



Barcelona
School of
Management

MACOMM

Master of Arts in Communication Management

Capstone Project guidelines

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

In the teaching model promoted by the UPF Barcelona School of Management, the participants' project is seen as the integrative axis of learning.

The project has a threefold purpose:

- It is how the participants achieve learning objectives, assimilating the knowledge, outlooks, and abilities of multiple disciplines.
- It is a tool for connecting theory with the practical application of interrelated knowledge.
- It is an instrument employed by the institution to equip the participants with meaning and motivate them in their learning process.

1.1. What is the project?

We understand the project to be a coordinated, planned collection of activities that the participant completes to achieve specific objectives within an established time frame.

The projects are classified and oriented differently depending on the nature of the program in which they take place. To equip this model of learning proposed by the UPF Barcelona School of Management with coherence, the projects function according to the following stages:

- **Immersion:** the first phase, in which the participant defines, together with program leadership, the project that they would like to develop.
- **Development:** once the project has been defined and a mentor has been assigned, the participant starts developing the work using a guide that, together with their mentor, the participant will adapt to the needs specific to their project. This phase integrates two intermediate milestones that will make it possible to contrast the progress of each project, ensuring that learning objectives are achieved, and teamwork is guaranteed through active cooperation and peer evaluation.
- **Emersion:** the closing phase of the program in which the participants conclude the learning process. This phase will include the submission of the final project dissertation and its public defense before a panel.

2. The project at MACOMM

The development of the project within the framework of the Master of Arts in Communication Management involves the application of knowledge, abilities, tools, and techniques that are acquired in the program through the development of a written product. The resulting final project must allow for the incorporation of contents of the subjects that are the objective of the program, as well as other information and the experience and judgment capacity of the participants.

Thus, the objective of the project is for the participant to coherently integrate the knowledge acquired through the program in such a way that the participant must put into practice their diagnostic and problem-solving abilities.

Two possible project types are proposed: an **original investigation** or an **applied project**. At the same time, the latter also subdivides into two types: the development of, for example, a communication plan, a SEO strategy for a business, a digital communication strategy for a business, a strategic destination brand for a city, etc.; or the development of a project resulting from an internship. Each participant must select which type of project they will develop over the program. There is no specific restriction for the choice, although within the chosen typology the participants must find topics of enough interest, and of the right magnitude and relevance to be accepted by the program's Academic Board.

Types of Capstone Project:

- **Type 1. Thesis/dissertation:** involves an original investigation carried out by the candidate, conducive to the production of an academic research project in the field of communication.
- **Type 2. Applied Capstone Project:** consists of a project with an applied and practical approach, in which the candidate carries out (e.g.) an organizational analysis or audit, a case study, the construction of a consulting or communication plan, the development of a SEO strategy for a business, a digital communication strategy for a business, or a strategic destination brand for a city.

Subtype 2.1. Capstone internship project: This option consists of developing a specific project in the field of the communication within a specific organization or company with which an agreement has been reached for the preparation of the project. It is a thorough, investigative, applied report under the guidance of a faculty mentor and a professional in the field, resulting from an internship.

Ultimately, what differentiates type I projects from type II is that type II has an applied, pragmatic focus that uses knowledge and theory to illuminate real-world issues in real-world settings.

The project will be developed individually during the program, and the participant will have the support of a mentor/supervisor assigned by the Academic Board. During the development of the project, the participant will have 1 partial assignment (milestone 1) and a final assignment (milestone 2).

Milestone 1 is an on-campus session with the whole group-class, during which the students will work on aspects related to the participants' projects. Before this session, each participant must submit a written report.

Regarding the final assignment or milestone 2 of the project, the participant must submit the Capstone Project final report and carry out the oral defense of their project before an examining committee.

3. Project milestones

Term 1	Milestone 0. Introduction to the project in the program
	Milestone 0. Submission of the project idea
Term 2	Milestone 1. Presentation of the project proposal
Term 3	Milestone 2.1. Submission of the final project
	Milestone 2.2. Oral defense of the project

Milestone 0. Introduction to the project in the program: the program co-directors present to the students the process of creating the capstone project. Students also submit their project idea.

