



ADMISSION AND EXAMINATION REGULATIONS FOR THE CAREER-BUILDING PROGRAMME BY FEMTEC GMBH

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Table of Contents

0	General Part.....	3
0.1	Information about the institution	3
0.2	Scope of application	3
0.3	Entry into force / expiry	3
1	Goals and Design of the Career-Building Programme.....	3
1.1	Qualification goals, contents and professional fields of activity.....	3
1.2	Course, start and scope of the programme	4
1.3	Structure of the Career-Building Programme.....	5
1.3.1	School 1.....	5
1.3.2	School 2.....	6
1.3.3	School 3.....	7
1.3.4	Voluntary offers	8
2	Approval.....	8
2.1	Access requirements	8
2.2	Admission requirements	9
2.2.1	Preselection.....	9
2.2.2	Standardised Assessment Centre	9
2.3	Legal relationship	10
3	Request and performance of tests	12
3.1	Purpose of the tests	12
3.2	Examination forms	12
3.3	Determining successful participation in the Career-Building Programme.....	13
4	Module list.....	14

0 General Part

0.1 Information about the institution

Femtec, based in Berlin, is the international career platform for women in IT, engineering and natural sciences. Femtec recruits female talents with potential to become junior executives for STEM professions, offers unique career prospects to ambitious female students and provides qualifications and places for excellent professionals. These women, as well as well-known technology companies and leading scientific institutions and technical universities, are part of the Femtec Network. Femtec was founded in 2001 by the Technical University Berlin and the European Academy for Women in Politics and Economics (EAF Berlin). Further information is available at www.femtec.org.

0.2 Scope of application

These admission and examination regulations for the Career-Building Programme by Femtec GmbH regulate the goals and structure of the Career Building Programme as well as the requirements and implementation of the admission and examinations.

0.3 Entry into force / expiry

These regulations come into force from 15.02.2020. All study and examination regulations in force at the time of the entry into force must be adapted to these regulations within one year at the latest. Study and examination achievements already achieved will be fully recognised.

1 Goals and Design of the Career-Building Programme

The Career-Building Programme takes place at Level 7 according to the European Qualifications Framework. Accordingly, the programme imparts skills that are required to work on new complex tasks and problems as well as to independently manage processes in a scientific subject or in a strategy-oriented professional field. The programme provides interdisciplinary qualifications and methodological skills to complement STEM university curriculums. Thus, the scholarship holders learn comprehensive methodological knowledge in the areas of self-management and project management, as well as goal and solution-oriented thinking and behaviour.

1.1 Qualification goals, contents and professional fields of activity

The Career-Building Programme prepares scholarship holders for future leadership roles in business and/or science in addition to their studies. Successful graduates can quickly take on leadership responsibilities after their career entry thanks to the acquired skills.

Firstly, the taught skills include the continuous development of the personality through the acquisition of skills such as self-reflection, clear and ambitious pursuit of goals, self-motivation, networking, and self-presentation. Secondly, the scholarship holders acquire knowledge about leadership cultures, forms and organisational structures in business and science, and can readily apply and reflect on these. Thirdly, the scholarship holders learn innovation and project management techniques: they design and develop innovation projects on topics set by partner companies, implement them, and evaluate their results after receiving feedback. In addition, through the exchange with role models from the Alumnae network and via direct exchange with partner companies and universities, it provides the scholarship holders with the opportunity to apply and reflect on the skills learned in practice.

The skills are taught in three modules (see also module list at the end of the document),

- A Career Development
- B Innovation and Co-Creation
- C Building Networks

whose learning contents are taught in three schools that build on each other.

1.2 Course, start and scope of the programme

The Career-Building Programme is designed for one year and starts twice a year during the lecture-free period of the summer and winter semesters in Germany. 50 scholarship holders are accepted per semester at max. The contents are taught in centrally conducted summer and winter schools and in cross-location virtual project work.

