



# ARCHIVO DEL LABORATORIO DE DOCUMENTACIÓN GEOMÉTRICA DEL PATRIMONIO

## ARCHIVE OF THE LABORATORY FOR THE GEOMETRIC DOCUMENTATION OF HERITAGE


Sección de informes de investigación / **Research reports section**

# 2

<b>Información general / General information</b>		
AUTOR:	José Manuel VALLE MELÓN Álvaro RODRIGUEZ MIRANDA Carlos ACEVEDO PARDO Mercedes FARJAS ABADÍA Andreas GEORGOPOULOS Romuald OBUCHOVSKI Roberto PARENTI Eimuntas Kazimieras PARŠELIŪNAS Thomas SCHRAMM Arturo ZAZO FERRERAS	:AUTHOR
TITULO:	<b>Intensive Program ERASMUS: TOPCART. Geometric Documentation of the Heritage (administrative and academic documentation)</b>	:TITLE
FECHA:	abril 2013 / <b>April 2013</b>	:DATE
NUMERO:	LDGP_inv_002	:NUMBER
IDIOMA:	español e inglés / <b>Spanish and English</b>	:LANGUAGE

<b>Resumen</b>	
TITULO:	Programa intensivo ERASMUS: TOPCART. Documentación Geométrica del Patrimonio (documentación administrativa y académica)
TITULO PROYECTO:	<b>Intensive Program ERASMUS: TOPCART 2010 / 2011 Geometric Documentation of Heritage</b> <b>2009-1-ES1-ERAIP-0013 / 2010-1-ES1-ERA10-0024</b>
ENTIDAD FINANCIADORA:	Organismo Autónomo de Programas Educativos Europeos (OAPEE), Gobierno de La Rioja, Ayuntamiento de Clavijo, Ayuntamiento de Logroño, Ilustre Colegio de Ingenieros Técnicos en Topografía (delegación de La Rioja)
INVESTIGADOR PRINCIPAL:	José Manuel VALLE MELÓN
INVESTIGADORES:	10 profesores y 56 alumnos
PARTICIPANTES:	<ul style="list-style-type: none"> <li>- Universidad del País Vasco (UPV-EHU) – Spain</li> <li>- National Technical University of Athens (NTUA) – Greece</li> <li>- HafenCity Universität Hamburg (HCU) – Germany</li> <li>- Universidad Politécnica de Madrid (UPM) – Spain</li> <li>- Università degli Studi di Siena – Italy</li> <li>- Vilniaus Gedimino Technikos Universitetas (VGTU) - Lithuania</li> </ul>
RESUMEN DEL PROYECTO:	<p>El objetivo principal que se persigue en este proyecto es el intercambio de metodológico práctico, en materias afines a la medida y la representación del patrimonio, entre profesores y fundamentalmente alumnos, de diferentes países. Para la consecución de este fin se ha contado con la participación de un grupo de 56 alumnos y 10 profesores de (Alemania, Italia, Grecia, Lituania y España).</p> <p>Las actividades se han centrado en el desarrollo de proyectos concretos de documentación dentro del Monasterio de San Prudencio (La Rioja, España). En él se han aplicado técnicas digitales de registro de información geométrica, constituidas por receptores GPS, estaciones totales topográficas, escáneres láser y sistemas fotogramétricos.</p> <p>Los datos obtenidos se han documentado y procesado con el fin de obtener las representaciones cartográficas y modelos virtuales de representación que pueden ser difundidas por medio de Internet.</p> <p>Como resultados se pretenden: un conjunto de registros métricos del momento de la intervención, modelos gráficos de difusión e informes técnicos sobre el monumento.</p>
RESUMEN DE LA CONTRIBUCIÓN:	La Universidad del País Vasco ha ejercido de solicitante y coordinadora.
DESCRIPTORES NATURALES:	patrimonio, monasterio, topografía, fotogrametría, láser escáner, arqueología de la arquitectura, educación
DESCRIPTORES CONTROLADOS:	(Procedentes del Tesoro UNESCO [ <a href="http://databases.unesco.org/thessp/">http://databases.unesco.org/thessp/</a> ]) Patrimonio Cultural, Reconocimiento Topográfico, Fotogrametría, Edificio Religioso, Arqueología, Movilidad Estudiantil, Docencia

<b>Abstract</b>	
TITLE:	Intensive Program ERASMUS: TOPCART. Geometric Documentation of the Heritage (administrative and academic documentation)
TITLE:	Intensive Program ERASMUS: TOPCART 2010 / 2011 Geometric Documentation of Heritage 2009-1-ES1-ERAIP-0013 / 2010-1-ES1-ERA10-0024
FUNDING AGENCY:	Organismo Autónomo de Programas Educativos Europeos (OAPEE), Government of La Rioja, Town council of Clavijo, City council of Logroño, Spanish Association of Surveyors
MAIN RESEARCHER:	José Manuel VALLE MELÓN
RESEARCHERS:	10 lecturers and 56 students
PARTNERS:	<ul style="list-style-type: none"> <li>- Universidad del País Vasco (UPV-EHU) – Spain</li> <li>- National Technical University of Athens (NTUA) – Greece</li> <li>- HafenCity Universität Hamburg (HCU) – Germany</li> <li>- Universidad Politécnica de Madrid (UPM) – Spain</li> <li>- Università degli Studi di Siena – Italy</li> <li>- Vilniaus Gedimino Technikos Universitetas (VGTU) - Lithuania</li> </ul>
ABSTRACT OF THE PROJECT:	<p>The main objective this project is looking for is the exchange of practical methodologies, in topics related with the measure and representation of heritage, between teachers and specially students from different countries. For the achievement of this aim we counted with the participation of a group of 56 students and 10 lecturers from Germany, Italy, Greece, Lithuania and Spain.</p> <p>Activities focused on the development of concrete projects in documentation of heritage, at the San Prudencio's Monastery. In this site, digital techniques for the acquisition of geometric information from GPS equipment, surveying total stations, laser scanner and photogrammetric systems were put into practice.</p> <p>Obtained data were processed as follows: first of all, they were documented by adding necessary metadata in order to ensure their use in the future, then, processed to obtain cartographic representations and virtual models which can be distributed on the Internet.</p> <p>As results we present: documentation and metric data, graphic models, plans and technical reports on the monument.</p>
ABSTRACT OF THE CONTRIBUTION:	The University of the Basque Country submitted the proposal and coordinated the activity.
NATURAL KEYWORDS:	heritage, monastery, surveying, photogrammetry, laser scanner, building archaeology, learning
CONTROLLED KEYWORDS:	(From the UNESCO's thesaurus [ <a href="http://databases.unesco.org/thesaurus/">http://databases.unesco.org/thesaurus/</a> ])  Cultural Heritage, Surveying, Photogrammetry, Religious Buildings, Archaeology, Student Mobility, Teaching Profession

<b>Derechos / Rights</b>		
DERECHOS:	<p>Está permitido citar y extraer el texto, siempre que la fuente sea claramente identificada (respecto a la consideración de “no comercial” ver el apartado “otros derechos”). / <b>Permission is granted to quote and take excerpts from this text, provided that the source of such material is fully acknowledged (for the “non commercial” label see below in “others rights”).</b></p> 	:RIGHTS
OTROS:	<p>Los datos corresponden a una actividad académica colaborativa financiada por la Unión Europea a través del programa ERASMUS (2009-1-ES1-ERAIP-0013 / 2010-1-ES1-ERA10-0024), las universidades participantes, el Gobierno de la Rioja, los ayuntamientos de Clavijo y Logroño, la Universidad de La Rioja y el Ilustre Colegio de Ingenieros Técnicos en Topografía (delegación de La Rioja).  Los registros brutos y los resultados quedan a libre disposición de cualquier miembro de los citados organismos así como de cualquier otro con fines docentes, de investigación o de recuperación del Monasterio (entendido este tercero en su sentido más amplio) siempre y cuando se cite la procedencia de los mismos. / <b>Data come from a collaborative activity funded by the European Union through the ERASMUS program (2009-1-ES1-ERAIP-0013 / 2010-1-ES1-ERA10-0024), the above mentioned universities, the Government of La Rioja, the city council of Logroño, the town council of Clavijo, the University of La Rioja and the Spanish Association of Surveyors. Raw datasets and results are freely available for all partners as well as for anyone else as long as the source is said and they use them for scholar purposes, research or the study / restoration of the Monastery.</b></p>	:OTHERS

<b>Renuncia de responsabilidad / Disclaimer</b>		
DESCARGO:	<p>El uso de la información contenida en este documento se hará bajo la completa responsabilidad del usuario.  La publicación se ha realizado conforme a los fines docentes y de investigación del Laboratorio de Documentación Geométrica del Patrimonio del Patrimonio de la UPV/EHU y en función de los derechos que corresponden al Laboratorio como autor del contenido. El Laboratorio se compromete a retirar del acceso público tanto este documento como cualquier otro material relacionado en el caso de que los promotores consideren que menoscaban sus derechos de explotación. /  <b>The use of the information contained in this document will be under the exclusive responsibility of the user.</b>  <b>The aim of this publication is to fulfill the academic goals and research expected from the Laboratory for the Geometric Documentation of Heritage (UPV/EHU) concerning its scientific outcomes. Nevertheless, the Laboratory is bound to the respect of promoters’ commercial rights and will take away the contents which are considered against these rights.</b></p>	:DISCLAIMER

## Reutilización / Re-use

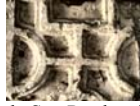
REUTILIZACION:	<p>Los siguientes términos corresponden al Real Decreto 1495/2011, de 24 de octubre por el que se desarrolla la Ley 37/2007, de 16 de noviembre, sobre reutilización de la información del sector público, para el ámbito del sector público estatal.</p> <p>"Son de aplicación las siguientes condiciones generales para la reutilización de los documentos sometidos a ellas:</p> <ol style="list-style-type: none"><li>1. Está prohibido desnaturalizar el sentido de la información.</li><li>2. Debe citarse la fuente de los documentos objeto de la reutilización. Esta cita podrá realizarse de la siguiente manera: "Origen de los datos: [órgano administrativo, organismo o entidad del sector público estatal de que se trate]".</li><li>3. Debe mencionarse la fecha de la última actualización de los documentos objeto de la reutilización, siempre cuando estuviera incluida en el documento original.</li><li>4. No se podrá indicar, insinuar o sugerir que la [órgano administrativo, organismo o entidad del sector público estatal de que se trate] titular de la información reutilizada participa, patrocina o apoya la reutilización que se lleve a cabo con ella.</li><li>5. Deben conservarse, no alterarse ni suprimirse los metadatos sobre la fecha de actualización y las condiciones de reutilización aplicables incluidos, en su caso, en el documento puesto a disposición para su reutilización."</li></ol> <p style="text-align: center;">/</p> <p>The following terms come from the Royal Decree 1495/2011, of 24th October 2011, whereby the Law 37/2007, of November 16, on the re-use of public sector information, is developed for the public state sector.</p> <p>"The following general terms shall apply to all re-usable document availability methods:</p> <ol style="list-style-type: none"><li>1. The information must not be distorted.</li><li>2. The original source of re-usable documents must be cited.</li><li>3. The date of the latest update of re-usable documents must be indicated when it appears in the original document.</li><li>4. It must not be mentioned or suggested that the public sector agencies, bodies or entities are involved in, sponsor or support the re-use of information being made.</li><li>5. Metadata indicating the latest update and the applicable terms of re-use included in re-usable documents made available by public agencies or bodies must not be deleted or altered."</li></ol>	:RE-USE
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Estructura / Framework		
ID PERMANENTE:	<a href="http://hdl.handle.net/10810/9906">http://hdl.handle.net/10810/9906</a>	:PERMANENT ID
ESTRUCTURA:	<ul style="list-style-type: none"> <li>• <b>Idgp_inf002_A1solicitud2009-10.pdf</b>: solicitud del proyecto para el curso 2009-10, en español con notas en inglés / <b>application presented for the academic year 2009-10, in Spanish with notes in English.</b></li> <li>• <b>Idgp_inf002_A2informefinal2009-10.pdf</b>: informe final de la actividad realizada durante el curso 2009-10, en español / <b>final report about the activity done during the year 2009-10, in Spanish.</b></li> <li>• <b>Idgp_inf002_A3cierre2009-10.pdf</b>: contestación de la OAPEE dando por válida la actividad académica 2009-10 e indicando los resultados de la evaluación externa, en español / <b>answer of the OAPEE (Agency for European Educative Programs) where the final report 2009-10 is accepted, it includes the remarks done by the external referees, in Spanish.</b></li> <li>• <b>Idgp_inf002_A4solicitud2010-11.pdf</b>: solicitud del proyecto para el curso 2010-11, en español / <b>application presented for the academic year 2010-11, in Spanish.</b></li> <li>• <b>Idgp_inf002_A5informefinal2010-11.pdf</b>: informe final de la actividad realizada durante el curso 2010-11, en español / <b>final report about the activity done during the year 2010-11, in Spanish.</b></li> <li>• <b>Idgp_inf002_A6cierre2010-11.pdf</b>: contestación de la OAPEE dando por válida la actividad académica 2010-11 e indicando los resultados de la evaluación externa, en español / <b>answer of the OAPEE (Agency for European Educative Programs) where the final report 2010-11 is accepted, it includes the remarks done by the external referees, in Spanish.</b></li> <li>• <b>Idgp_inf002_B1CoordinationMeeting.pdf</b>: (este documento) este libreto contiene tres documentos relacionados con la visita preliminar realizada con el fin de preparar la actividad: un cuaderno de trabajo para ir repasando los diferentes aspectos a tratar, una encuesta y un resumen de las decisiones tomadas. Estos documentos están en inglés / <b>(this document) this booklet is composed by three documents related with the coordination meeting done in order to prepare the activity: a workbook containing the different topic to be decided beforehand, a questionnaire and a summary with the principal decisions taken. These documents are in English.</b></li> <li>• <b>Idgp_inf002_B2folletos.pdf</b>: diversos carteles y folletos sobre la actividad, tanto en español como en inglés / <b>some posters and leaflets about the activity, in Spanish and English.</b></li> <li>• <b>Idgp_inf002_B3entrevistaalumnos.pdf</b>: ejemplo de criterios de valoración de los alumnos candidatos para participar en la actividad, en español / <b>example of the scale used in the selection of the students who would take part in the activity, in Spanish.</b></li> <li>• <b>Idgp_inf002_B4calendarios.pdf</b>: calendarios de la fase conjunta de ambos cursos, en inglés / <b>detailed programs of the two-week activity for both years, in English.</b></li> <li>• <b>Idgp_inf002_B5certificates.pdf</b>: plantillas de los certificados de participación entregados a alumnos y</li> </ul>	:FRAMEWORK

	<p>profesores, en inglés / <b>certificates of participation for students and lecturers, in English.</b></p> <ul style="list-style-type: none"> <li>• <b>ldgp_inf002_C1notebook.pdf</b>: ejemplo de cuaderno de campo entregado a cada grupo de alumnos para la realización del trabajo de campo, en inglés / <b>example of the notebook handed out to each students' group for the fieldwork, in English.</b></li> <li>• <b>ldgp_inf002_C2dataset.pdf</b>: información sobre cómo prepara los datos una vez finalizado el trabajo de campo para que puedan ser archivados, en inglés / <b>information about how to prepare the datasets in order to be archived after the work, in English.</b></li> </ul>	
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<b>Cita completa recomendada / Recommended full citation</b>		
CITA:	Various Authors. <i>Intensive Program ERASMUS: TOPCART. Geometric Documentation of the Heritage (administrative and academic documentation)</i> . Laboratorio de Documentación Geométrica del Patrimonio (UPV/EHU). 2013	:CITATION





Monasterio de San Prudencio del Monte  
Laturce (La Rioja), 2009/10

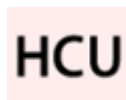
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## Places and discussion topics for the coordination meeting.