Project idea (problem statement):

-Context

-Significance (requires reviewing 3-4 sources)

-Knowledge gap (thesis/dissertation) or an explanation of what is happening in a specific area of the communication management arena that requires research (applied capstone)

-Purpose

-Research/guiding questions

-Length: 800-1000 words (references included)

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

-Type of capstone

Milestone 1. Presentation of the Capstone 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/Dissertation or Applied Capstone Proposal includes the following required components:

- A thesis statement (type 1 thesis/dissertation capstone) or a statement on the goals or objectives (type 2 applied capstone) and the project's anticipated benefits or significance.
- A preliminary review of the literature (10-15 sources).
- The Capstone Project design and work plan.
- A schedule of deadlines and tasks.
- A statement of anticipated results.
- A statement of anticipated obstacles and plans for dealing with them.

Length of written report: The Capstone Project Proposal must be between 1.500 and 2.000 words. This translates to approximately 6 to 8 pages of double-spaced text with 1-inch margins (references included). This report must be submitted via eCampus prior to the corresponding on-campus session.

Presentation: each participant will have 15 minutes for the presentation of their project proposal. It is expected that participants provide feedback to the student who presents their project proposal. It will help the participants consider other points of view and receive feedback through their classmates' opinions, thus being able to incorporate it into their project to improve it. The instructor/s present at the milestone presentation session will also be able to make the contributions they consider appropriate.

Milestone 2: Final draft of the Capstone Project:

- 2.1.** Final Capstone Project report: submission of the final draft of the Capstone Project.
- 2.2:** Presentation: presentation and oral defense of the Capstone Project before the examining committee.

4. Final Capstone Project report

Components and content

Abstract

The abstract must not exceed 300 words and must be produced with single-spacing. The abstract must show your name and the title of your thesis and this should be in the form of a title/heading.

Keywords: 5 keywords about the project's content

Introduction

It contains three elements. First, is a general overview of the state of affairs of the topic to be investigated. The facts and reality regarding the topic should be discussed. Citations are appropriate. Next is the Statement of the Problem. This section should clearly and concisely explain what is occurring in the communication arena (the problem) that necessitates the research. The third section is the Statement of Purpose. This should be a clear, concise, definitive statement of purpose, along with research questions (thesis/dissertation) or guiding questions (applied project). The topics from the research/guiding questions become the major headings in the literature review. Thesis and applied projects may benefit from a Definition of Terms or Key Concepts section. In this section, all terms pertinent to the topic of study are defined in a list.

Literature Review

It presents a review of the literature that expands on the context, background, and purpose of the thesis or applied project. The purpose statement should be restated as the first sentence of this chapter. Keywords in the statement of purpose will become the subtopics for the literature review. This chapter should be a logical, sequential, exhaustive review of literature, which reflects the ideas, both implicit and explicit, embedded in the thesis or project. Most of the literature reviewed should be primary sources and should also be empirical studies. Most sources used should have been published within the past ten years. A minimum of 20 different sources should be cited. When citing sources, the past tense should be used since the authors have already done their studies and published their findings.

Methods (thesis) or Criteria (applied project)

It begins with a restating of the thesis or project purpose.

-Elements of a thesis/dissertation. This is the section that describes the method of collecting and analyzing the data. It begins with the identification of the design. Next is a description of the population that was studied, along with how this sample was selected. Third is a complete description of the measuring tools or instruments. The next section describes the procedures that were followed in conducting the study, along with any procedures used to meet ethical considerations and maintain confidentiality and anonymity. Finally, a description of the data analysis plan is described.

-Elements of an applied project. This is the section that describes the criteria developed using the guiding questions. It presents the detailed elements that should be included in an ideal applied project. The criteria have a theoretical and research foundation which was previously discussed in the literature review. The criteria then become the framework for the development of the applied project.