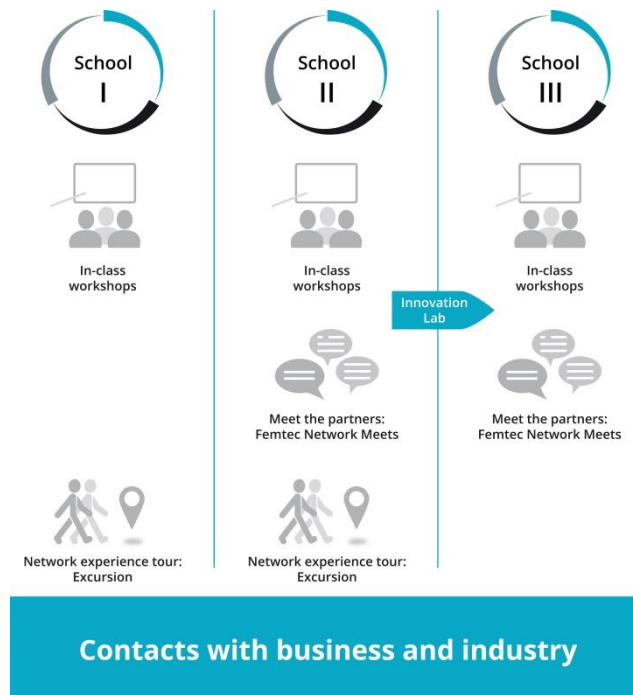
The programme comprises 400 hours (corresponding to 16 credit points, 1 credit point comprises 25 hours), which are distributed as follows:

- 128 hours of lectures and exercises in in-class workshops in Berlin
- 96 hours of in-class workshops at companies (field trips as well as midterm and final presentation at the companies during the Innovation Labs)
- 90 hours of independent project work within the Innovation Lab
- In addition, there are 86 hours of self-study between in-class workshops.

In-class workshops take place in Berlin during the lecture-free period at German universities in March-April and September-October.

1.3 Structure of the Career-Building Programme

The curriculum consists of three schools that are progressive in terms of content.



1.3.1 School 1

OPTIONAL¹: Teambuilding: Before the start of the first school or on the first evening, the scholarship holders create a resilient basis for long-term cooperation and for a good team performance by the means of a co-creative and playful method, e.g. Pen & Paper.

Building sustainable networks I/ Welcome Day: The participants of the Career-Building Programme come from all over Germany, Switzerland and many other countries. This event is designed to help participants get to know each other and manage expectations so that they can make the best use of the upcoming schools. Participants are made aware of the relevance of the learning objectives of the programme.

Career-building I+II: Where do the participants want to go, what is their personal career goal? What drives them? Only if the participants know where they stand, know their goals and deal with their own strengths and weaknesses, they can realise their potential and best develop efficacy. Therefore, this event focuses on personal and professional assessment and goal clarification. Learning contents are, among other things, self-leadership/management, life phase models, value systems, influencing factors of career (for men and women), and creation of a development plan.

¹ Participation is voluntary. No exam performances are recorded.

Self-confidence and assertiveness I: This module is about confident communication. The participants learn more about the implications for communication resulting from different personality types. Additionally, they develop communication strategies in difficult and discriminating situations as well as competence in self-marketing.

Building sustainable networks II: In this event, the relevance of strategic networking is conveyed. The course content covers the theory and analysis of networks, building supporting networks, networking practices and simulations. The event is rounded off by alumnae of the Femtec Alumnae e.V., who accompany the participants throughout the entire programme as professionally experienced mentors.

Network experience tour – Field trips I: The Career-Building Programme includes two field trips, during which the participants get to know the cooperating companies from the inside. Directly at the production sites, the participants talk to personnel managers, engineers and managers about areas of work, entry opportunities and career paths. The participants thereby expand their knowledge of different job profiles and learn to reflect on their own goals and to match their needs with the offers of the respective working environments.