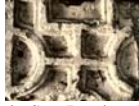
Vitoria, January 18-19, 2010



January 2010







Monasterio de San Prudencio del Monte  
Laturce (La Rioja), 2009/10

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## Presentation

Welcome to Vitoria!

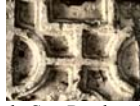
This document collects some basic information about this preliminary visit: the places to visit and the topics we should discuss.

Do not be frightened by the number of pages of this file: although there are lots of topics to fix and that we will work hard during these two days, we have made an effort to present it in an agreeable way.

We wish you an enjoyable and fruitful visit!

## Calendar

Sunday, January 17	Monday, January 18	Tuesday, January 19
[Vitoria]  20 h. (aprox.) Nocturnal visit to the city centre 21 h. dinner	[Vitoria] 9 h. Reception in 9:30 h. Working meeting. 13 h. Lunch. 15 h. Visit to the campus. 16 h. Working meeting. 21 h. Dinner.	[Vitoria] 9 h. Depart to the archaeological site. [Logroño] 10:30 h. On-site visit of the Monastery. 14 h. Working lunch. 17 h. Visit to the accommodation. 19 h. Return to Vitoria.



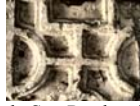
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Index (and how to use this document)

This document is conceived as a working notebook which guides the discussions by setting up the list of topics. Some information is already written in order to save up time and be more efficient (editing and crossing out is easier than writing a blank page); nevertheless, every word can be changed and even the structure is a simple draft.

Not all the topics have the same importance and we should tackle them one by one, the following table describes the priority of each one (X: low, XX: important, XXX: compulsory) and the proposed day to cope with it.

	Day	Priority	Page	Done?
<b>PLACES</b>				
Vitoria	Mon		4	
Monasterio del Monte Laturce	Tue		10	
Logroño	Tue		18	
<b>DISCUSSION TOPICS</b>				
Group A: activities during the fieldwork				
A.1.- Support crew	Mon	XX	20	
A.2.- Working groups and practicals	Tue	XXX	22	
A.3.- Technical lectures	Mon	XX	36	
A.4.- Tourism and cultural activities	Mon	X	38	
A.5.- Dates	Mon	XXX	39	
A.6.- Other topics related to fieldwork	Tue	X	40	
Group B: students and professors				
B.1.- Administrative requirements	Mon	X	41	
B.2.- Competences of the IP	Mon	XXX	42	
B.3.- Selection criteria and information to supply	Mon	XX	51	
B.4.- Students' evaluation and academic acknowledge	Mon	XXX	59	
B.5.- Other topics related to the students and professors	Mon	X	73	
Group C: impacts				
C.1.- Evaluation of the activity	Mon	XX	74	
C.2.- Advertising	Mon	X	75	
C.3.- Other topics related to the impacts	Mon	X	77	
Group D: continuity, year 2010/2011 and the following ones				
D.1.- Year 2010/2011	Tue	XXX	78	
D.2.- Next years	Tue	X	82	
D.3.- Other topics related to the continuity	Tue	X	84	
Group E: miscellany				
E.1.- Miscellany	Tue	X	85	



Monasterio de San Prudencio del Monte  
Laturce (La Rioja), 2009/10

## PLACES: **V**itoria

We would like to grab the opportunity of this preliminary visit to welcome all of you to our city.

Monday mornig will be devoted to institutional activities, walking around the University's campus and, all in all, have an excuse to "break the ice". A working meeting is planning in the afternoon.

Locations on the map:

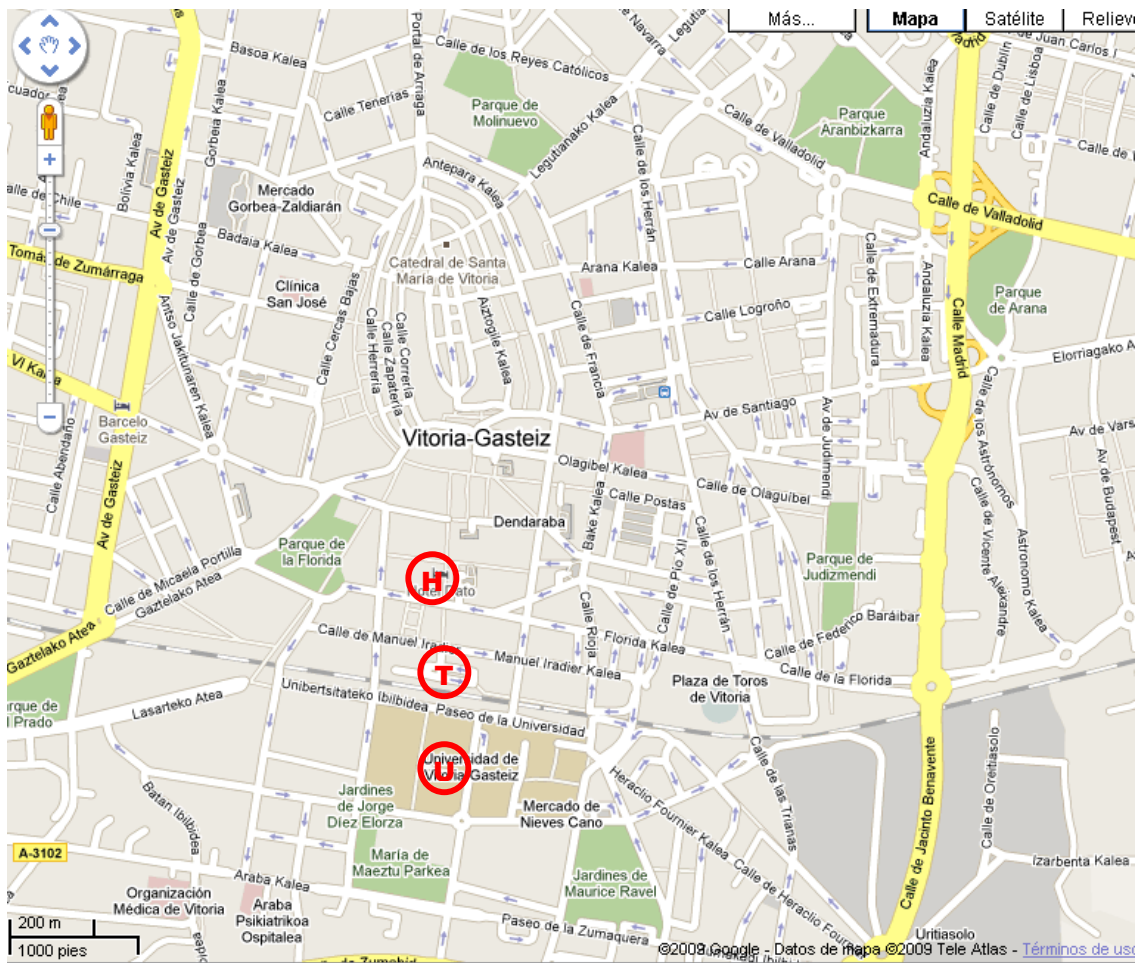
U: University.

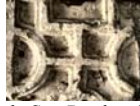
T: Train station.

H: Hotel.



PLACES: VITORIA-GASTEIZ





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Laturce (La Rioja), 2009/10

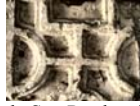
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During the visit we will linger at the *Laboratorio de Documentación Geométrica del Patrimonio* (Laboratory for Geometric Documentation of the Heritage), which is part of the research group *Grupo de Investigación en Arqueología de la Arquitectura* (Research Group in Archaeology of the Architecture), acknowledged as an associated unity of the CSIC (*Consejo Superior de Investigaciones Científicas* – Spanish National Research Council).

The Laboratory supports this activity with their equipment and staff who will assist in logistic and administrative tasks.





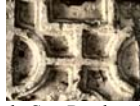


Monasterio de San Prudencio del Monte  
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The Laboratory has been carrying out its work since 1997. It has taken part in around a hundred projects of high interest due as much to the historical value of the documented elements as to the technologies used. Stretching through a wide time scope from prehistoric site to nowadays' elements.

Chosen technologies depend on a detailed planification of each work, which defines the methodology and tools to be used taking into account the aim of the project.

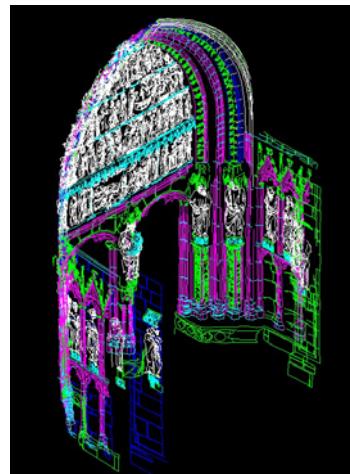
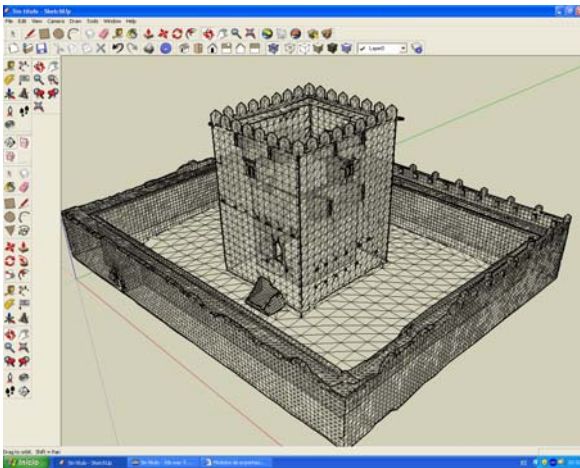
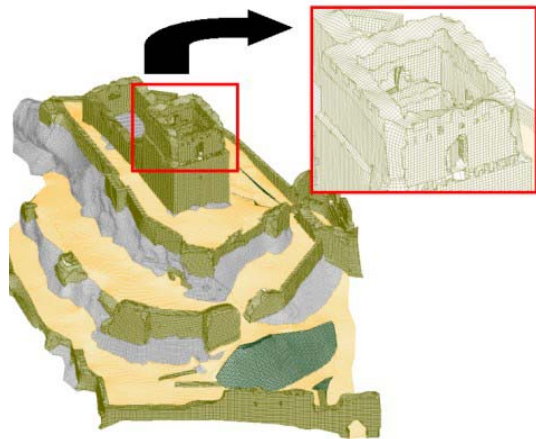
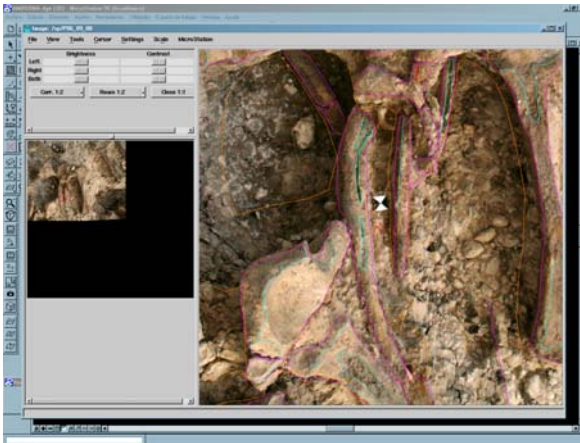




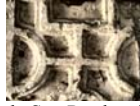
Monasterio de San Prudencio del Monte  
Laturce (La Rioja), 2009/10

One of the main lines of research and work of the Laboratory has always been the establishment and testing of new methods. More research lines are the virtual models, the monitoring of buildings, the development of specific instruments and auxiliary items or the time-preservation and standarization of the data.