Results or Project

It presents the results from the data analysis (thesis) or the actual applied project. It should begin with a statement of purpose.

-In a thesis/dissertation. The writer should explain how the data will be presented to answer the research questions. Results from all measures must be presented. Data may be presented using tables, figures or narratives. Tables and figures must be uncluttered and self-explanatory. They should stand alone but must also be discussed in the text; patterns and trends should be noted. Evaluative statements should be avoided; the presentation of results should be clear and concise.

-In an applied project. This is the section/chapter that presents the created project (e.g., organizational analysis or audit, a case study, the construction of a consulting or communication plan, the development of a SEO strategy for a business, a digital communication strategy for a business, a strategic destination brand for a city, etc.).

Discussion

This is the final chapter and should begin with the statement of purpose. This chapter presents the conclusions, recommendations, limitations, and implications regarding the completed research or applied project. Conclusions must be based on the information presented in the previous section. Recommendations and limitations are directed to other experts in communication management and researchers. The recommendations section for an applied project should discuss the next steps in terms of implementation as well as a plan for disseminating the new product. For both the thesis and the project, this section should also discuss the strengths and weaknesses of the research or project. From the limitations, the writer should be able to offer suggestions for areas of future inquiry. A discussion of the implications should follow. This is a summary of what was learned and how this information can benefit the community of professionals of communication. The writer should also bring the discussion full circle by explaining how the thesis or project contributes to the field, and aids in addressing the problem discussed in section 1. This section is followed by a list of the References and any Appendixes.

Please see appendix "**Capstone Project format**" for length and formatting rules to follow when preparing your Final Capstone Project report.

The final Capstone Project should be submitted in digital format, via eCampus. Please note that you must also fill in, sign, and submit the **Capstone submission form** (see appendix).

5. Project defense

Every participant will present and defend their project before a panel made up of 3 experts (belonging to the teaching staff and/or program mentors, as well as the mentor assigned by the company in the case of the internship capstone projects).

Please see appendix “**Capstone oral defense**” for details on structure and times of the defense session.

6. Capstone project assessment criteria

The participants' knowledge about their project is assessed on an individual basis. The assessment will be carried out considering both the process followed by the participant during the mentoring (proactive attitude and progressive development of the project in relation to the mentor) and in the milestone sessions (written assignments, presentations, and group work), such as the product developed (the final Capstone Project) and its defense.

Assessment criteria:

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

- The process will be assessed by the participant's **mentor**.
- Milestone 1 will be assessed by the program's **Academic Board**.
- The Capstone Project report will be assessed by the **mentor**.
- The oral defense of the project will be assessed by the **examining committee** (3 members).

In the event that any project does not meet the minimum academic standards required, the program's Academic Board will have full right to veto the project's presentation during the project's public oral defense. In this event, the participant will be able to present the project after it has been completed.

At the end of this document (see Appendix), we provide you with the instruments that will be used for both the ongoing monitoring and the assessment of your project, including the process followed. Specifically, you will find:

- A **commitment letter** that must be signed by both the participant and the mentor in their first meeting. Three copies of the document should be signed: one copy is for the participant, the

second one is for the mentor, and the third one is for the UPF-BSM (once signed, the mentor will send it to the programs' manager).

- A **process monitoring sheet** that should be completed by the mentor at the end of each meeting with the participant. At the MACOMM, **3 to 5 meetings** between the participant and the mentor are recommended throughout the mentoring process, of which at least one at the beginning and other at the end.
- A **rubric** that reflects the criteria for **process assessment** that you will follow throughout the program regarding the development of your project, characterized by levels of proficiency or achievement. This rubric will be applied by your mentor, who will assess your process.
- A **rubric** that reflects the criteria for the **assessment of the final draft of your Capstone Project's written report**, characterized by levels of proficiency or achievement. This rubric will be applied by your mentor, who will assess your Capstone Project written report.
- A **rubric** that reflects the criteria for **assessing the oral presentation** of your Capstone 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 **rubric** that reflects the assessment criteria for **milestone 1**, characterized by levels of proficiency or achievement. This rubric will be applied by the program's Academic Board, which will be attending this milestone session.

