <p>Coherence is preserved, from the presentation and justification of the problem and the exposition of the objectives, to the project's final conclusions.</p>		
Creativity and innovation	<p>The project and the work carried out do not provide an innovative or creative perspective. The work does not make a genuine contribution to its corresponding scientific/professional area and/or does not respond to actual and/or purported needs.</p> <p>The project does not reflect or is difficult to apply to the reality to which it is addressed.</p>	<p>The project and the work carried out are not especially innovative or creative with respect to previous works; even so, the proposal is interesting and answers actual needs specific to its corresponding scientific/professional area. The project reflects or is applicable to the reality to which it is addressed, previous minor changes if this is the case.</p>	<p>The project and the work carried out denote originality and innovation. They represent an advance with respect to previous works, and make a genuine contribution to the corresponding scientific/professional area and in connection with the needs to which they want to respond.</p> <p>The project reflects or is applicable to the reality to which is addressed.</p>		
Formal aspects	<p>The report meets at least 2 (3 if the last is applicable) of the following aspects: There is a disconnection between the sections indicated in the index and those included throughout the report.</p> <p>The pages of the report are not numbered. The appendixes (if included) are not referenced throughout the report, or they are not referenced in the correct place.</p> <p>The report includes a considerable number of grammar, spelling, and/or punctuation errors, compromising the understanding of the written discourse. The reference rule is not applied in tables, figures, citations, and/or bibliographical references; or, it is applied incorrectly throughout all or almost all of the report. Lack of correspondence between citations (intratextual) and bibliographical references. If applicable, the report does not meet all or most of the formal characteristics requested (page limit, font type and size, line spacing, margins...).</p>	<p>The sections indicated in the index correspond in name and order with those included throughout the report.</p> <p>The pages of the report are numbered.</p> <p>Moreover, the report meets at least one of the following aspects:</p> <ul style="list-style-type: none"> -The appendixes (if included) are referenced throughout the report, although they are either not all referenced or some are not referenced in the correct place. -The report includes few grammar, spelling, or punctuation errors; existing errors do not significantly compromise the understanding of the written discourse. -The reference rule is applied in tables, figures, citations, and/or bibliographical references, although with some inaccuracies or errors. -Occasionally, citations (intratextual) and bibliographical references do not correspond with each other. -If applicable, the report meets most of the formal characteristics requested (page limit, font type and size, line spacing, margins...). 	<p>The sections indicated in the index correspond in name and order with those included throughout the report.</p> <p>The pages of the report are numbered.</p> <p>The appendixes (if included) are properly referenced and in the correct place.</p> <p>The grammar, spelling, and punctuation of the report are correct, which facilitates the understanding of the written discourse.</p> <p>The reference rule is applied correctly in tables, figures, citations, and bibliographical references.</p> <p>Citations (intratextual) and bibliographical references correspond with each other.</p> <p>If applicable, the report meets the requested formal characteristics (page limits, font type and size, line spacing, margins ...).</p>		
General observations				PRODUCT FINAL SCORE: 0,0	

Final Project - Rubric for the assessment of the oral presentation

INSTRUCTION S → 1. Enter the full name of the participant you evaluate on each rubric, as well as the title of their project for identification. Enter your full name as well, as the evaluators.
2. Each of the five evaluation criteria indicated in the left-hand column is assessed based on three levels of completion: 0, 1, and 2. In the "Score" column (on the right of the rubric, you will find one column for each evaluator) each evaluator must enter an assessment of 0, 1, or 2 points for each of the criteria. The final grade, between 0 and 10 points, is calculated or obtained automatically. If you would like to qualify this final grade according to the management of the presentation time, you may do so.
3. When appropriate, you may add any additional comment(s) on the evaluation of each criterion in the "Observations by criterion" column. Likewise, if you so desire, in the "General observations" row, you may add a supplementary comment about the presentation and/or the project as a whole.

Participant:

Project Title:

Evaluator 1:

Evaluator 2:

Chair (supervisor):

Length

The presentation did not comply with the established time frame (± 10 minutes).

The presentation complied somewhat with the established time frame (± 5 min.).

The presentation complied with the established time frame (± 2 min.).

Score from 0 to 2 each b.

CRITERION

0

1

2

Evaluator 1

Evaluator 2

Observations by criterion

Content

At least two of the following situations occur: The participant does not introduce him/herself and/or the problem of the project.

-Significant lack of information important and necessary to understand the project, the work carried out, the decisions made, and the conclusions reached.-The information presented is supported by hardly any sources of reference.-The knowledge reached on the subject matter is scant, insufficient, irrelevant, or poorly developed.-The use of language specific to the scientific/professional area is limited, or does not conserve the meaning conferred by reference authors and professionals.

At least two of the following situations occur:

-The problem is introduced, though not at the beginning of the presentation.