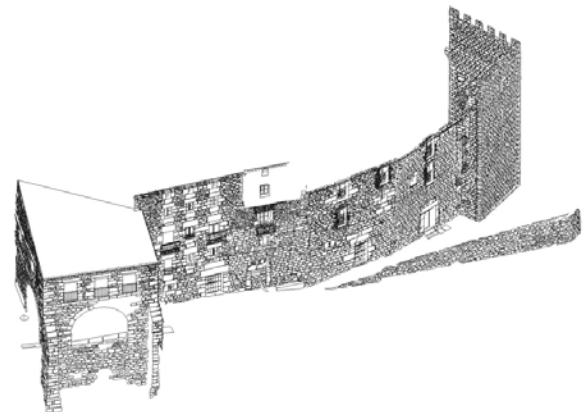
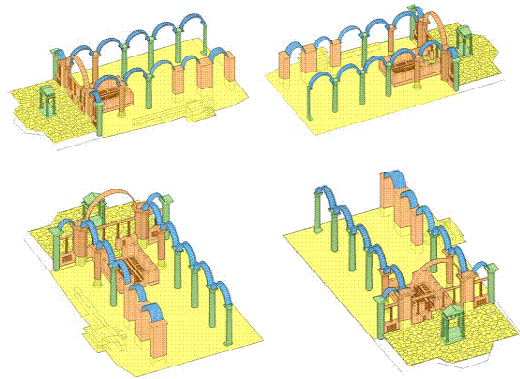
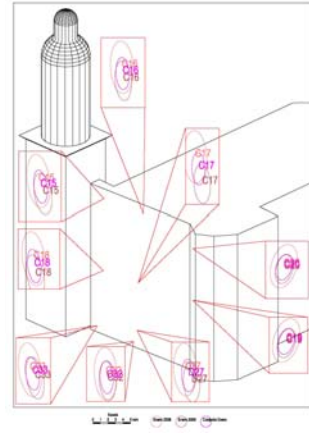
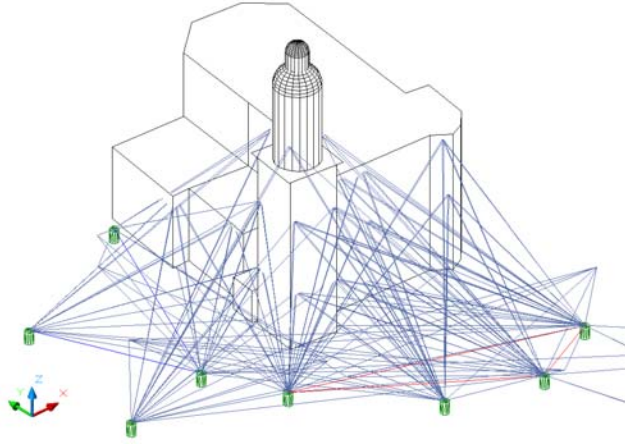
PLACES: VITORIA-GASTEIZ

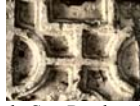






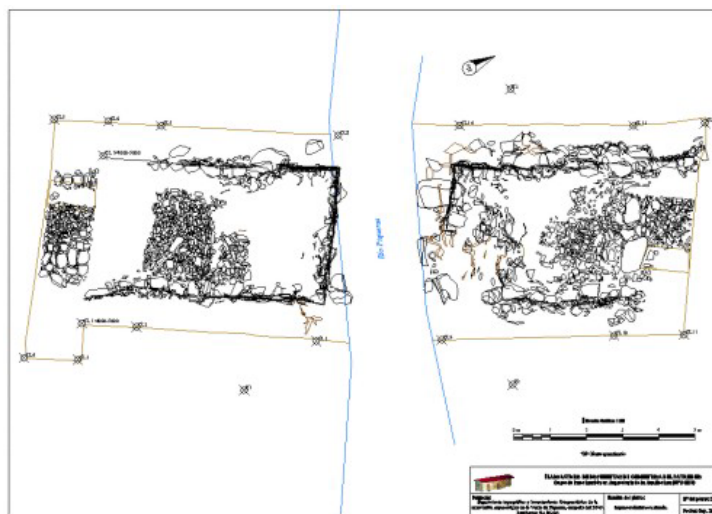
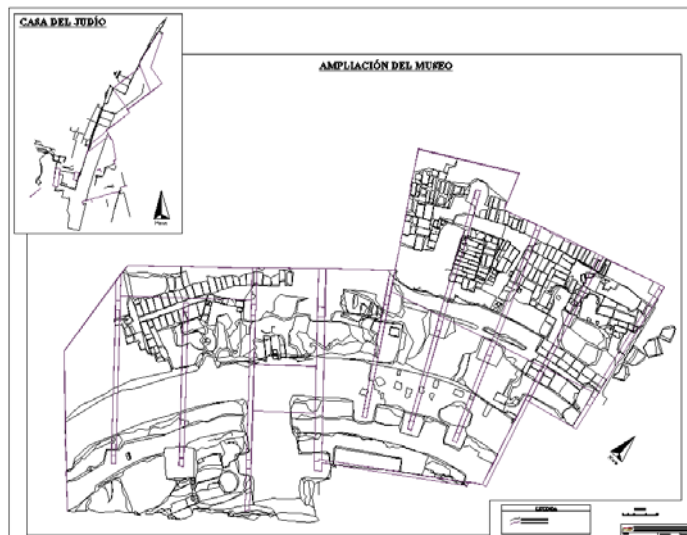
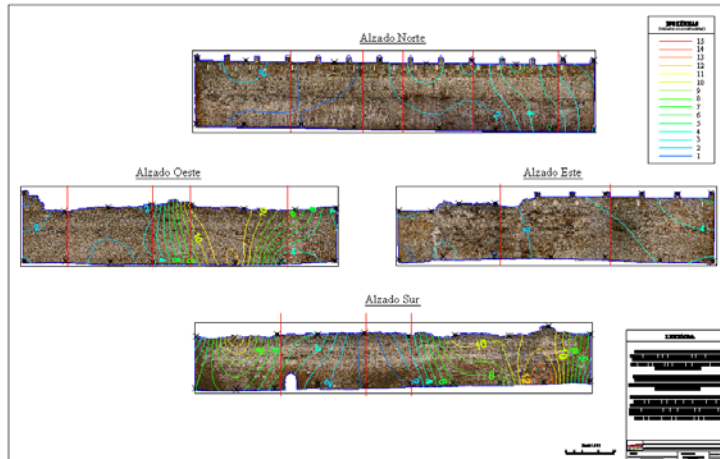
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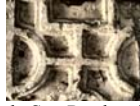


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The website (<http://www.ldgp.es>) includes abstracts of the projects, scientific papers and software developed in the Laboratory and freely available for use of those interested.



PLACES: VITORIA-GASTEIZ



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## PLACES: Monte Laturce

The archaeological site of Monte Laturce is the proposed frame for the development of teaching/learning activities, experimentation and research. We have selected this site for several reasons: firstly since it is a place where nobody is working nowadays, therefore we will have all the freedom to decide which products to obtain without the constraint of having to fulfill external people's expectations or needs.

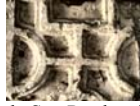


Another main reason is that the Monastery played a significant role in the history of the region. Local institutions are very concerned by the pitiful state of the ruins, so they are willing to promote activities which help to recover the remains from their abandonment.

The ascent up to San Prudencio's Monastery in Monte Laturce is a 20 minutes walk from the comarcal route LR-250. The beginning of the trip is along an agricultural track and the last part is across the land.







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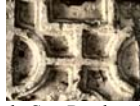
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The effort of ascending is rewarded by the magnificent profile of the ruins.



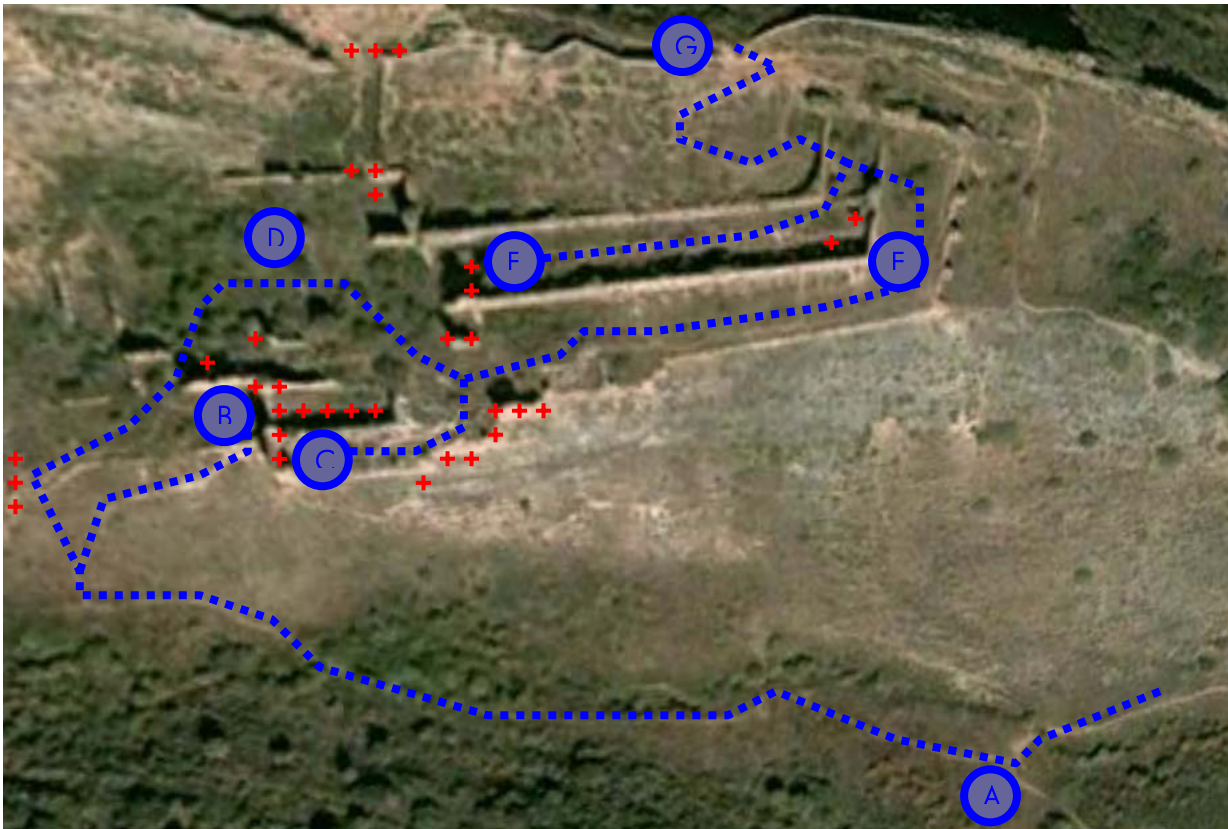
PLACES: MONTE LATURCE

Once at the ruins of the Monastery we will see the possibilities of the place, selecting the most interesting locations and the tasks that have to be done before the students come (safety measures, cleaning, ...).



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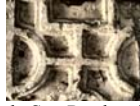
Next picture presents a plan view of the Monastery.



Legend:

- Path of movement between areas in the site.
- +++ We will keep away from these areas.
- A.- Exterior.
- B.- Crypt.
- C.- Southern façade of the church.
- D.- Remains of several unidentified buildings.
- E.- Big building in "L", outside.
- F.- Big building in "L", inside.
- G.- Northern wall.

Keep in mind that more than a century of forgiveness and plunder have deprived the place of the comfort that the monks benefited in the past. In other words, we are not in a place for tourists but in an unexploited archaeological site. This means that the remains has to be treated carefully because they are part of the History but, above all, that people should have a minimum of concern about their own safety and the one of their fellows. We do not think at all that the place is dangerous but neither is it an adventure park, there are several risks and attitudes that need to be avoided.



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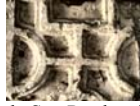
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Here you are some space to take your notes. This is a photographic image with the plan of the monastery:

Plan view of the site:







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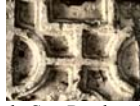
Now, you are given several shoots of different structures and places of the site.

A.- Exterior.



B.- Crypt.





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C.- Southern façade of the church.

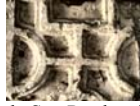


PLACES: MONTE LATURCE

D.- Remains of several unidentified buildings.







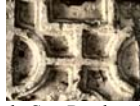
Monasterio de San Prudencio del Monte  
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E.- Big building in “L”, outside.



F.- Big building in “L”, inside.

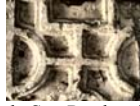




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G.- Northern wall.





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## PLACES: **Logroño**

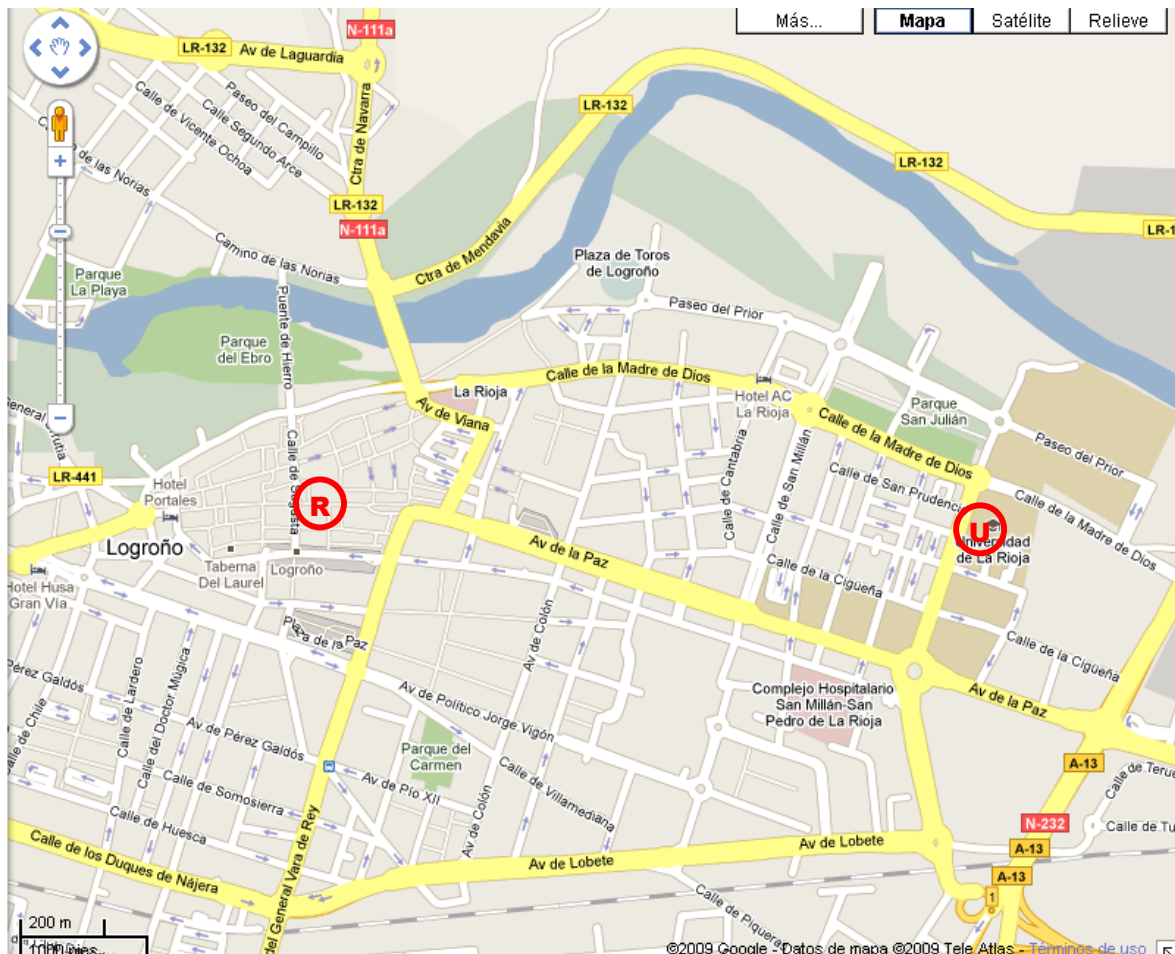
Logroño is the capital city of the region of La Rioja and it is the place where the group will stay during the fieldwork.