These rubrics, beyond being an instrument for assessment, are also supporting elements for the **regulation of your learning process**. The fact that, from the beginning of this process of developing your project, you know the criteria by which you will be assessed, which can help you to start revising, improving, and handling both your process and the products (written dissertation, support material for the oral presentation, milestone deliveries if applicable, etc.) and actions (oral presentation of the project, presentations in the milestone sessions, etc.) that you will develop. Moreover, when **shared with your mentor**, you can use the evaluation criteria as a reference for assessing and reviewing your process together at any time.

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

During the development of your project, every participant will have the support of a mentor, who will guide and supervise the progress of the participant's project.

The shared process between both mentor and participant will consider the following aspects:

- **Clarity in limits:** from the beginning of the shared process, mentor and participant will establish the basis of their relationship around a series of negotiated and shared norms that will help everyone involved to know the *rules of the game*, with the aim of promoting mutual responsibility.
- **Availability:** the mentor will be available so that every participant can ask the questions they need, but always respecting the rules mentioned above.
- **Emphasis on empowerment:** the autonomy of the participant will be promoted so that they can assume responsibility for the development of their own project.

- **Commitment:** From the moment a project is assigned to them, the mentor will assume the responsibility of being a reference for their assigned participant throughout the shared learning process.
- **Contribute positive experiences:** the mentor's experiences and knowledge will be of great help to the participant in the development of their project. This is one of the reasons why the program's Academic Board will assign to each mentor the project or projects that best fit their experience.
- **Ongoing monitoring of the mentoring process:** the constant feedback provided by the relationship will allow for the participant's self-regulation of the process, the proposal of improvement measures, and the strengthening of positive aspects.

7.1. Mentors

The mentor will facilitate the participant's active learning and will advise them in the achievement of the personal and learning goals related to the project. A personalized relationship will be established between the mentor and the participant, in which the former will share knowledge, experiences, and time with the latter so that they can develop all their potential through the project.

As an instructor, the mentor does not need to be knowledgeable about all the subjects of the program, but rather, serve as a connection between the participant and the rest of the instructors and experts who can help the participant resolve the learning needs that emerge over the course of the project.

7.2. Participants

The participant, as the engineer of their own learning who is ultimately responsible for their project, will play a proactive role in the mentoring process.

During this process, the participant must:

- Be responsible for their own personal and professional development.
- Believe in the project on which they will work and view it as instrument for reaching the learning objectives.
- See the mentor as a facilitator and not as a transmitter of knowledge or project consultant.
- Be able to accept constructive criticism and the competing ideas posed by the mentor. Understand that beyond their own project, the projects of the other participants will also serve as a source of knowledge, contrast, and improvement for their own learning.
- Actively participate in the cooperative activities that will take place in the on-campus sessions associated with the project milestones.
- Make informed contributions to the projects of the other program participants.

7.3. The process of step-by-step mentoring

Step 1: during the first program sessions, the participant will work creatively in the classroom to find the project idea through which their whole learning process will be carried out.

Step 2: Once each participant has decided which project they want to carry out, the program Academic Board will assign each participant the most suitable mentor based on the mentor's knowledge and experience.

Step 3: When the program Academic Board has distributed the projects among the different mentors, each participant will receive a welcome email from their mentor.

Step 4: in the first meeting, the mentor and each participant will establish the basis for their future relationship. Mentor and participant will come to agreement on how best to monitor the project. In this session, some aspects that will be worked on are the **commitment letter** and the **work plan**.

Step 5: considering the active role that the participant must play in the creation of the project, the participant will be the one to pose questions to the mentor. These questions, depending on their complexity, may be managed by the mentor using e-mentoring or an on-campus mentoring session. Receiving questions prior to each meeting will help the mentor prepare for on-campus sessions so that they can be more beneficial.