1.3.2 School 2

OPTIONAL²: Creativity (Dig Deeper Day): Participants reflect on the relevance of creativity as a driving force for change, innovation and transformation. They recognise the conditions necessary for creativity to develop in work processes, how space is created for creative processes. They learn creativity techniques, creative methods in collaboration and develop their own creative mindset.

Leading myself and others I: Building on the first part, the participants reflect on what they have learned, including their experiences from Field Trip I. They deepen their knowledge of organisational structures and contexts. They reflect on the viral, challenging topics that organisations are currently facing, such as increasing dynamics, uncertainty, complexity and ambiguity. In this context, they deal with the fast-changing image of leadership. They compare continuing traditional leadership concepts with a systemic and agile leadership understanding in which the development of competencies of self-management and self-organisation is increasingly coming to the fore.

Innovation Lab: In the Innovation Lab the participants work on an innovation-driven practical question from one of the Femtec partner companies. The Innovation Lab starts with a kick-off during School 2. After an introduction to innovation management and project planning, participants learn how to split a project into work packages and work on it virtually from different locations. In the time between School 2 and 3, the participants will mainly work together virtually according to the defined project plan. In a midterm presentation at the company the first results will be presented, and the next steps of the project will be discussed. After about four months, the results will be presented to the company and finally discussed.

Leading myself and others II (Self-care): The aim of this event is to strengthen self-regulation as a key competence in order to be able to meet multiple demands such as high speed, the pressure to

² Participation is voluntary. No exam performances are recorded.

innovate, one's own high-performance requirements, while remaining mentally and physically healthy.

Network experience tour – Field trips II: On the second field trip, the scholarship holders get to know the cooperating companies from the inside. Directly at the production sites, the participants talk to personnel managers, engineers and managers about areas of work, entry opportunities and career paths. The participants thereby expand their knowledge of different job profiles and learn to reflect on their own goals and to match their needs with the offers of the respective working environments.

Meet the partners - Femtec Network meets: In this event, important skills are taught on the topic of career entry, career development and general social skills for starting a career. The event is divided into two blocks consisting of practical exchange with companies as a contact opportunity, and workshops with content input. Since the content is presented in a practice-oriented manner by partner companies and universities, a high level of knowledge transfer is created for individual development.

1.3.3 School 3

OPTIONAL³: Career-building III (Contracting): The participants are taught basic knowledge to recognise and question legal framework conditions when concluding contracts. In addition to the specific issues of contracts, the relevant general legal regulations are also recognised, especially regarding the effectiveness of typical contractual clauses as well as regulations of compliance. Furthermore, the course provides an overview of patent proceedings including the law of employee invention. Since labour law and contract law are nationally very different, participation is optional. The event will take place online in the run-up to the 3rd School.

Career-building IV (Negotiation): This event focuses on processes, strategies and problems in negotiation. Participants will be sensitised to gender differences in negotiation and gender bias in the perception of the negotiating partner. They learn negotiation techniques by working on case studies, re-enacting and analysing critical scenes in video recordings and discussing strategies and options in salary negotiations.

Self-confidence and assertiveness II: The participants improve their skills in professional demeanour. They reflect situation-appropriate and authentic behaviour. In practical exercises and video recordings, they learn how to relate body, voice and posture congruently and thus perform convincingly and consciously as well as perceive non-verbal and verbal communication. They gain sovereignty in their demeanour by openly confronting their own mistakes. On the basis of their own experiences, they analyse the possibilities of learning and development inherent in situations of failure. By describing these opportunities, they develop resilience for future challenges.

Leading myself and others IV: This fourth event focuses on the importance of self-leadership for leadership actions or the steering of other people by aligning self-perception with the perception of others. The participants explore their behaviour on different levels: personal assumptions, beliefs, images, value concepts and goals, their work style, and the handling of time and rules. They analyse

³ Participation is voluntary. No exam performances are collected.

the roles they play in different contexts and learn expectation management methods, also in intercultural contexts. They discover cultural differences in professional cooperation. The participants reflect on the different dimensions of leadership.