After the visit to the archaeological site, we will gather in a central restaurant to have lunch while going on with the coordination task and planning. Afterwards (if the weather does not hamper it) we will stroll to the University Residence to see the accommodation facilities.

Locations on the map:

R: Restaurant.

U: University.





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We are in contact with the Government of La Rioja in order to use the hall of residence ([http://www.unirioja.es/oficinaestudiante/alojamientos/resid\\_rioja.shtml](http://www.unirioja.es/oficinaestudiante/alojamientos/resid_rioja.shtml)), some information about it:

1) Add to this list any feature you miss in the dormitory.

**Residencia Universitaria de La Rioja**

Located at the university campus.

C/ Caballero de la Rosa, 38. 26071 Logroño

Tel: 941 291 145 y 941 261 422

Fax: 941 243 102












CARACTERISTICS

Places:	86
Rooms:	Double with bathroom and shower.
Furniture:	2 beds, table and wardrobe.

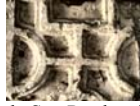
HOURS

Opening hours:	24 h.
Breakfast:	7:30 to 10:00 (Mon. to Fri.)
	9:00 to 10:00 (Sat. and Sun.)
Lunch:	13:30 - 15:00
Dinner:	20:30 - 21:30

FACILITIES

	Dining hall		Laundry
	Heating		Sports block
	Study rooms: 2		Garden
	Living rooms (TV and games): 2		Public telephones: 2
	Computers: 4 posts		Janitors: 2
	Library		





## DISCUSSION TOPICS

### Group A: activities during the fieldwork.

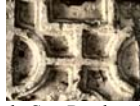
#### A.1.- Support crew.

There are lots of big and small details to take care of in an activity like this one and all of them are important if we want to have a successful experience. In order to assist in the organization and development of the activity, as well as preventing us to be overloaded by the number of tasks, we would like to count on a support crew.

Our idea is to enroll them among our applicants to the IP (Universidad del País Vasco). They are enthusiastic people who will participate for free: their expenses will be covered by the “organization costs” or by our University. On the other hand, they are still students and will be eager to take part in the rest of activities (lectures, exhibitions, cultural visits, social events, ...).

Some of their tasks and responsibilities would be:

- Logistic in the Monastery, moreover they will watch that people keep permanently away from the unsafe places at the archaeological site and that they are not behaving incorrectly. While on-site they will wear reflective vests so as to be clearly spotted among the rest of the people. Keep in mind that some of the professors’ activities will include institutional acts, visits to other archaeological sites and monuments to evaluate if they are interesting to be included in future projects, preparation of lectures and presentations and so forth. Professors are not supposed to take over the students all the time during their fieldwork.
- Logistic in the lodging (a toilet does not flush, a washing machine out of order, ...) and during the free time.
- Equipment: we consider that the upkeep of the equipment has to be done by the students who use it (battery charging, uploading coordinates, downloading measures, ...) and that each University has to be in charge of its own material. Anyhow, we might have some common facilities such as a warehouse to range the equipment while it is not on-site, in this case, they can ensure that everyone can access to the material when they have to.
- Preparation of the site: for instance, previously to the fieldwork, it might be interesting to give coordinates to a series of reference points all around the Monastery and its surroundings.



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About the support crew:

- 1) Do you think that the support crew will be unnecessary since the lecturers themselves (with the collaboration of the “normal” students) should do the above-mentioned tasks?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

- 2) Do you find inappropriate that we resort to students from the Universidad del País Vasco to form this support crew?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

- 3) If you agree with the support crew, which responsibilities or tasks would you assign to them?

▪

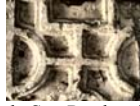
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## DISCUSSION TOPICS

### Group A: activities during the fieldwork.

#### A.2.- Working groups and practicals.

This is, without any doubt, the core of the project. In this point we must agree in the definition of the working groups: number of students per group, composition, tasks to perform, equipment, responsibilities and deliverables.

Activities must match the (academic) expectations of each University and have to be adapted to the different levels of the students since we might count on a rich mixture of beginners and advanced ones. Moreover, for some students this activity will be just a first approach to both the equipment and the Heritage while some other students will use the collected data to develop additional practicals at their University.

In general, practicals will comprise three parts:

- Previously to the fieldwork.
- On-site activities (fieldwork).
- Data processing and reports.

Our first idea is to define some working areas (see section: Places – Monte Laturce). For each area we will plan one or more practicals (see and example below) and we will prepare a succinct description of every one.

On the first day of the activity, before waking up calmly and having breakfast together with the students, we will gather all the people, presents the projects and distribute the students. Then we will go and visit the archaeological site, afterwards each group will stay in its area in order to plan what they are going to do and how. In the afternoon students will prepare the equipment for the following day and we can finish off the first day with a sightseeing visit to Logroño. From the second day onwards, each group will carry out its practical.

Fieldwork will be done during the mornings (e.g. from 9 to 13:30), afternoons will be devoted to data processing and the preparation of the equipment for next day. We believe that the amount of fieldwork have to be dimensioned to be done in two or three days. Keep in mind that we will spend some days in the site with the first-day visit and with technical exhibitions.

Technical exhibitions can be an interesting part of the project. They will consist in on-site examples of all the equipment brought; like this, every student will see all the material working although their project does not use it. Apart from the equipment brought by the partners we can try to show material from invited



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companies or universities such as videogrammetry, ground penetrating radars, radio controlled helicopters and so on.

Coming back to the students and their schedule. Once the fieldwork finished, mornings and afternoons will be used for data processing and the preparation of the final report and last-day presentation.

Summing up, the following tables can give a rough idea of the proposed timetable:

1 <sup>st</sup> week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mornings (site)	Preparatory visit	Fieldwork	Fieldwork	Technical exhibition	Fieldwork	Technical exhibition
Afternoons (office)	Planning	Office work	Office work	Lectures	Office work	Office work

2 <sup>nd</sup> week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mornings (site/office)	Office work	Technical exhibition	Office work	Technical exhibition	Presentations	Conclusions
Afternoons (office)	Office work	Office work	Office work	Lectures	Evaluation	-

Now, we will develop an example of practicals (as almost everything in this document, the scheme can be modified):

PROJECT SUMMARY FILE	
Title:	Photographic documentation of the Monastery
Responsible(s):	José Manuel Valle & Álvaro Rodríguez
Students:	3
General description:	<p>Fast and low-cost methodologies play an important role in a field such the documentation of Heritage where the relationship between available resources and amount of monuments to document is heavily unbalanced.</p> <p>In this context, photographic collections would be an interesting tool; nevertheless, in order to be effective they have to be classified and completed with relevant metadata.</p> <p>Apart from their interest as visual records of the state of the monument, photographs are the basic data from which we can obtain 3D models in the future.</p>



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<p>Images:</p>	
<p>Preliminary work:</p>	<p>Review of some examples and projects of photographic collections. How they have been classified and presented and which metadata have been added.</p> <p>Revision of the geometrical conditions that the photographs have to satisfy in order to be able to recover accurate 3D models.</p> <p>As part of the preliminary work the camera might be recalibrated.</p> <p>With all this information, students will design the classification scheme and the number and geometry of the shoots.</p>
<p>Equipment (fieldwork):</p>	<ul style="list-style-type: none"> <li>• Camera, Canon EOS 5D –calibrated- (UPV-EHU).</li> <li>• Camera, Canon D300 –not calibrated- (UPV-EHU).</li> </ul>
<p>Description of the fieldwork.</p>	<p>Fieldwork will consist in taking photographs all around the Monastery. These photographs have to give a precise visual description of the site and be the base for three-dimensional reconstruction of the different parts.</p>
<p>Covered area at the site:</p>	<p>The whole Monastery (except unsafe areas).</p>
<p>Software (office work):</p>	<ul style="list-style-type: none"> <li>• Photomodeler scan (UPV-EHU).</li> <li>• Free software to add, edit and show metadata in images.</li> </ul>

TOPICS: ACTIVITIES



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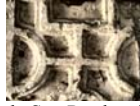
Description of the office work:	<p>Downloading the photographs, classification, format selection and addition of metadata.</p> <p>Preparation of a multimedia or a database to present the collection and recover individual images.</p> <p>Obtaining 3D models from the photographs.</p>
Deliverables:	<ul style="list-style-type: none"> <li>• Collection of photographs classified by areas. Several copies in different formats (DNG, JPEG, ...) and resolution for different uses. Images will contain their metadata (EXIF, IPTC, ...).</li> <li>• Example models of parts of the monastery. Modeling from the photographs, export to a standard format (e.g. VRML) and addition of metadata.</li> <li>• A multimedia that gives access to all the photographs and 3D models from a key map, by selecting in a list or by searching inside the metadata.</li> <li>• Report with all the information necessary to use the multimedia and recover the photographs.</li> <li>• Critical report of the methodology used, suggesting improvements.</li> </ul>

Projects can be assigned to the students on the first day but we can also upload the summaries to Moodle in advance and let the students select which one they prefer to develop; therefore they will contact with the rest of their group (no more than one person for University in each group) and start doing the preparatory work several weeks before the fieldwork.

In order to be able to prepare these summaries it would be interesting to know which equipment can provide each University (total stations, GPS, laser scanners, software, computers, ...) and which methodologies are interesting to cover.

At the end of the on-site period (July 2010) the students have to present their work in front of their fellows and teachers. Afterwards, they can let drop the project or use these data as a base for academic works in their respective universities. In any case, all the original data and results will be gathered, structured and put at public disposal for all the participants (Universities and Government of La Rioja). Consequently, every individual project needs to have a clear report describing the provided data and the obtained results. On the other hand, we will avoid proprietary formats as much as possible in order to ensure the interoperability.





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Some points about fieldwork:

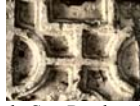
1) We consider that groups should be composed by people from different nationalities (not more that one student for each University). The alternative would be to divide the site in areas for each University. Which option do you consider the best one?

University	Multinational groups	Separate areas	Both
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			

2) Preliminary schedule for a day with fieldwork. Start filling in the meals (breakfast, lunch and dinner), then the time for the fieldwork and finally processing and preparation of the equipment for next day:

Hour	Activity	Hour	Activity	Hour	Activity
7		12		17	
8		13		18	
9		14		19	
10		15		20	
11		16		21	

This table will be used later to compute the number of ECTS credits that the IP will award the students.



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3) Here we are a preliminary timetable (bear in mind that it is only a general draft). Make the opportune changes and fill the bottom table in.

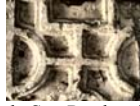
1 <sup>st</sup> week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday*
Mornings (site)	<i>Preparatory visit</i>	<i>Fieldwork</i>	<i>Fieldwork</i>	<i>Technical exhibition</i>	<i>Fieldwork</i>	<i>Technical exhibition</i>
Afternoons (office)	<i>Planning</i>	<i>Office work</i>	<i>Office work</i>	<i>Lectures</i>	<i>Office work</i>	<i>Office work</i>

2 <sup>nd</sup> week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday*
Mornings (site/office)	<i>Office work</i>	<i>Technical exhibition</i>	<i>Office work</i>	<i>Technical exhibition</i>	<i>Presentations</i>	<i>Conclusions</i>
Afternoons (office)	<i>Office work</i>	<i>Office work</i>	<i>Office work</i>	<i>Lectures</i>	<i>Evaluation</i>	-

1 <sup>st</sup> week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mornings (site/office)						
Afternoons (site/office)						

2 <sup>nd</sup> week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mornings (site/office)						
Afternoons (site/office)						

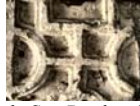
\* Saturday is included in order to have a view of the whole week; however we can spare it for the workload. Sunday is set aside for extra-academic activities.



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4) Do you think that the projects should be distributed several weeks in advance (using Moodle) or assigned on first day of the field activity?

University	Previously (Moodle)	On 1 <sup>st</sup> day	Another possibility
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			

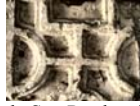


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5) Design of a summary file.

PROJECT SUMMARY FILE	
Title:	Photographic documentation of the Monastery
Responsible(s):	José Manuel Valle & Álvaro Rodríguez
Students:	3
General description:	<p>Fast and low-cost methodologies play an important role in a field such the documentation of Heritage where the relationship between available resources and amount of monuments to document is heavily unbalanced.</p> <p>In this context, photographic collections would be an interesting tool; nevertheless, in order to be effective they have to be classified and completed with relevant metadata.</p> <p>Apart from their interest as visual records of the state of the monument, photographs are the basic data from which we can obtain 3D models in the future.</p>
Images:	
Preliminary work:	<p>Review of some examples and projects of photographic collections. How they have been classified and presented and which metadata have been added.</p> <p>Revision of the geometrical conditions that the photographs have to satisfy in order to be able to recover accurate 3D models.</p> <p>As part of the preliminary work the camera might be recalibrated.</p> <p>With all this information, students will design the classification scheme and the number and geometry of the shoots.</p>
Equipment (fieldwork):	<ul style="list-style-type: none"> <li>• Camera, Canon EOS 5D –calibrated- (EHU-UPV).</li> <li>• Camera, Canon D300 –uncalibrated- (EHU-UPV).</li> </ul>
Description of the fieldwork:	Fieldwork will consist in taking photographs all around the Monastery. These photographs have to give a precise visual description of the site and the base for three-dimensional reconstruction of the different parts.
Covered area at the site:	The whole Monastery (except unsafe areas).
Software (office work):	<ul style="list-style-type: none"> <li>• Photomodeler scan (EHU-UPV).</li> <li>• Free software to add, edit and show metadata in images.</li> </ul>
Description of the office work:	<p>Downloading the photographs, classification, format selection addition of metadata.</p> <p>Preparation of a multimedia or a data-base to present the collection and recover individual images.</p> <p>Obtaining 3D models from the photographs.</p>
Deliverables:	<ul style="list-style-type: none"> <li>• Collection of photographs classified by areas. Several copies in different formats (DNG, JPEG, ...) and resolution for different uses. Images will contain their metadata (EXIF, IPTC, ...).</li> <li>• Example models of parts of the monastery. Modeling from the photographs, export to a standard format (e.g. VRML) and addition of metadata.</li> <li>• A multimedia that gives access to all the photographs and 3D models from a key map, by selecting in a list or by searching inside the metadata.</li> <li>• Report with all the information necessary to use the multimedia and recover the photographs.</li> <li>• Critical report of the methodology used, suggesting</li> </ul>

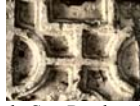




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6) List of equipment.