Step 6: the last objective is the presentation of the project before an examining committee. The presentations will be carried out in front of the class group to close the circle in which the rest of the participant projects are another aspect that helps increase the knowledge that each participant will acquire during the program.

Step 7: the members of the panel will assess each project and, once the presentation has been completed, the panel will issue ungraded *feedback* that will help the participant to see how the most significant aspects of the project and the presentation have been valued.

Step 8: the mentor will be responsible for closing the mentoring process. Both the format and the channel of the closing (written -by email-, oral -face-to-face, phone call-...) will be adapted to nature of the relationship that has been established between the mentor and the participant.

7.4. Frequently asked questions

- What if the participant is not interested in developing a project?

The project is the main axis of the participants' learning process and, as such, is the key piece that will allow them to assimilate the knowledge and abilities that are key to the program, contributing to the participants' preparation for having professional success in the future.

- What obstacles will the participants face, and how can their mentors help them?

The mentor will be very important during the earlier phase of the process, since the participant may need counseling about:

- *Project topics that are too broad:* It is necessary for the participants to write down the topic of their project, since it could happen that the objectives are excessively broad and not very acceptable. Mentors may be able to help the participants make their project's subject matter more feasible and develop a suitable work schedule.
 - *Identification and selection of tools and activities:* The mentor, through questioning and reflection, will help the participant to discover which tools are the most appropriate according to the project's theme and the different phases through which the project passes.
 - *Access to information:* with their experience, mentors will help the participants detect and develop the resources necessary to access the information that is key for the development of their project.
- What are the keys to effectively monitoring the mentoring process?
 - Every mentoring session, whether on-campus or through e-mentoring, will have an agenda.
 - Both the participant and the mentor should prepare for the meetings. Prior to each session, the participant will send the mentor the aspects and doubts that need to be handled during the meeting. Thus, the mentor will be able to prepare the session based on the needs of the participant.
 - The agreements and action plans that are reached during the meeting will be recorded using a monitoring sheet.
 - How will the mentor monitor the participant's progress?

Combining on-campus meetings and e-mentoring. What will be considered to ensure a good follow-up:

 - The use of the appropriate communication channels and times to perform e-mentoring.
 - The participant's previous work, which will help the mentor to adequately prepare the meetings and make them as beneficial as possible.
 - The adjustment of the number of on-campus meetings depending on the needs of the project, keeping in mind the recommendation to have at least one monthly on-campus meeting.

8. A safe environment

8.1. Confidentiality

The project takes place in a framework of confidentiality that is shared and respected by all participants (students, Directors, teaching staff, other participants in the program and company/ies and/or institutions, as well as the UPF Barcelona School of Management) as a guarantee for the generation of an environment of trust and respect in which the project can be carried out under optimal conditions and which preserves the ownership and exploitation, where appropriate, of the final result thereof by its legitimate owners.

8.2. Intellectual property

The result of the project may be subject to protection via industrial and/or intellectual property in the

event that the legal requirements in this regard concur. In this regard, the Policy on the protection and exploitation of intangibles approved by the UPF Barcelona School of Management, which seeks to preserve the recognition of the authorship and ownership of the corresponding exploitation rights in favor of the student, as well as the company and/or institution that has helped the participant to reach the final result of the project, is applicable, respecting the applicable legal regulations.

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 programme Director will assign each participant a mentor based on the project they wish to develop.

Once the assignment of projects has been made, the mentor will initiate the relationship with the participant by sending him or her a welcome e-mail in which they will be asked to come to a first meeting.

At the first meeting, convened by the mentor, both will agree on the rules of operation in relation to the communication channel, the response time and the frequency of face-to-face meetings. Whenever possible, a monthly meeting and a maximum response time of 48 hours is recommended. They will also establish a work plan.

The project will be monitored through face-to-face meetings and through e-mentoring.