Career-building V: This event rounds off the development process and heralds the first step towards a career start: In a differentiated review, participants look back at their initial situation, reflect on differences and changes and describe their personal learning curve. They can name their goal and know how to get there, and they have tools at their disposal for shaping their first 100 days on the job.

Meet the partners: Femtec Network meets (incl. Matching): At the end of the 3rd School, matching interviews between the participants and personnel managers of the partner companies take place during the *Meet the Partners* event day. The goal is to conduct initial career entry interviews, simulate job situations and discuss questions regarding entry opportunities with the company representatives. If, in the course of the 3rd School, matching does not yet prove to be meaningful due to the progress of the studies, up to two matching interviews can take place within a period of up to two years after completion of the programme.

1.3.4 Voluntary offers

Coaching: In addition to the before mentioned Workshops, each scholarship holder is entitled to an introductory consultation from Femtec GmbH. She must actively take care of scheduling.

2 Approval

The application for the programme is done online on the homepage of Femtec GmbH (<https://www.femtec.org/en/programmes/career-building-programme/application/>). The application phase is October/November of the previous year for the winter school and March / April of the same year for the summer school and September / October for the following winter school. Specific dates can be found on the homepage of Femtec GmbH under Career-Building Programme (<https://www.femtec.org/en/programmes/career-building-programme/>).

2.1 Access requirements

The study-accompanying Career-Building Programme is aimed exclusively at female students who are studying at Femtec's partner universities in the STEM field (a detailed list of subjects can be found at <https://www.femtec.org/en/programmes/career-building-programme/>).

The applicant should be in a Master's programme approximately 1.5 years prior to her graduation. For students of diploma programmes, the pre-diploma should have been successfully completed and the student should be in the last year of her diploma programme.

A further requirement for admission to the programme is proof of English language skills at B2 level.

2.2 Admission requirements

An integral part of the programme, which is aimed at young female specialists and managers, is the excellence-oriented selection process. A standardised selection process (assessment centre) developed by Femtec GmbH was tested, evaluated and optimised for the selection of female scholarship holders. Applicants for the Career-Building Programme are selected in a two-stage process (pre-selection and assessment centre).

2.2.1 Preselection

On the basis of the answers to the CV and motivation questions included in the online application procedure, a pre-selection is made for the programme using pre-established criteria.

The selection criteria include, among others, affiliation with one of Femtec's partner universities, study in one of the target subjects, number of semesters, above-average high school diploma grade, above-average grades in the course of study, above-average undergraduate grades in the case of diploma courses, motivation to participate (will be assessed based on the application form), international and practical experience, and commitment to non-university activities. These criteria are reviewed annually and adjusted if necessary.

The online applications are reviewed by the individual partner universities. A list of candidates is then drawn up and invited to the assessment centre.

2.2.2 Standardised Assessment Centre

A one-day selection procedure in the form of an assessment centre is set up for each university location. The aim is to determine the extent to which a) the competence of the respective student matches the Career-Building Programme with its objective of promoting the next generation of female talents and leaders; and b) the programme is suitable for individual career planning and development of the student. The observers at the assessment centre are representatives of the partner universities and companies. Femtec GmbH leads and controls this process. During the exercises of the assessment centre, the competencies of the applicants are assessed through structured observation.

The constructs were adapted to the changing challenges and competence requirements in the digitalized world:

- Cooperation skills
- Result-oriented action & determination
- Commitment & Involvement
- Self-reflection
- Adaptability & willingness to learn
- Willingness to create

On the basis of a standardised survey, filled in by the observers, the candidates' AC results are summarised into a common assessment. All candidates receive feedback from an observer. The above-mentioned constructs are also disclosed.

Candidates are informed, at the latest, on the day after the AC whether they have passed or failed. If all ACs have been carried out, the most suitable candidates will receive a confirmation that they will be accepted into the Career-Building Programme.