University	Surveying Equipment	Software and computers	Other
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			



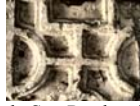
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7) First proposals of projects for the students.

Title:	
Responsible(s):	
Description:	
Equipment	
Students:	

Title:	
Responsible(s):	
Description:	
Equipment	
Students:	

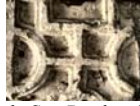
Title:	
Responsible(s):	
Description:	
Equipment	
Students:	



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Title:	
Responsible(s):	
Description:	
Equipment	
Students:	
Title:	
Responsible(s):	
Description:	
Equipment	
Students:	
Title:	
Responsible(s):	
Description:	
Equipment	
Students:	

TOPICS: ACTIVITIES

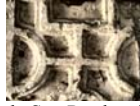


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Title:	
Responsible(s):	
Description:	
Equipment	
Students:	
Title:	
Responsible(s):	
Description:	
Equipment	
Students:	
Title:	
Responsible(s):	
Description:	
Equipment	
Students:	

TOPICS: ACTIVITIES

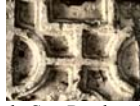




Monasterio de San Prudencio del Monte  
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Title:	
Responsible(s):	
Description:	
Equipment	
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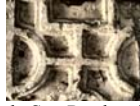
TOPICS: ACTIVITIES



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8) Important dates and further information.

How many projects will prepare each University?	
Deadline for the summaries:	
Will we add in Moodle a round table for each project managed by the teachers in charge?	
Deadline for selecting which students will do each project:	



## DISCUSSION TOPICS

### Group A: activities during the fieldwork.

#### A.3.- Technical lectures

Technical lectures are supposed to give the students a state-of-the-art view of surveying techniques applied to the documentation and safeguarding of the Heritage, bearing in mind that they have a general idea about “the measure” without any specific purpose.

Your participation as lecturers will be welcomed although it is not compulsory. We are not asking submitting papers, just to briefly present what you are doing at your University (30-45 minutes). We suggest the following heading: “Projects, techniques, trends and research lines related to Geometric Documentation of Heritage”.

In addition, we would like to invite some external speakers who can supply diverse points of view.

We think that it is a good idea to compile the lectures in a small notebook that will be given to the students in July and will stay for future reference about the whole activity. Obviously, we do not need brand-new texts; a small introduction attached with two or three significant papers already published will do perfectly.

1) Would you like to participate as a lecturer?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

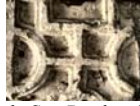
2) Do you agree in inviting external speakers as well?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

3) In your opinion, the heading: “Projects, techniques, trends and research lines related to Geometric Documentation of Heritage” will be suitable?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

4) If not, which one do you suggest? \_\_\_\_\_



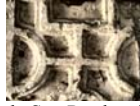
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5) Do you agree in compile your lecture in a small notebook and give it to the students by July (if so, texts would be prepared two weeks before)?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)





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## DISCUSSION TOPICS

### Group A: activities during the fieldwork.

#### A.4.- Tourism and cultural activities

The schedule marks one day (on Sunday) for cultural events and sightseeing. We have some ideas but we have not arranged anything yet.

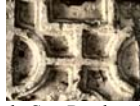
You can pay no attention to this matter and put it in our hands but, of course, we are opened to any suggestion you have.

1) Do you have any suggestion about cultural events and sightseeing?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2) Do you want to be kept updated about this matter or this is something you leave in our hands?

University	Keep updated	Leave aside
Athens		
Florida		
Hamburg		
Madrid		
Siena		
Vilnius		
Vitoria		



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## DISCUSSION TOPICS

### Group A: activities during the fieldwork.

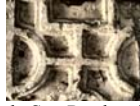
#### A.5.- Dates

In the proposal, the fieldwork was scheduled for the last two weeks in July 2010. However, there is some flexibility in these dates providing we maintain the month (July). Consequently the alternatives are:

1. The first two weeks in July (5th to 18th).
2. The intermediate weeks (12th to 25th).
3. The last weeks as previously planned (19th to 1st August).

1) Please fill in the following table with the order of suitability (1, 2 and 3) of each alternative or mark with a cross in case no-one of your students can assist in these days.

University	1 <sup>st</sup> and 2 <sup>nd</sup> weeks	2 <sup>nd</sup> and 3 <sup>rd</sup> weeks	3 <sup>rd</sup> and 4 <sup>th</sup> weeks
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			



## DISCUSSION TOPICS

### Group A: activities during the fieldwork.

#### A.6.- Other topics related to fieldwork

Surely it will be more issues concerning the fieldwork; if so, this space is reserved for them.

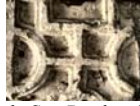
1) Issues concerning the fieldwork:

Issue:

Issue:

Issue:

Issue:



## DISCUSSION TOPICS

### Group B: students and professors.

#### B.1.- Administrative requirements

Citizens from the European Union do not need any specific document to enter in Spain. Besides, as a result of the European agreements, the Spanish National Medical Service covers them in the same terms that they would be covered in their countries (however, it is necessary to bear the European Medical Card). On the other hand, be aware that the aforesaid liabilities could not be valid for foreign students in your University. Universities might grant additional insurance to their students.

As for the people from the United States, we need to study this subject in detail.

1) Do your students (and professors) need a visa to come to Spain?

University	No	Yes	Maybe, some of them
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			

2) Which kind of insurance do your people bring?

University	National system	Provided by the University	Another
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			



## DISCUSSION TOPICS

### Group B: students and professors.

#### B.2.- Competences of the IP

Competences must cover two different aspects: generic and technical. Examples of generic competences might be the ability of working in teams, speaking a foreign language or adaptation to a new ambiance. Technical competences are the employ of equipment, learning of concepts related to geomatics or Heritage and so on.

Competences are a key notion in the European academic system and are intimately related with the way of evaluating and recognizing students' work: the ECTS (European Credit Transfer and Accumulation System).

In the following images we can see an example of a course with some compulsory information we have to decide and write down for ours: course description, learning outcomes (competences) and the number of ECTS that will be awarded (example taken from a Jean-Luc Lamboley's lecture).

1) Please fill below the course description and course learning outcomes. This information will be printed on the student certificates and should as much as possible reflect the actual course work done by the average student.

**Course description:**

The course provides theoretical and practical knowledge related to the place and the role of funeral archaeology as a very important source and discipline to study ancient and medieval societies. The Illyrian, Roman and Kosova's funeral archaeology is discussed and much of the course is focused on the relations to both physical and cultural anthropology, the meaning of funeral archaeology to understand the society of living, relations to history and history of art, but also the concrete issue of how to excavate burials in a scientific way, introducing the new concept of taphonomy.

**Learning outcomes:**

At the end of the course, the student will be able to :

- Have a precise overview of the funeral archaeology in Kosovo (ancient Roman province of Dardania) placed in the general context of Balkanic and Mediterranean regions.
- Have a generic up to date knowledge of historiographical debate about interactions between archaeology, history, history of art, anthropology
- Understand the concept of taphonomy and its concrete applications
- Excavate in a correct way the most common situations of burials.

**Generic competences developed :**

- Ability to work in an international context
- Ability to put knowledge into practice
- Ability to work in teams
- Problem solving
- Foreign language speaking





The third part of this point is the calculation of the ECTS load. We can use the tables in section A.2 “working groups and practicals” to work out the amount of hours and, proportionally, the number of ECTS.

- 2) Please find the ECTS Calculation box below. Again, this information should as much as possible reflect the actual time spent on the course by the average student.

CALCULATION OF ECTS CREDITS			
Category of workload hours	Hours / day	number of teaching days	Total hours
Field work	7	10	70
Reading (outside class) (15 pages = 1 hour)			20
Assignments			5
Preparation for examination			10
Examination			1
ECTS ESTIMATE (round off to half ECTS):			126

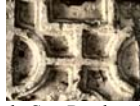
1 ECTS credit= 25 hours

To take into account while making the final ECTS calculation / grading your students:

- Note that no attendance certificates can be handed out: only those students that have sufficiently performed during the course will receive a certificate and, therefore, ECTS credits (meaning those who have attended at least 80% of classes and passed all of the assignments/examinations)
- When grading your students, the official ECTS grading system should be used. This holds that students are graded on a scale of A through E, according to a relative normal distribution: A(10%), B(25%), C(30%), D(25%), E(10%). A-E minuses or pluses can not be granted
- Students that have failed the course (grade F or FX) do not receive a certificate

We will deal with the qualification (ECTS system: A, B, C, D and E marks) later, at the point B.4.

This information should be clearly stated before the students enroll in the course. And we have to ensure that every University will accept and acknowledge these credits and the list of competencies. This is, probably, the most important topic of this coordination meeting since if we do not succeed the IP will be academically useless.



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- 1) Course description. From the following draft (taken from the application form), write down the definitive text that will give an overview of the program.

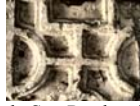
Draft:

*“This project looks for the exchange of practical methodologies in topics related with the measure and representation of Heritage, between teachers and, specially, students from different countries.*

*Activities will be focused on the development of concrete projects in documentation of Heritage. The selected location is the remains of the San Prudencio’s Monastery (La Rioja, Spain). In this site, digital techniques for the acquisition of geometric information from GPS equipment, surveying total stations, laser scanning devices and photogrammetric systems will be put into practice.*

*Obtained data will be processed as follows: first of all, they will be documented by adding all the necessary metadata in order to ensure their use in the future, then they will be treated to obtain cartographic representations and virtual models which can be distributed on the Internet.”*

Definitive writing:

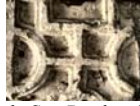


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2) Working out the number of ECTS credits. You are given a preliminary table with a rough computation. It has to be adapted to the information in the point A.2 (number of hours per day and number of days for each activity). Take into account the rate 1 ECTS credit = 25 or 30 hours.

Category of workload hours	Hour / day	Days	Total hours
Preliminary work (before the fieldwork)			30
Lectures	4	2	8
Technical exhibitions	4	5	20
Fieldwork (collect data, preliminary visit to the site included)	4	5	20
Office work (processing data, planning after preliminary visit included)	8	4	32
Presentation (preparation and exposition)	2	5	10
Total number of hours			120
ETCS equivalence – 4 credits			

Category of workload hours	Hour / day	Days	Total hours
Total number of hours			
ETCS equivalence – credits			



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3) Technical learning outcomes. From this proposed list, do cross out the unsuitable ones and add the ones you miss. Competences are not void texts, for each one we must say which activities the student will do to acquire the competence, for how many hours and how we are going to check that the competence has been acquired.

- Understand the utility of surveying and geomatic techniques in the field of Heritage.

Activities	Workload (hours)	Checking
Lectures	8	Assistance of the lectures will be compulsory a subsequent debate will dispel any confuse concepts.

- Handle specific instruments and equipment such as three-dimensional laser scanners, calibrated cameras and total stations.

Activities	Workload (hours)	Checking
Technical exhibitions	20	In the presentation, teachers' board will evaluate the technical quality of the obtained results.
Fieldwork (data collect)	20	
Office work (processing)	32	

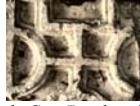
- Running a complete project of geometric documentation of Heritage from the planning, through the fieldwork (collecting data) and data processing, up to the final results and presentation.

Activities	Workload (hours)	Checking
Preliminary work	30	Final presentation will be used to know if the student has a clear idea of the whole project it presents.
Fieldwork + office work	20+32	
Presentation	10	

- 

Activities	Workload (hours)	Checking

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■

Activities	Workload (hours)	Checking

■

Activities	Workload (hours)	Checking

■

Activities	Workload (hours)	Checking

■

Activities	Workload (hours)	Checking

**TOPICS: IMPACTS**





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4) Generic learning outcomes. The same as above.

- Ability to work in an international context.

Activities	Workload (hours)	Checking
Preliminary work	30	Teachers will control during the normal development of the activities that the students are able to communicate with each other regardless of cultural differences and the use of a foreign language.
Fieldwork + office work	20+32	
Presentation	10	

- Ability to put knowledge into practice.

Activities	Workload (hours)	Checking
Fieldwork	20	Quality evaluation of the results will check if the students master the subject.
Office work	32	

- Ability to work in teams.

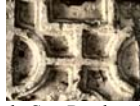
Activities	Workload (hours)	Checking
Preliminary work	30	Teachers will control during the normal development of the activities that the students can work in a team successfully.
Fieldwork + office work	20+32	
Presentation	10	

- Problem solving.

Activities	Workload (hours)	Checking
Fieldwork	20	Quality evaluation of the results will check whether the students have been able to overcome all the problems during its accomplishment.
Office work	32	

- Foreign language speaking.

Activities	Workload (hours)	Checking
Preliminary work	30	Teachers will control during the normal development of the activities that the students are able to communicate with each other regardless of cultural differences and the use of a foreign language.
Fieldwork + office work	20+32	
Presentation	10	



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- Ability to work remotely in a distributed group of international partners.

Activities	Workload (hours)	Checking
Preliminary work	30	The Moodle platform will provide reports about the distributed work.

- Ability to present publicly its work and defend it.

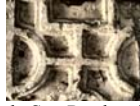
Activities	Workload (hours)	Checking
Presentation	10	Apart from the technical aspects, in the presentation, teachers will evaluate students' ability to communicate and to reason out their work.

- 

Activities	Workload (hours)	Checking

- 

Activities	Workload (hours)	Checking



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■

Activities	Workload (hours)	Checking

■

Activities	Workload (hours)	Checking

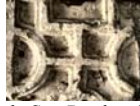
■

Activities	Workload (hours)	Checking

■

Activities	Workload (hours)	Checking

**TOPICS: IMPACTS**



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## DISCUSSION TOPICS

### Group B: students and professors.


#### B.3.- Selection criteria and information to supply

The final report to the ERASMUS committee has to contain a description of how the students have been selected to take part in the program.


Each University can use its own criteria and there is no need to agree in a common system. However, whatever method they use has to be clearly stated and documented in order to add it to the report.