The face-to-face meetings will require prior work by both parties:

- It will be up to the participant to propose to the mentor, with enough advance notice, the doubts, ideas and topics that he or she wants to discuss in these meetings. It is expected, therefore, that the participant will be proactive during the process so that it is successful and positively valued. Otherwise, it will be up to the mentor to take actions to encourage the participant to show an active and proactive attitude.
- Before each meeting the mentor will do some preparatory work on the topics to be looked at in more depth in the session based on the doubts, ideas and contributions made by the participant in the previous weeks and in connection with what was established in previous meetings.

THE PARTICIPANT

WHAT IS EXPECTED OF THE PARTICIPANT

- **In relation to the learning process:**
 - To be responsible for his or her personal and professional development.
 - To be receptive when receiving feedback.
- **In relation to attitude:**
 - To have a proactive attitude, asking the mentor in an orderly manner the questions they need to design and create their project.
 - To be interested in the project they will develop, and which will guide their learning process.
 - Absolute confidentiality.
- **As far as their relationship with the mentor:**
 - To commit to attending all the agreed face-to-face sessions and to do so by previously working on the corresponding contents according to what was planned.
 - To respect the mentoring process's rules of operation agreed with the mentor.

WHAT IS NOT EXPECTED OF THE PARTICIPANT

- To have a reactive and passive attitude.
- Requests to the mentor other than those indicated in the section "what is expected of the mentor".

THE MENTOR

WHAT IS EXPECTED OF THE MENTOR:

- **In relation to the learning process:**
 - To be a facilitator of the participant's active learning.
 - To transfer knowledge and experiences to the participant.
 - To give immediate, frequent, specific and motivating feedback.

- **In relation to attitude:**
 - To be an active listener.
 - To be passionate about the task of mentor and about the challenge that the participant has before them.
 - To be available so that the participant can ask questions, but always respecting the agreed rules in the initial meeting.
 - To become committed to being the participant's reference from the moment that the mentoring of a project is assigned.
 - To do some preparatory work before the face-to-face sessions, based on the questions posed by the participant, and conduct the reflections during these meetings.
 - Absolute confidentiality.

- **As far as the relationship with the participant:**
 - To discuss the operating rules of mentoring with the participant.
 - To promote the participant's autonomy.
 - To promote the participant's proactivity and constant effort during the process.
 - To help the participant ensure that the subject matter of the project is not too broad and to draw up an adequate work plan.
 - To help the participant to define goals.
 - To help the participant find, through reflection and integration, the most appropriate tools according to the subject matter and phase of the project.
 - To help the participant, through the mentor's experience, to access the key information needed for the project.

WHAT IS NOT EXPECTED OF THE MENTOR:

- To be excessive in terms of control, since their function is to guide and make the participant think so that they take decisions for themselves.
- To be an expert in each and every one of the technical matters required for the development of the project, since their function is to provide the participant with the necessary resources, or to connect them with such resources, so that the participants themselves can find the answers to their own questions.

FINAL REFLECTION

Both mentor and participant are committed to following this statement of commitments and, therefore, to facilitating the mentoring process of the project that the participant will carry out throughout the programme, and that will articulate all of their learning.

And for the record, for all appropriate purposes, this document is signed in triplicate, in Barcelona on ____ of _____, 20____.

Participant - Name & Surname

Mentor - Name & Surname

ID or Passport

ID or Passport

Capstone project format

Language

Your Capstone Project should be submitted in English.

Presentation

Your Capstone Project should be presented:

- on single-sided A4 paper.
- normally with a 12-point Font.
- with a margin of at least 3 cm on the left side of the page for both text and diagrams to allow for binding.
- with other margins of at least 2.5 cm.
- explanatory footnotes should stand at the foot of the relevant pages.
- references should follow the text.
- include appendices after references.

There are no requirements with regards to font type - you should use a clear easy-to-read font such as Arial or Times New Roman.

Length

The Capstone Project must be between 9,000 and 12,000 words. This translates to approximately 30 to 50 pages of 1.5 spaced text (references included, appendixes not included).

Title Page

The first page of the Capstone Project should be a title page indicating:

- the full title of your Capstone Project.
- the type of Capstone Project you worked on.
- your full name.
- the Master's program in which your Capstone Project is submitted.
- the academic year of your submission.
- both the logo and the name of the UPF Barcelona School of Management.