2.3 Legal relationship

Participation in the Career-Building Programme is free of charge for the selected students and is considered a scholarship. The scholarship holders are only responsible for the costs of travel to and from the trainings and field trips and for accommodation during the schools in Berlin. After passing the pre-selection and with confirmation of acceptance into the Career-Building Programme, the students will receive a "Welcome Kit" with comprehensive information about the Career-Building Programme and access to the online platform. In addition, the "Conditions of Participation for the Career-Building Programme and membership in the Femtec Network" must be read, filled in and agreed to before the programme starts.

This document regulates the rights and obligations of the network partners and how they interact with each other.

Participation in the Femtec Career-Building Programme provides access to the Femtec Network. The "Femtec Network" refers to the network consisting of the active scholarship holders of the Career-Building Programme, the former scholarship holders (alumnae) and the contractually bound cooperation partners (companies, research institutes and universities) of Femtec GmbH. Cooperation partners fund the programme and the services of the network with a considerable financial and personnel expenditure.

By becoming a member of the Femtec Network or by participating in the Femtec Career-Building Programme, the scholarship holder commits to the following general conditions of participation:

- Participation in the Schools and Special Formats:
 - The participation in the first School is mandatory and cannot be postponed.
 - Absence
 - It is possible to postpone the second or third school in the event of non-participation for a valid reason (illness, examination, study or work-related stay abroad). In this case, oral and written cancellation and explanation will be given as early as possible and unrequested by the scholarship holder, but no later than the dates stated in each case. Corresponding evidence, e.g. confirmation of internships abroad, must be submitted to Femtec.
 - It is only possible to postpone schools a maximum of two times.
 - In the case of a two days' absence with a doctor's certificate or two full exam days (morning to evening, upon presentation of proof), the attendance is

- counted as 60%, thus the requirement for this module is fulfilled⁴, provided that only one module component is affected by absence⁵.
- From the third day of absence within one school, the school must be made up in full. A change of course is then automatic.
 - In the case of excused absence in the event of illness or examination dates, the self-study hours will nevertheless be credited. The contents of the course must be worked through independently. The materials are provided by the coaches/Femtec.
- Participation in Innovation Lab: successful participation in Innovation Lab in the 2nd school is a prerequisite for receiving a certificate. Prerequisites for successful participation are: full attendance at the kick-off event in Berlin and, the midterm and final presentations at the companies on site. Active participation is required for all of them and is followed up and documented by the project coaches. The project coaches and the project team decide on the successful participation at the end of the project.
 - Participation in field trips: the personal registration for the field trips is considered binding. If the scholarship holder cancels an entire field trip or individual days after the registration deadline, Femtec GmbH will charge a cancellation fee of 75€. This applies only in case of field trips on-site, not for virtual field trips. This does not apply in cases of illness, if a medical certificate is presented. From the 2nd day of absence, a field trip must be made up in full.
 - Enrollment at university:
 - The scholarship holder must be enrolled at one of the Femtec partner universities.
 - A change of university to a university that is not part of the Femtec Network will result in the exclusion from the Career-Building Programme.
 - Participation in the evaluations and surveys for scientific monitoring and programme optimisation: the evaluations are anonymous and will be continued with all former scholarship holders even after the end of the programme.
 - After successful participation in the Career-Building Programme, willingness to become involved at least once in the Career-Building Programme as Big Sister and role model for the new scholarship holders.
 - Transmission and constant updating of a defined set of training, study and job-related personal data in the digital platform of Femtec GmbH: the storage and processing of personal data is carried out in accordance with the Femtec GmbH data protection declaration.
 - Observance of the netiquette (rules of conduct) in dealing with the online platform of Femtec GmbH.
 - Confidential handling of the personal data of other scholarship holders.
 - Failure to pass on personal data for advertising and recruiting purposes to institutions and persons who are not part of the Femtec Network.

⁴ See 3.3 for further information on successful participation

⁵ E.g. in module A / Career Development, one component would be Career-building I.