Anyway, it would be preferable and easier if we apply a single method of selection in every university.

To begin with, we propose to do an open call for participation so as to get the attention of most students in each University (actually, this is something that we have already done, see the picture on the right).



Universidad Euskal Herriko  
del País Vasco Unibertsitatea



Escuela Universitaria de Ingeniería  
de Vitoria-Gasteiz

Call for participation in the ERASMUS intensive program

**“[TOPCART 2009 / 2010] Geometric Documentation of Heritage:  
European integration of technologies”**

This is a call for students of **Ingeniería Técnica en Topografía** wanting to take part in the ERASMUS intensive program (IP) “**Geometric Documentation of Heritage**”.

This is a two-week activity, living together with around 40 participants (between professors and students) coming from different universities of Germany, United States, Greece, Italy, Lithuania and Spain. The activity will combine field practices, technical lectures and cultural visits. It will take place in an archaeological site in the Community of La Rioja during the two last weeks of September.

Working language will be English and there are only a limited number of places available for our students (not defined yet but between 2 and 5). This activity is acknowledged academically (créditos de libre elección).




You are requested to send an application to José Manuel Valle Melón ([jm.valle@ehu.es](mailto:jm.valle@ehu.es)) before the end of December with the following information:

- Subject: IP ERASMUS Heritage 2010.
- Name, Surname and DNI.
- Level of English.
- A brief description of the main motivations you have to take part in this program.

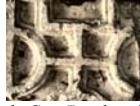
In January, more detailed information will be sent to the applicants and they will be asked for further information in order to do the final selection.

We consider that this is a worthwhile and interesting activity, so we seize the opportunity to encourage everyone to apply for it.

Vitoria-Gasteiz, November, 20<sup>th</sup> 2009



This call will be opened for about a month while we expect to collect a list of candidates and, to some extent, have a first idea about the response of the students to this activity. In January (after this coordination meeting) they will be given detailed information and then, we will start with the selection process: probably we will prepare a questionnaire (it is also possible to design it inside Moodle so we can share it) and we do not dismiss to undertake personal interviews.



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We wanted to have finished the selection by March. From then on we might enroll the students in the Moodle page so they can contact with the rest of the people involved.

We find interesting that the students meet one another before the fieldwork period; therefore, apart from starting to work in their projects, we can ask them to write some additional documentation such as a small glossary with usual words they will use during the fieldwork (English, German, Greek, Italian, Lithuanian and Spanish).

- 1) Do we agree in having a common system to select the students who will take part in the activity?

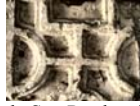
Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

- 2) If “not”, remember you will be asked to write a small text describing the procedure used to select your students (as soon as possible).

- 3) If “yes”, write down the main characteristics and calendar of the procedure:

Description of the step	Date

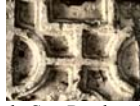




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4) Selection criteria. Which features are we searching in our students in order to consider that they are suitable for this IP? Some characteristics will be considered as a must, some others as a plus. Use the following table: edit, delete and add until they reflect correctly your aim.

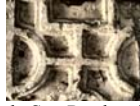
Criterion	Level to satisfy and how to evaluate it
Speaking and understanding English (compulsory)	Students will be requested to fill in a Europass Language Passport (see below). Pass mark will be "B1" according to the Common European Reference Framework of Reference for Languages (CEFR). Certificates will be used as a reference but students will sit an interview to confirm that they have real communicative skills.
Technical background (compulsory)	Each university will select in its syllabus a list of subjects that students should have passed in order to ensure that they are able to understand the tasks and use the equipment of the projects they will carry out.
Ability to work in teams (improvement)	Teachers will know thanks to student's previous behavior if they are able to work well in a team and made the rest of their components improve their abilities. Fulfill this condition will give the student a bonus.



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<p>Interest in Heritage (improvement)</p>	<p>People concerned about safeguarding Heritage or those who have taken part in activities related with Heritage (not specifically about geometric documentation). Students can add these activities in their CV to be considered as a bonus.</p>
<p>Student's motivations about the IP activity (improvement)</p>	<p>Students can send a first mail to the professor indicating that they are interested in taking part in the IP and explaining their main motivations to do it. If these motivations are clear and seem fruitful for the sake of the whole activity, student can be awarded with another bonus.</p>
<p>Expectations for continuity</p>	<p>Another bonus will be awarded if the student shows interest in using collected data during the activity for further work and practicals (dissertations, undergraduate thesis projects, etc,...).</p>

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5) Do you find useful to prepare some common documents (such as questionnaires)? If so, please, indicate which documents, who will prepare them and by when.

Description of the document	Who prepares it?	By when?

6) In your opinion, it is advisable that the students are enrolled some time before the fieldwork and carry out some preliminary tasks (like the glossary above mentioned)? If so, do agree a date by when your students will be able to join the Moodle platform: \_\_\_\_\_ and suggest some task.

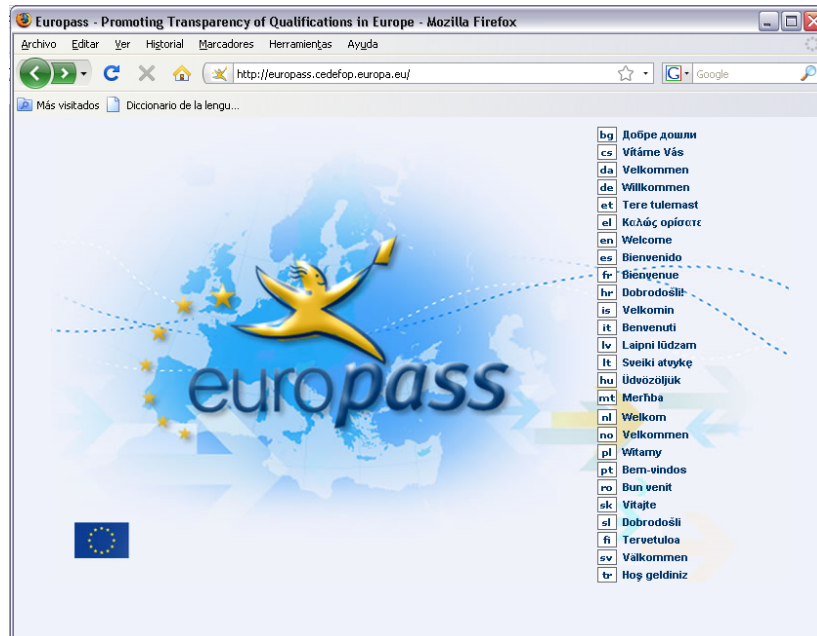
Description of the preliminary tasks
Multilingual glossary of terms concerning surveying, heritage and everyday topics.
Templates for: sketches, field notebook, final reports, ...

TOPICS: IMPACTS



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 Laturce (La Rioja), 2009/10

Anyway, we will have a selected group of students from whom we will need to know some personal information. We propose that each one fill in a concise curriculum vitae, a good form might be the one proposed by the European Union that can be downloaded from “europass” (without annexes).



TOPICS: IMPACTS

**Europass Curriculum Vitae**

**Personal information**

First name(s) / Surname(s) **First name(s) Surname(s)** (remove if not relevant, see instructions)

Address(es) **House number, street name, postcode, city, country** (remove if not relevant, see instructions)

Telephone(s) **(remove if not relevant, see instructions)** Mobile **(remove if not relevant, see instructions)**

Fax(es) **(remove if not relevant, see instructions)**

E-mail **(remove if not relevant, see instructions)**

Nationality **(remove if not relevant, see instructions)**

Date of birth **(remove if not relevant, see instructions)**

Gender **(remove if not relevant, see instructions)**

**Desired employment / Occupational field** **(remove if not relevant, see instructions)**

**Work experience**

Dates **Add separate entries for each relevant post occupied, starting from the most recent. (remove if not relevant, see instructions)**

Occupation or position held

Main activities and responsibilities

Name and address of employer

Type of business or sector

**Education and training**

Dates **Add separate entries for each relevant course you have completed, starting from the most recent. (remove if not relevant, see instructions)**

Title of qualification awarded

Principal subjects/occupational skills covered

Name and type of organisation providing education and training

Level in national or international classification **(remove if not relevant, see instructions)**

**Personal skills and competences**

**Mother tongue(s)** **Specify mother tongue (if relevant add other mother tongue(s), see instructions)**

**Other language(s)**

**Self-assessment**

European level(7)	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	

**Language Language**

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 For more information on Europass go to <http://europass.cedefop.europa.eu>  
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**Social skills and competences** **Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)**

**Organisational skills and competences** **Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)**

**Technical skills and competences** **Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)**

**Computer skills and competences** **Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)**

**Artistic skills and competences** **Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)**

**Other skills and competences** **Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)**

**Driving licence** **State here whether you hold a driving licence and if so for which categories of vehicle. (Remove if not relevant, see instructions)**

**Additional information** **Include here any other information that may be relevant, for example contact persons, references, etc. (Remove heading if not relevant, see instructions)**

**Annexes** **List any items attached. (Remove heading if not relevant, see instructions)**

**Common European Framework of Reference for Languages**

Page 22 - Curriculum vitae of Surname(s) First name(s)  
 For more information on Europass go to <http://europass.cedefop.europa.eu>  
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Despite the fact that it was prepared by the European Union, it is a quite standard format so students from the United States can fill it as well.

From the same web site we can download the abovementioned European Language Passport and the grid with the description of the levels in the Common European Reference Framework of Reference for Languages (CEFR).

EUROPEAN LEVELS - SELF ASSESSMENT GRID

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structural or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

TOPICS: IMPACTS

About students' curricula:

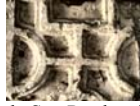
1. Do you agree to ask your students to fill in the "europass" curriculum vitae?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
 Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

2. Do you agree to ask your students to fill in the "europass" language passport?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
 Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)



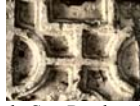


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3) Students' CV will be used ...

University	Only for internal purposes	They will be uploaded to the Moodle site and will be publicly available.	They might be included in reports to the ERASMUS program
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			

NOTE: take into account that, according to several national legislations on privacy, more than "internal purposes" have to be expressly accepted by the students. It would be an advisable procedure to inform the students about the use of their data before they enroll the activity (so, they accept the use when accepting to take part in the activity).



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DISCUSSION TOPICS


Group B: students and professors.

B.4.- Students' evaluation and academic acknowledge

After we define the total of ECTS credits and the competences that the IP will provide, we must ensure that the students will be acknowledged in their diplomas.

The correct place to put all this information might be the "Diploma Supplement" (also available from "europass"). The Europass Diploma Supplement wraps the national certificate, presents it following a common structure for all the countries and includes some additional information such as the description of the education system (in order to be compared with the one of the local country when it is presented in another country).

Here, we have a German example of Diploma Supplement:

 **EUROPASS DIPLOMA SUPPLEMENT**

**1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION**

1.1 Last name(s): Muster  
 1.2 First name(s): Martin  
 1.3 Date of birth (dd/mm/yyyy): 01 01 1985  
 1.4 Student identification number or code (if available): 11111111111111

**2. INFORMATION IDENTIFYING THE QUALIFICATION**

2.1 Name of qualification and (if applicable) title conferred: Diplom-Kaufmann (FH)  
 2.2 Main field(s) of study for the qualification: Business Studies  
 2.3 Name and status of awarding institution (in original language): Fachhochschule Aachen, Fachbereich Wirtschaftswissenschaften  
 2.4 Name and status of institution (if different from 2.3) administering studies (in original language):  
 2.5 Language(s) of instruction/examination: German

**3. INFORMATION ON THE LEVEL OF THE QUALIFICATION**

3.1 Level of qualification: First degree including thesis  
 3.2 Official length of programme: 3.5 years / 210 ECTS credits  
 3.3 Access requirements(s): General / Specialised Higher Education Entrance Qualification (Abitur), cf. Sect. 8.7, or foreign equivalent

**4. INFORMATION ON THE CONTENTS AND RESULTS GAINED**

4.1 Mode of study: Full time  
 4.2 Programme requirements: Students shall be imparted with practically orientated business administration knowledge with an international orientation on the basis of scientific findings and methods. Regarding the general study goals the Business Studies programme is to enable students to analyse procedures and problems of business practice, to find economically justified solutions by also considering non-business relations. Additionally the study course shall convey work skills as well. Not only individual but team work should be applied. Social and ethical implications are to be considered.

Programme details (e.g. modules or units studied), and the individual grades/marks/credits obtained

4.3 See also "Abschlusszeugnis" (Final Examination Certificate) for a list of subjects taken in written and oral examination and topic of thesis, including grading. The studies programme starts with the following 24 compulsory modules with 120 ECTS credits (5 credits per module) completed by a final examination: Introduction to Business Studies, Accounting Techniques/Cost Accounting 1, Financial Mathematics, Personal Computing, Marketing, Cost Mathematics, Business Law 2, Procurement and Production Management, Accounting Standards 1, Macroeconomics 2, Public Law, Business Taxation, Introduction to Business Information Systems, Elective Module Basis Studies, Finance, Human Resources Management, Business Organisation, Accounting Standards 2, Microeconomics. The graduate chose Spanish for his compulsory elective module for the basis studies. If failed or incomplete, each module may be repeated twice. The above modules form a foundation for the subsequent main studies programme.

The main studies programme is made up of 12 modules with 60 ECTS credits (5 credits per module each) which are also each completed by a final examination. If failed or incomplete, each module may be repeated twice. Upon studying according to the stipulations of the course regulations, the student may have an additional attempt to complete a particular module in this programme. Besides the compulsory modules Business Management (inc. business game) and Balance Sheet Analysis/Controlling, the student selected from the catalogue two main options consisting of three modules each: Finance and Organisation. Moreover, the student chose two compulsory modules from a special catalogue (International Business (in English) and Special Business Law) as well as two additional elective modules (Development programme for new management generations and Compilation and checking of the annual financial statement according to the HGB and IFRS).

The entire study programme is completed with an honours project and an oral examination on this project (30 ECTS credits).  
 Please see attached Transcript of Records for individual documentation.

4.4 Grading scheme and, if available, grade distribution guidance: General grading scheme (Sect. 8.6) "Very good", "Good", "Satisfactory", "Sufficient", "Non-sufficient/Fail". Additionally, the ECTS grading scheme is being prepared.  
 4.5 Overall classification of the qualification (in original language): gut (good)  
 Based on weighted average referring to the regulations of the study programme. Additionally the ECTS grading scheme is being prepared.