Abstract

Your title page is followed by the abstract.

The abstract must not exceed 300 words and must be produced with single-spacing on one side of A4 paper.

The abstract must be followed by a list of maximum 5 keywords about the project's content.

Order of Contents

After your abstract you should include:

- the acknowledgements page.
- the list of contents.
- the list of tables.
- the list of figures.
- the main body of the Capstone.
- the references - all works referenced in your Capstone Project should be included at the end of it, before appendices.
- any appendices.

Referencing and citations

You will need to reference your Capstone Project fully and accurately both to acknowledge your debts to others and to allow your readers to distinguish your ideas from those of others that you have drawn on.

There are three key rules that you should follow:

1. speak with your supervisor early on for advice on referencing conventions in your discipline - you must follow the **A.P.A. formatting and style system** (*use the menu located on the left side of the screen*):
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
2. your references must be accurate - having inaccurate references is as bad as having no references at all and potentially could lead to you being accused of poor academic practice or plagiarism.
3. your referencing must be consistent - make sure that your formatting of references with respect to capitalization and punctuation is consistent all the way through your Capstone Project – see A.P.A formatting and style system above.

Capstone submission form

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

I DECLARE:

I have composed the work entitled **(the name of the Capstone Project should be identical to the name previously authorized by the Master's director/s):**

supervised by: _____ I submit the

following documents:

- Capstone submission form.**
- 1 electronic copy in PDF format** of the Capstone Project uploaded to eCampus (Moodle), stating in the subject: *Project_surname_name*. Maximum size file allowed is 40 MB.
- Permission to publish the project in the Catalan Digital Research Repository (RecerCat) or **any other established by the UPF, BSM or the CBUC, with the aim of preserving and promoting University Research.**

Barcelona, _____, 20 ____

Student signature

Capstone oral defense

Composition of the Capstone Examining Committee

- A chairperson (the supervisor of the capstone project to be assessed).
- Two faculty members of the masters' program.

Structure of the capstone oral defense

There are three main phases to the capstone defense:

1. The presentation phase is the oral presentation by the candidate. This short presentation summarizes the main arguments and findings of the work. Normally, the presentation is an open event that can be attended by all interested parties, although extraordinarily it may be closed to a restricted audience or no audience for reasons of confidentiality, safety, or intellectual property.
2. The question phase is the second component of the defense. In all cases the candidate must answer questions from the examining committee. Questions must be related to the work done by the student for the capstone and be based on knowledge directly related to the material. The chair controls the order and flow of questioning. The chair should not ask questions.
3. The deliberation phase is the third major part of the defense. When the question phase is over, the student is asked to leave the room and members of the examining committee determine the outcome of the oral examination. All decisions of the examining committee are made by majority vote. The chair of the examining committee is a nonvoting member.

Procedure

The chair calls the meeting to order and clearly explains the procedure:

1. Introduction of the student.
2. Introduction of the examining committee.
3. The three main phases to the thesis defense:
 - 3.1 Presentation Phase (20').
 - 3.2 Question Phase (15'): questioning by the two faculty members of the examining committee (10') and answers by the student (5').
 - 3.3 Deliberation Phase (5'): members of the examining committee vote on the quality of the oral presentation/ability to answer questions.

The total time for each oral presentation cannot exceed 45 minutes.

Assessment

Assessment of the oral defense will be performed employing the grading rubric provided.