Violation of the above conditions of participation may result in exclusion from the Career-Building Programme and the Femtec Network. Femtec GmbH will decide on this on a case-by-case basis if there is an appropriate reason.

The following are possible reasons for a programme exclusion:

- Unexcused absence from a school or interruption of the Career-Building Programme for a period of more than two schools in total.
- Failure to respect the privacy and/or misuse of Femtec Network internal information, in particular the transfer of personal data to non-members of the Network for advertising and recruiting purposes.
- Inadequate appearance in the network and inappropriate treatment of the players in the Femtec Network, such as representatives of the cooperation partners, Femtec employees, Femtec scholarship holders and alumnae.
- Transfer from a partner university to a college outside the network or dropping out of a course of study.

3 Request and performance of tests

3.1 Purpose of the tests

The exams to be taken during the programme serve to determine whether the scholarship holder has successfully completed all modules of the Career-Building Programme and acquired the required skills. At the end of the programme, successful scholarship holders receive a Diploma Supplement, which is signed by the management of Femtec GmbH. This Diploma Supplement only includes modules that have actually been completed and passed. In addition, a qualified certificate will only be issued if all credit points (16) are achieved. The certificate is co-signed by the Rectorate or Presidential Board of the respective university.

3.2 Examination forms

As a rule, no grades are given in the programme, but rather qualified feedback on work results from teachers, the learning group and participating company representatives is the main focus⁶. The type of examination chosen have been adapted to this concept and consist of short impulses, problem-solving tasks, presentations and demonstrations, collective casework/group work and discussions.

Activating forms of teaching are used which are methodically adapted to the requirements of professional practice and which promote the personality development and professional competence of the scholarship holders. This includes project and group work as well as problem-oriented and case study-based learning and role plays. In the virtual project collaboration within the Innovation

⁶ Since the ability to give and accept constructive feedback is of central importance for the professional and personal development of the scholarship holders, feedback is not only the predominant instrument for monitoring learning success, but also an explicit training component that occupies a large part of the programme and is consciously promoted by Femtec.

Labs, the scholarship holders demonstrate their ability to learn in a media-supported and web-based way. Central technical literature is specified in each module by the responsible lecturer. All modules contain scientifically based theory blocks.

3.3 Determining successful participation in the Career-Building Programme

The personal participation in an in-class workshop is controlled by personally signing the list of scholarship holders present at the in-class workshops. The list of every workshop and event must be signed. Trainers observe the scholarship holders and give them qualified feedback personally during the events.

Lecturers or trainers decide whether a scholarship holder has successfully completed the module based on the scholarship holder's examination results (e.g. presentations, group work).

In addition to attendance, the evaluation criteria include active participation of the scholarship holder during the courses and successful completion of the examination tasks. To successfully complete the module, all criteria must be met. This is stored in the profile of the respective scholarship holder, so that the scholarship holder can see after the completion of each course whether it was successfully completed.

To pass the programme and to receive 16 credits and thus a qualified certificate, there must be 80% attendance in the overall curriculum, with individual module components requiring at least 60% attendance.

	Successful completion	Unsuccessful completion
Attendance	224 hours (100%) – 179 hours (80%)	participation less than 179 hours (80%)
Module A ⁷ : Career Development	68 hours (100%) – 54,4 hours (60%)	participation less than 54,4 hours (60%)
Module B: Innovation and Co-Creation	60 hours (100%) – 36 hours (60%)	participation less than 36 hours (60%)
Module C: Building Networks	96 hours (100%) – 57,6 hours (60%)	participation less than 57,6 hours (60%)

Scholarship holders who do not receive a qualified certificate will be issued a Diploma Supplement, which shows which modules and courses were completed with what degree of success.

Courses that have not been completed can be made up for. Making up events is only possible in the case of excused absence for a valid reason (illness, examination, study or work-related stay abroad) and if the school plan allows it. This may result in a change of course and it must be decided individually whether the entire school or only one course must be made up for.