**5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION**

5.1 Access to further study: Qualifies to apply for admission for Master and doctoral studies.  
 5.2 Professional status: The Diplom-degree in this discipline entitles its holder to the legally protected professional title „Diplom-Kaufmann (FH)"/Diplom-Kauffrau (FH)“ and to exercise professional work in the field(s) of economics and business management for which the degree was awarded.

**6. ADDITIONAL INFORMATION**

6.1 Additional information: The student participated in tutorial programmes in his third year. He also worked as assistant in the International Faculty Office where he contributed to several publications on the Bologna Process.  
 6.2 Further information sources: About the institution: www.fh-aachen.de  
 Department: http://www.fh-aachen.de/wirtschaft.html

**7. CERTIFICATION OF THE SUPPLEMENT**

7.1 Date: 16 08 2005  
 7.2 Signature:  
 7.3 Capacity:  
 7.4 Official stamp or seal:

TOPICS: IMPACTS



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**8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM<sup>1</sup>**

**8.1 Types of Institutions and Institutional Status**  
 Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI):<sup>2</sup>  
 - Universitäten (Universities) including various specialised institutions, offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research but also advanced stages of study have many theoretical and research-oriented components.  
 - Fachhochschulen (Universities of Applied Sciences) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies a distinct application-oriented focus and professional character of studies, which includes integrated and supervised work assignments in industry, enterprises or other relevant institutions.  
 - Kunst- und Musikhochschulen (Universities of Art/Music) offer studies for artistic careers in fine arts, performing arts and music, in such fields as directing, production, writing in theatre, film, and other media, and in a variety of design areas, architecture, media and communication.  
 Higher Education Institutions are either state or state-recognized institutions. In their operations, including the organization of studies and the designation and award of degrees, they are both subject to higher education legislation.

**Table 1: Institutions, Programmes and Degrees in German Higher Education**

**8.2 Types of Programmes and Degrees Awarded**  
 Studies in all three types of institutions have traditionally been offered in integrated "long" (one-tier) programmes leading to Diplom- or Magister Artium degrees or completed by a Staatsprüfung (State Examination).  
 Within the framework of the Bologna-Process one-tier study programmes are successively being replaced by a two-tier study system. Since 1999, a scheme of first- and second-level degree programmes (Bachelor and Master) was introduced to be offered parallel to or instead of integrated "long" programmes. These programmes are designed to provide enlarged variety and flexibility to students in planning and pursuing educational objectives, they also enhance international compatibility of studies.  
 For details of Sec. 8.4.1, 8.4.2, and 8.4.3 respectively, Table 1 provides a synoptic summary.

**8.3 Approval/Accreditation of Programmes and Degrees**  
 To ensure quality and comparability of qualifications, the organization of studies and general degree requirements have to conform to principles and regulations established by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK).<sup>3</sup> In 1989, a system of accreditation for programmes of study has become operational under the control of an Accreditation Council at national level. All new programmes have to be accredited under this scheme, after a successful accreditation they receive the quality label of the Accreditation Council.<sup>4</sup>

<sup>1</sup> The information covers only aspects directly relevant to purposes of the Diploma Supplement. All information as of 1 December 2007.  
<sup>2</sup> Berufshochschulen are not considered as Higher Education Institutions, they only exist in some of the Länder. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some Berufshochschulen offer Bachelor courses which are recognized as an academic degree if they are accredited by a German accreditation agency.  
<sup>3</sup> Common structural guidelines of the Länder as set out in Article 7, Clause 2 of the Framework Act for Higher Education (HRG) for the accreditation of Bachelor's and Master's study courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 16. 10. 2003, as amended on 15.8.2007).

**8.4 Organization and Structure of Studies**  
 The following programmes apply to all three types of institutions: Bachelor's and Master's study courses may be studied consecutively at various higher education institutions, at different types of higher education institutions and with phases of professional work between the first and the second qualification. The organization of the study programmes makes use of modular components and of the European Credit Transfer and Accumulation System (ECTS) with 30 credits corresponding to one semester.

**8.4.1 Bachelor**  
 Bachelor degree study programmes lay the academic foundations, provide methodological skills and lead to qualifications related to the professional field. The Bachelor degree is awarded after 3 to 4 years.  
 The Bachelor degree programme includes a thesis requirement. Study courses leading to the Bachelor degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.<sup>4</sup>  
 First degree programmes (Bachelor) lead to Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus.) or Bachelor of Education (B.Ed.).

**8.4.2 Master**  
 Master is the second degree after another 1 to 2 years. Master study programmes must be differentiated by the profile types "more practice-oriented" and "more research-oriented". Higher Education Institutions define the profile of each Master study programme.  
 The Master degree study programme includes a thesis requirement. Study programmes leading to the Master degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.<sup>4</sup>  
 Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (LL.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.). Master study programmes, which are designed for continuing education or which do not build on the preceding Bachelor study programmes in terms of their content, may carry other designations (e.g. MSA).

**8.4.3 Integrated "Long" Programmes (One-Tier): Diplom degrees, Magister Artium, Staatsprüfung**  
 An integrated study programme is either mono-disciplinary (Diplom degrees, most programmes completed by a Staatsprüfung) or comprises a combination of either two major or one major and two minor fields (Magister Artium). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study. An Intermediate Examination (Diplom-Vorprüfung for Diplom degrees; Zwischenprüfung or credit requirements for the Magister Artium) is prerequisite to enter the second stage of advanced studies and specialization. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a Staatsprüfung. The level of qualification is equivalent to the Master level.  
 - Integrated studies at Universitäten (U) last 4 to 5 years (Diplom degree, Magister Artium) or 3 to 5 years (Staatsprüfung). The Diplom degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the Magister Artium (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies preparing for the legal, medical, pharmaceutical and teaching professions are completed by a Staatsprüfung.  
 The three qualifications (Diplom, Magister Artium and Staatsprüfung) are academically equivalent. They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.  
 - Integrated studies at Fachhochschulen (FH)/Universities of Applied Sciences (UAS) last 4 years and lead to a Diplom (FH) degree. While the FH/UAS are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.  
 - Studies at Kunst- und Musikhochschulen (Universities of Art/Music etc.) are more diverse in their organization, depending on the field and individual objectives. In addition to Diplom/Magister degrees, the integrated study programme awards include Certificates and certified examinations for specialized areas and professional purposes.

**8.5 Doctorate**  
 Universities as well as specialized institutions of university standing and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisites for admission to doctoral work is a qualified Master (UAS and U), a Magister degree, a Diplom, a Staatsprüfung, or a foreign equivalent. Particularly qualified holders of a Bachelor or a Diplom (FH) degree may also be admitted to doctoral studies without acquisition of a further degree by means of a procedure to determine their aptitude. The universities respectively the doctorate-granting institutions regulate entry to a doctorate as well as the structure of the procedure to determine.

**8.6 Grading Scheme**  
 The grading scheme in Germany usually comprises five levels (with numerical equivalents; intermediate grades may be given): "Sehr Gut" (1) = Very Good; "Gut" (2) = Good; "Befriedigend" (3) = Satisfactory; "Ausreichend" (4) = Sufficient; "Nicht ausreichend" (5) = Non-Sufficient/Fail. The minimum passing grade is "Ausreichend" (4). Verbal designations of grades may vary in some cases and for doctoral degrees.  
 In addition institutions may already use the ECTS grading scheme, which operates with the levels A (best 10%), B (next 25%), C (next 30%), D (next 25%), and E (next 10%).

**8.7 Access to Higher Education**  
 The General Higher Education Entrance Qualification (Allgemeine Hochschulreife, Abitur) after 12 to 13 years of schooling allows for admission to all higher educational studies. Specialized variants (Fachgebundene Hochschulreife) allow for admission to particular disciplines. Access to Fachhochschulen (UAS) is also possible with a Fachhochschulreife, which can usually be acquired after 12 years of schooling. Admission to Universities of Art/Music may be based on other or require additional evidence demonstrating individual aptitude.  
 Higher Education Institutions may in certain cases apply additional admission procedures.

**8.8 National Sources of Information**  
 - Kultusministerkonferenz (KMK) (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany) Lennestraße 6, D-53113 Bonn. Fax: +49(0)228501226. Phone: +49(0)2285014  
 - Central Office for Foreign Education (ZfE) as German NARIC  
 www.kmk.org; E-Mail: zfe@kmk.org  
 - Documentation and Educational Information Service as German EURYOICE-Unit, providing the national dossier on the education system (www.kmk.org/dok-uehldungswesen.htm; E-Mail: euryoice@kmk.org)  
 - Hochschulrektorenkonferenz (HRK) (German Rectors' Conference)  
 Albrechtsstr. 39, D-53175 Bonn. Fax: +49(0)228987110. Phone: +49(0)2289870. www.hrk.de; E-Mail: post@hrk.de  
 - Higher Education Compass of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. (www.higher-education-compass.de)

<sup>4</sup> Law establishing a Foundation "Foundation for the Accreditation of Study Programmes in Germany", entered into force as from 26.02.2005, GV. NRW 2005, Nr. 5, p. 46 in connection with the Declaration of the Länder to the Foundation "Foundation for the Accreditation of Study Programmes in Germany" (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 16. 10. 2004).  
<sup>5</sup> See note No. 4.  
<sup>6</sup> See note No. 4.

This document is structured in many sections. The important ones for our IP are:

- Section 4, where the list of subjects and grades is presented (actually, some countries include the grades in an annexe). Here the IP should appear as every other subject with indication of the number of ECTS credits.
- Section 6, for additional information. In this section the IP should be described in full detail with the number of ECTS and the list of competences (technical and generic).

TOPICS: IMPACTS



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This is the template of the Spanish version of the Diploma Supplement:



ÁREA RESERVADA  
 PARA EL EMBLEMA  
 O LOGOTIPO DE  
 LA UNIVERSIDAD

R<sup>o</sup> UNIVERSITARIO DE TÍTULOS  
 CONTROL UNIVERSITY NUMBER

**AJ - 2510372**

Este suplemento se ajusta al modelo elaborado por la Comisión Europea, el Consejo de Europa y la UNESCO/CEPES, y su propósito es ofrecer un volumen suficiente de datos independientes para mejorar la "transparencia" internacional y el subsiguiente reconocimiento académico y profesional de las titulaciones (Diplomas, Títulos, Certificados, etc.)

Se trata de ofrecer una descripción de la naturaleza, el nivel, el contexto, el contenido y el tiempo de los estudios realizados por el poseedor de la cualificación original a la que se añade este suplemento. Deben evitarse juicios de valor, posibles equivalencias o sugerencias de reconocimiento. Deben cumplimentarse los datos secundarios y, en caso contrario, explicarse por qué no se han incluido.

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international "transparency" and fair academic and professional recognition of qualifications (diplomas, degrees or titles, etc.).

It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all sections should be provided. Where information is not provided, an explanation should give the reason why.

ÁREA RESERVADA  
 PARA EL LOGOGRAMA  
 DE SEGURIDAD

1. Datos de la persona titulada Information identifying the holder of the qualification	
1.1. Apellidos / Family name(s)	1.2. Nombre / Given Name(s)
1.3. Fecha de nacimiento / Date of birth	1.4. Número de identificación / Student identification number or code
10/08/1971	ERASMUS U.UUU.UUU.G
2. Información sobre la titulación Information identifying the qualification	
2.1. Denominación de la titulación y título conferido Titulación en idioma original Título conferido en idioma original	2.1. Name of qualification level (if applicable) (use conferred in original language) Titulación en idioma original Título conferido en idioma original
2.2. Principales campos de estudio de la titulación Los que correspondan a cada titulación	2.2. Main field(s) of study for the qualification
2.3. Nombre y naturaleza de la institución que ha conferido el título Universidad de (Pública, Privada o de la Iglesia)	2.3. Name and status of awarding institution (in original language) University of (State, Private or Clerical university)
2.4. Nombre y naturaleza de la institución en la que se imparten los estudios Facultad/Escuela/Centro	2.4. Name and status of institution administering studies (in original language) Faculty/School/Center
2.5. Lengua(s) utilizada en titulaciones y exámenes	2.5. Language(s) of instruction/examination
3. Información sobre el nivel de la titulación Information on the level of the qualification	
3.1. Nivel de la titulación Enseñanza de primer y/o segundo ciclo, conduciendo al título de	3.1. Level of qualification Long/short cycle degree leading to an academic degree of
3.2. Duración oficial del programa X años. El tiempo total presencial en clases teóricas y prácticas es de X horas. El tiempo total estimado de trabajo del estudiante por año, incluyendo exámenes y su preparación es de 1800 horas.	3.2. Official length of programme X years. The total time of taught classes in practical training is X hours. Estimated student workload is 1800 hours per year
3.3. Requisitos de acceso Bachillerato (CFSE) + PAU, COU, + Selectividad, Formación profesional de grado superior, Ciclos formativos de grado superior, Primeros ciclos universitarios	3.3. Access requirement(s) Bachillerato (CFSE) (Upper Secondary School) + PAU (University admission exam) COU (University Oriented Programme) + Selectividad (University admission exam) Advanced vocational training Upper-level training cycles First university degree cycles