-Sufficient information is given to understand the project and the work carried out, but not always to justify the ideas presented (decisions, conclusions...).

-The information is supported by sources, except on some necessary occasions.

-Knowledge has been acquired on the topic addressed, although it is only partially or not at all well-internalized for some relevant aspects.

-The use of language is specific to the scientific/professional area, almost always preserving the meaning conferred by authors and professionals, with some relevant exception.

The participant introduces him/herself and the problem to the audience at the beginning of the presentation, helping the audience to orient itself.

Sufficient information to understand the project, the work carried out, the decisions made, and the conclusions reached in an arguable, justifiable way.

The information is supported by reference sources when necessary.

Considerable knowledge has been acquired on the subject addressed.

Relevant use is made of the language specific to the scientific/professional area, conserving the meaning conferred by reference authors and professionals.

Structure

The content of the presentation is fragmented and inconsistent, there is no fluid, well-connected thread. The structure of the presentation seriously compromises the audience's ability to follow and understand the discourse, the idea of the project, and/or the work carried out.

The majority of the content is presented clearly and is well-developed, but transitions between ideas must be improved. The way in which the information is organized hinders the audience's ability to follow and/or understand some points of the introduction.

The content is presented in a clear, well-developed way, following a common thread that facilitates understanding, the integration between sections and information, and the implementation of appropriate transitions. The project idea and the work carried out are clear to the audience.

Materials

If support materials are used, they result in at least two of the following situations:

-The design is very unappealing.

-The material does not constitute a support resource (excessive text, repetitive, or does not agree with the oral discourse; absence of figures to represent opaque or complex information).

-The font size is too small and/or the color scheme for the font, figures, and background hinders the view of the content.

-Remarkable number of grammar, spelling and/or punctuation errors.

-The reference rule is not followed or has been applied with many errors in tables, figures, citations (intratextual) and/or references.

If support materials are used, the design is reasonably attractive but its use results in at least two of the following situations:

-The support material mainly constitutes a support resource, although in some sections, too much text and/or figures are used, or the material is repetitive to the oral discourse.

-Font size and the color scheme for the font, figures, and background allow for a clear view of the content, except for on some slides.

-There are some errors in the grammar, spelling, or punctuation.

-The reference rule is followed in tables, figures, citations (intratextual) and/or references, with some citation and/or formatting errors.

If support materials are used, they are clear and legible.

The design is attractive and the material really constitutes a support resource (text is precise and key to the comprehension of the discourse; the inclusion of figures to support oral discourse and the understanding of complex or opaque information).

Font size and the color scheme for the font, figures, and background allow for a clear view of the content.

There are no errors in the grammar, spelling, or punctuation.

The reference rule is followed, excluding citation and formatting errors, in tables, figures, citations (intratextual) and references.

Verbal and nonverbal language

Unclear mode of self-expression (voice inaudible or too high; speaking too slowly or too fast; excessive use of clichéd phrases, unnecessary slips of the tongue or reiterations; frequent pausing or stuttering; literal or almost literal reading of slides).

The presenter demonstrates little control of the situation (self-doubt, nervousness, insecurity, poor posture, little eye contact or focusing in a single direction, gestures that are excessive, insufficient, or strained and/or do not accompany the message, uninvolved and/or monotonous bearing).

The presentation is given with some clarity, although at some point during the presentation the vocalization is not entirely clear and the volume and rhythm are not entirely constant or appropriate. Although the presentation relies on the use of clichéd phrases, they do not excessively compromise the understanding or rhythm of the explanation. The presenter occasionally stutters or pauses, or has some slip of tongue but is then able to persist.

The presenter demonstrates a certain level of control over the situation; though showing some signs of nervousness, the presenter is then able to overcome them and make him/herself understood.

The project is presented with clarity and concision, and necessary corrections to the presenter's oral expression are made (clear vocalization and slow articulation; appropriate volume; constant rate; absence of clichéd phrases, slips of the tongue, and unnecessary reiterations...).

The presenter demonstrates control of the situation (professionalism, self-assurance, serenity, enthusiasm, proper posture, eye contact with the audience as a whole, natural gestures according to the message, command of space ...).

Debate and discussion

Defensive or reluctant attitude toward comments, suggestions, and questions posed by the panel.

Or an unsatisfactory capacity to respond to issues raised by the panel (unclear statement; lack of response; incomprehensible, incoherent clarifications that are barely supported or entirely unsubstantiated).

A receptive, conversational attitude is shown toward comments, suggestions, and questions posed by the panel.

Some issues raised are addressed satisfactorily enough while others are addressed with less competency.

A receptive, conversational attitude is shown toward comments, suggestions, and questions posed by the panel.

Satisfactory capacity to respond (information requested is provided; necessary and pertinent clarifications are made with regard to the project, the reference sources, the proposed conclusions).

General observations

PRESENTATION FINAL SCORE:

0,0