⁷ Credits for interdisciplinary qualifications can be acquired through the Career Building Programme. These credit points are recognized by the respective university at which the scholarship holder is enrolled.

In the case of two days' excused absence (with a doctor's certificate or two full exam days), the 60% rule is considered to be fulfilled, provided that only one module component is affected by absence.

From the third day of absence, a school must be made up in full.

In the case of excused absence in the event of illness or examination dates, the self-study hours will nevertheless be credited. The contents of the course must be worked through independently. The materials are provided by the coaches/Femtec.

In case of unexcused absence, it is not possible to make up for missed courses. Any unexcused absence will result in the deduction of credit points for the respective courses. The amount of credit points to be deducted depends on the number of missed hours.

4 Module list

The modules are composed as follows:

Module A: Career Development

Module A comprises three sub-modules:

- A.1 Career-building
Included courses:
 - A.1.1 Career-building I (orientation and starting position)
 - A.1.2 Career-building II (values and objectives)
 - OPTIONAL: A.1.3 Career-building III (contracting)
 - A.1.4 Career-building IV (negotiation)
 - A.1.5 Career-building V (review and further steps)

- A.2 Self-confidence and assertiveness
Included courses:
 - A.2.1 Self-confidence and assertiveness I (interacting with people)
 - A.2.2 Self-confidence and assertiveness II (communication, self-presentation, learning from failures)

- A.3 Leading myself and others
Included courses:
 - A.3.1 Leading myself and others I (corporate cultures, new leadership, leading others)
 - A.3.2 Leading myself and others II (self-care)
 - A.3.3 Leading myself and others IV (self-reflexion of roles, expectations, values)

Module B: Innovation and Co-Creation

Included courses:

- B.1 Innovation Lab with kick-off, midterm and final presentation, remote work
- OPTIONAL: B.2 Creativity

Module C: Building Networks

Module C comprises three sub-modules:

- C.1 Building sustainable networks
Included courses:
 - C.1.1 Building sustainable networks I (welcome day and introduction to the programme and network)
 - C.1.2 Building sustainable networks II (networking as a resource)
- C.2 Meet the partners: Femtec Network meets
Included courses:
 - Meet the partners: Femtec Network meets I + II (incl. Matching)
- C.3 Network experience tour: Field trips
Included courses:
 - Network experience tour: Field trips I + II

Module #	Module	School			Credit Points	Workload		Type i.e. workshop, exercise	Examination
		1	2	3		Hours of in-class workshops	Hours of self-study		
A	Career Development				5	68	57		
A 1.1	Career-building I, II, IV, V	X		X	2	32	18	W/E/I	collective case management, problem solving tasks
A 1.2	Self-confidence and assertiveness I, II	X		X	1	16	9	W/E/I	presentation, individual-, group exercises, discussion
A 1.3	Leading myself and others I, II, IV		X	X	2	20	30	W/E/I	individual-, group exercises, problem solving tasks, discussion
B	Innovation and Co-Creation				6	60	90		
B 1	Innovation Lab (midterm project meeting and final presentation included)		X		6	60	90	W/E/I	presentation and collective case management
C	Building Networks				5	96	29		
C 1.1	Building sustainable networks I+II	X	X		1	16	9	W/E/I	presentation and collective case management
C.1.2	Meet the partners: Femtec Network meets		X	X	1	16	9	E	presentation, individual exercise, discussion
C.1.3	Network experience tour: Field trips	X	X		3	64	11	I/E	presentation, individual exercise, discussion
Summe		400			16	224	176		

I: Input

W: workshop

E: exercise

Explanations

Each academic year, semester or trimester is divided into learning elements. A learning element is a completed and formally structured learning experience (for example, a course unit, module, in class workshop or work placement). Each element should comprise a coherent and clear set of learning outcomes, appropriate assessment criteria, a defined workload and a fixed number of ECTS credits (ECTS Guide, European Commission 2009).