MA in Communication Management
Capstone projects 2020-2021

Date of Defense						
Student						
Capstone Title						
Supervisor						
Type of capstone	Type 1: Thesis / dissertation		Type 2: Applied project		Type 2.1: Internship project	
Grade						

Name & Signature (Chair)	Name & Signature (Member 1)	Name & Signature (Member 2)
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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 (if 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		

Project - 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	Weighing	Observation by criteria
Problem & purpose statement & anticipated benefits or significance	0,15	Problem and/or purpose are poorly stated or absent and anticipated benefits and/or significance are not mentioned.	Problem and purpose are adequately stated and anticipated benefits and/or significance are mentioned.	Problem and purpose are perfectly stated and anticipated benefits and/or significance are clearly described.		0,0	
Preliminary review of the literature (minimum 10 sources)	0,2	Preliminary literature review is not complete: less than 10 sources or unrelated to topic.	Preliminary literature review is adequate: minimum of 10 sources and most of them are related to topic.	Preliminary literature review is complete: minimum of 10 sources and all of them are related to topic.		0,0	
Project design and work plan	0,15	Project design and/or work plan are poorly described.	Project design and work plan are adequately described.	Project design and work plan are very well described.		0,0	
Schedule of deadlines and tasks	0,1	Schedule of deadlines and tasks is poorly explained.	Schedule of deadlines and tasks is adequately explained.	Schedule of deadlines and tasks is very well explained.		0,0	
Statement of anticipated results	0,15	Statement of anticipated results is absent or poorly formulated.	Statement of anticipated results is adequately formulated.	Statement of anticipated results is very well formulated.		0,0	
Statement of anticipated obstacles and plans for dealing with them	0,1	Statement of anticipated obstacles and plans for dealing with them is absent or poorly formulated.	Statement of anticipated obstacles and plans for dealing with them is adequately formulated.	Statement of 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 2 SCORE:		0,0

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

Capstone Project - Rubric for final written report

INSTRUCTIONS

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.
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.
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.

Participant:

Project Title:

Evaluator:

CRITERION	0	1	2	Score	Observations by criterion
Content	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 during the presentation of the project and ideas; the information and arguments included are excessively brief, vague, and/or inconsistent; or, they seem to be personal opinions.	The written report includes all the required sections. 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.	The written report includes all the required sections. 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.		
Information sources	At least one of the following situations occurs:-The project is very poorly or entirely undocumented, very little use of reference sources.-The selection of references is irrelevant or outdated.-The sources used are general manuals or unreliable sources.-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.	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.-Information that is specific and particular to the scientific/professional area, although somewhat incomplete to explain, justify, or operationalize the project idea itself.-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.	The project is well-documented. There are a sufficient number of pertinent, current references; if this is the case, 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.		
Coherence and cohesion	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. The project idea and the objectives are not aligned. Some titles and/or subtitles may not be properly located or may not correspond with the content they precede.	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. Project idea and objectives are connected and aligned. Some titles or subtitles may not correspond with the content they precede, or may not be properly located.	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. Coherence is preserved, from the presentation and justification of the project idea and the exposition of the project objectives, to the project's final conclusions.		
Creativity and innovation	The project idea 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. The project does not reflect or is difficult to apply to the reality to which it is addressed.	The project idea 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.	The project idea 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. The project reflects or is applicable to the reality to which is addressed.		
Formal aspects	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. 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.- 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...).	The sections indicated in the index correspond in name and order with those included throughout the report. The pages of the report are numbered. Moreover, the report meets at least one of the following aspects: -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...).	The sections indicated in the index correspond in name and order with those included throughout the report. The pages of the report are numbered. The appendixes (if included) are properly referenced and in the correct place. The grammar, spelling, and punctuation of the report are correct, which facilitates the understanding of the written discourse. The reference rule is applied correctly in tables, figures, citations, and bibliographical references. Citations (intratextual) and bibliographical references correspond with each other. If applicable, the report meets the requested formal characteristics (page limits, font type and size, line spacing, margins ...).		
General observations				PRODUCT FINAL SCORE:	0,0

Project - Rubric for the assessment of the oral presentation

INSTRUCTIONS →

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: _____

Evaluator 3: _____

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.).					
CRITERION	0	1	2	Evaluator score 1	Evaluator score 2	Evaluator score 3	AVERAGE	Observations by criterion
Content	At least two of the following situations occur- The participant does not introduce him/herself and/or the idea 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 project idea 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 idea of the project 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 cliched 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 cliched 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 cliched 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	