TOPICS: IMPACTS





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4. Información sobre el contenido y los resultados obtenidos Information on the contents and results gained						
4.1. Forma de estudio				4.1. Mode of study		
Modo Presencial				Full time attendance		
4.2. Requisitos del programa				4.2. Programmatic requirements		
El estudiante tiene que completar las horas del programa de estudios distribuidas de la siguiente forma:				The program is distributed as follows:		
X créditos de asignaturas troncales (X horas)				X credits of core subjects (X hours)		
X créditos de asignaturas obligatorias (X horas)				X credits of compulsory subjects (X hours)		
X créditos de asignaturas optativas (X horas)				X credits of optional subjects (X hours)		
X créditos de libre elección (X horas)				X credits of free election (X hours)		
Practicum (X horas)				Practicum (X hours)		
Proyecto fin de carrera (X horas)				End of degree project (X hours)		
4.3. Datos del programa				4.3. Programme details		
Asignatura	Horas lectivas Contact Hours	Calificación Grado	Año Académico Academic Year	Observaciones Observations	Subjects	
Asignaturas troncales y obligatorias				Core and Compulsory subjects		
Asignatura	45	Notable 7	98-99	Adaptada / Adapted	Subjects	
Asignatura	45	Aprobado 5	98-99	Adaptada / Adapted	Subjects	
Asignatura	30	Aprobado 5,5	99-00	Adaptada / Adapted	Subjects	
Asignatura	30	Aprobado 5,5	99-00	Adaptada / Adapted	Subjects	
Asignatura	45	Aprobado 5	90-99		Subjects	
Asignatura	45	Notable 7	98-99		Subjects	
Asignatura	45	Aprobado 5	90-99		Subjects	
Asignatura	60	Aprobado 5	00-01		Subjects	
Asignatura	60	Aprobado 5	99-00		Subjects	
Asignatura	45	Notable 8	99-00		Subjects	
Asignatura	30	Aprobado 5	01-02		Subjects	
Asignatura	45	Aprobado 5	01-02		Subjects	
Asignatura	45	Aprobado 5	00-01		Subjects	
Asignatura	45	Aprobado 5	00-01		Subjects	
Asignatura	70	Aprobado 5	00-01		Subjects	
Asignatura	45	Aprobado 5	98-99		Subjects	
Asignatura	45	Aprobado 5	00-01	Adaptada / Adapted	Subjects	
Asignatura	60	Aprobado 5	02-03		Subjects	
Asignatura	60	Sobresaliente 9	00-01		Subjects	
Asignatura	45	Aprobado 5	99-00		Subjects	
Asignatura	60	Aprobado 5	00-01	Adaptada / Adapted	Subjects	
Asignatura	60	Aprobado 5	00-01		Subjects	
Asignatura	30	Notable 7,2	02-03		Subjects	
Asignatura	45	Notable 7	98-99	Adaptada / Adapted	Subjects	
Asignatura	45	Aprobado 5	98-99	Adaptada / Adapted	Subjects	
Asignatura	45	Aprobado 5,5	99-00	Adaptada / Adapted	Subjects	
Asignatura	45	Aprobado 5,5	99-00	Adaptada / Adapted	Subjects	
Asignatura	45	Aprobado 5	98-99	English taught	Subjects	
Asignatura	45	Notable 7	90-99	English taught	Subjects	
Asignatura	45	Aprobado 5	98-99	English taught	Subjects	
Asignatura	45	Aprobado 5	00-01	English taught	Subjects	
Asignatura	60	Notable 7	99-00		Subjects	
Asignatura	60	Aprobado 5	01-02		Subjects	
Asignatura	60	Aprobado 5	01-02		Subjects	
Asignatura	60	Aprobado 5	00-01		Subjects	
Asignatura	45	Sobresaliente 9	00-01		Subjects	
Asignatura	45	Aprobado 5	90-99		Subjects	
Asignatura	45	Aprobado 5	00-01	Adaptada / Adapted	Subjects	
Asignatura	60	Aprobado 5	02-03		Subjects	
Asignatura	75	Notable 7,2	00-01		Subjects	
Asignatura	75	Notable 7	99-00		Subjects	
Asignatura	30	Aprobado 5	00-01	Adaptada / Adapted	Subjects	
Asignatura	30	Aprobado 5,5	00-01		Subjects	
Asignatura	30	Aprobado 5,5	02-03		Subjects	
Asignatura	45	Aprobado 5	98-99	Adaptada / Adapted	Subjects	
Asignatura	45	Aprobado 5	98-99		Subjects	
Asignatura	45	Aprobado 5	99-00		Subjects	

TOPICS: IMPACTS



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Asignatura	Horas lectivas Contact Hours	Calificación Grade	Año Académico Academic Year	Observaciones Observations	Subjects
<b>Asignaturas troncales y obligatorias</b>					
<b>Core and Compulsory subjects</b>					
Asignatura	40	Notable 7	98-00		Subjects
Asignatura	45	Aprobado 6	98-99		Subjects
Asignatura	45	Aprobado 6	98-99		Subjects
Asignatura	45	Aprobado 6	98-99		Subjects
Asignatura	00	Notable 0	00-01		Subjects
Asignatura	30	Aprobado 6	95-00		Subjects
Asignatura	40	Aprobado 6	99-00		Subjects
<b>Asignaturas Optativas</b>					
<b>Optional subjects</b>					
Asignatura	45	Aprobado 6	02-03		Subjects
Asignatura	45	Aprobado 6	02-00		Subjects
Asignatura	30	Sobresaliente 9	02-00		Subjects
Asignatura	45	Aprobado 6	02-03		Subjects
Asignatura	40	Aprobado 6	02-03		Subjects
Asignatura	30	Aprobado 6	02-00		Subjects
Asignatura	60	Notable 7,2	02-03		Subjects
Asignatura	30	Notable 7	02-03		Subjects
Asignatura	45	Aprobado 6	02-03		Subjects
Asignatura	30	Aprobado 5,5	02-03		Subjects
<b>Creditos de libre elección</b>					
<b>Free election credits</b>					
Asignatura	45	Aprobado 6	02-03		Subjects
Asignatura	45	Aprobado 6	02-03		Subjects
Asignatura	60	Sobresaliente 9	01-02		Subjects
Asignatura	45	Notable 7,2	02-03		Subjects
Asignatura	45	Notable 7	02-03		Subjects
Asignatura	45	Aprobado 6	02-03		Subjects
Asignatura	30	Aprobado 5,5	02-03		Subjects
Asignatura	40	Notable 7,2	02-03		Subjects
Asignatura	30	Notable 7	01-02		Subjects
<b>Asignaturas cursadas en otra universidad, española o extranjera, en programas de movilidad de estudiantes</b>					
<b>Subjects attended in other University, in mobility programs</b>					
Consignar las que correspondan					
4.1. Sistema de calificación			4.4. Grading scheme and, if available, grade distribution guidance		
La distribución de las calificaciones en el conjunto de las asignaturas conducentes a la obtención del título de _____ en la Universidad de _____ los últimos dos años ha sido: _____					
Aprobado X%, Notable X%, Sobresaliente X%, Matrícula de Honor X%					
En el sistema universitario español, las calificaciones están basadas en la puntuación absoluta sobre 10 puntos obtenida por el estudiante en cada asignatura, de acuerdo a la siguiente escala:					
Suspenso: 0 - 4,9, Aprobado: 5 - 6,9, Notable: 7 - 8,9, Sobresaliente: 9 - 10, Matrícula de Honor: Means getting sobresaliente plus a special mention					
Una asignatura se considera superada a partir de aprobado (5)					
4.5. Calificación Global del Titulado			4.5. Overall Classification of the qualification (original language)		
<b>(Calificación)</b>					
Nota explicativa: la ponderación de expediente se calcula mediante el criterio siguiente: suma de los créditos superados por el alumno multiplicados cada uno de ellos por el valor de la calificación que corresponde, a partir de la tabla de equivalencias que se especifica a continuación, y dividido por el número de créditos superados por el alumno:					
Aprobado: 1 punto, Notable: 2 puntos, Sobresaliente: 3 puntos, Matrícula de Honor: 4 puntos					
<b>Convalidada</b>					
<b>Validated Subject</b>					

TOPICS: IMPACTS





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### 5. Información sobre la función de la titulación *Information on the function of the qualification*

**5.1. Acceso a ulteriores estudios** / **5.1. Access to further study**

El título de \_\_\_\_\_ habilita el acceso al Doctorado y otros estudios de postgrado. / The degree of \_\_\_\_\_ gives access to doctoral and postgraduate studies.

**5.2. Cualificación profesional** / **5.2. Professional status (if applicable)**

La que corresponda a cada titulación

### 6. Información adicional *Additional information*

**6.1. Información adicional** / **6.1. Additional information**

Otros fuentes de información: <http://www> / <http://www>

### 7. Certificación del suplemento *Certification of the supplement*

El Secretario General / General Secretary  
 Miguel Ángel Alberdi Fuentes

Fecha/Date  
 20/03/05

El responsable Administrativo correspondiente en cada Universidad / The responsible Administrative corresponding in each University  
 Estefanía San Cristóbal Montero

Sello oficial / Official stamp or seal

### 8. Información sobre el sistema nacional de enseñanza superior *Information on the Spanish higher education system*

AÑOS/YEARS	17	18	19	20	21	22	23	24
<b>CICLO LARGO / LONG CYCLE DEGREES</b>								
LICENCIADO								
INGENIERO								
ARQUITECTO								
<b>CICLO CORTO / SHORT CYCLE DEGREES</b>								
DIPLOM/DIPLOMA DE INGENIERO TÉCNICO/ARQUITECTO TÉCNICO								
<b>FORMACIÓN ARTÍSTICA / ARTISTIC EDUCATION</b>								
CONSERVADOR SUPERIOR/ESCUELA SUPERIOR								
ESUELA SUPERIOR								
<b>FORMACIÓN PROFESIONAL AVANZADA / VOCATIONAL TRAINING</b>								
CICLOS DE FORMACIÓN PROFESIONAL								
TÉCNICO SUPERIOR								

**SUFICIENCIA INVESTIGADORA**  
 2 years/2 años  
**DOCTOR, PhD**  
 3-5 years

**MASTER**

TOPICS: IMPACTS





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The “Europass mobility” document is also a contract among the student, the home University and the host University. Nevertheless, in this case the activities and competences are clearer.

As, in the case of the “Learning Agreement” we must study the special cases of North American and Spanish students.

**EUROPASS MOBILITY**

**1. THIS EUROPASS MOBILITY DOCUMENT IS AWARDED TO**

(1) Surname(s) **DUPONT** (2) First name(s) **Stephan** (4) Photograph

(3) Address (house number, street name, postcode, city, country)  
 Kavala str 52  
 GR-54248 Thessaloniki

(5) Date of birth **21 05 1972** (6) Nationality **Irish** (7) Signature of the holder

**2. THIS EUROPASS MOBILITY DOCUMENT IS ISSUED BY**

(8) Name of the issuing organisation  
 Vocational College of Greenfield

(9) Europass Mobility number **Europass Mobility No UK-123546** (10) Issuing date **23 21 2004**

**Explanatory note**  
 Europass Mobility is a standard European document, which records details of the contents and the results - in terms of skills and competences or of academic achievements - of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes.  
 The Europass Mobility was established by the decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass).  
 For more information on Europass, including on the Europass curriculum vitae and the Europass language Passport: <http://europass.cedefop.eu.int>  
 © European Communities 2004

Europass Mobility - © European Communities 2004 Page 1

**3. THE PARTNER ORGANISATIONS OF THE EUROPASS MOBILITY EXPERIENCE (No.) ARE**

**SENDING PARTNER (organisation initiating the mobility experience in the country of origin)**

(11) Name, type (if relevant faculty/department) and address  
 Vocational College of Greenfields  
 Dept of Biomechanics  
 213 Bell Str  
 123546 Sheffield  
 United Kingdom

(12) Stamp and/or signature  
**[ Stamp ]**

(13) Surname(s) and first name(s) of reference person/mentor (if relevant of ECTS departmental coordinator)  
 O'WARD'S Jules

(14) Title/position  
 Senior teacher

(15) Telephone  
 (44-113) 343 12 34

(16) E-mail  
 juch@bla.uk

**HOST PARTNER (organisation receiving the holder of the Europass Mobility document in the host country)**

(17) Name, type (if relevant faculty/department) and address  
 Palermo Multimedia Ltd  
 213 Via Giovanni  
 I-123546 Palermo

(18) Stamp and/or signature  
**[ Stamp ]**

(19) Surname(s) and first name(s) of reference person/mentor (if relevant of ECTS departmental coordinator)  
 GIULIANO Marco

(20) Title/position  
 Head of technical development

(21) Telephone  
 39 (0) 12 34 56

(22) E-mail  
 mgiuliano@bravo.it

**4. DESCRIPTION OF THE EUROPASS MOBILITY EXPERIENCE (No.)**

(23) Objective of the Europass Mobility experience  
 To acquire a first work experience in an international environment

(24) Initiative during which the Europass Mobility experience is completed, if applicable  
 Upper secondary vocational qualification - Electrician (mandatory placement)

(25) Qualification (certificate, diploma or degree) to which the education or training leads, if any  
 National Craft Certificate: Electrician

(26) Community or mobility programme involved, if any

(27) Duration of the Europass Mobility experience  
 From **01 09 2004** To **31 11 2004**

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TOPICS: IMPACTS



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More in detail, competences are presented on the third page.

5.a DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE (No)				
Activities/tasks carried out				
(29a) *	- Install and test switch gear and distribution boards Locate and rectify faults in wiring systems - Locate and rectify faults in electrical equipment - Install, test, commission and maintain lighting fittings and controls			
Job-related skills and competences acquired				
(30a)	Managing a domestic electric installation (three weeks): - plan the resources needed - order the material required - interpret schematic diagrams and flow charts - install and test wiring systems for lighting and power distribution - complete job-related documentation			
Language skills and competences acquired (if not included under 'Job-related skills and competences')				
(31a)	- Communicating with Italian contractors; clear improvement of level of Italian language: - At the end of placement, excellent level of communication; processing of orders from Italian-speaking customers.			
Computer skills and competences acquired (if not included under 'Job-related skills and competences')				
(32a)	Using MSOffice™ tools for processing documents: - record and manage electronic documents;			
Organisational skills and competences acquired (if not included under 'Job-related skills and competences')				
(33a)	Good capacity in organising the tasks carried out during the placement: - identify priorities; - manage efficiently relations with other members of the team.			
Social skills and competences acquired (if not included under 'Job-related skills and competences')				
(34a)	Excellent communication skills in daily contact with customers; - good knowledge of corporate practices for dealing with customers' requests; - fits in well with members of the team.			
Other skills and competences acquired				
(35a)	In the framework of extra-curricular activities: basic first aid training (15 hours) organised by the Red Cross. Certificate of competence obtained at the end of the training			
Date				
(36a) *	21	12	2004	
	dd	mm	yyyy	
Signature of the reference person/mentor		Signature of the holder		
(37a) *	[ Signature ]		(38a) *	[ Signature ]
<small>NB: This table is not valid without the signatures of the mentor and of the holder of the Europass Mobility.                      Headings marked with an asterisk are mandatory.</small>				

TOPICS: IMPACTS



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As for the partners, apart from the fact that some professors figure in the contract of the ERASMUS program appear. All the staff should be acknowledge by their specific tasks and the activities they will develop. Our University can prepare additional certificates, anyhow, it is up to everyone to tell which kind of documents they will need in order to justify their participation.

Finally, invited speakers should also be acknowledged.

Summing up, about the academic acknowledge:

- 1) Do you agree that the Europass Diploma Supplement will be the correct way to acknowledge the participation of the students and, therefore, doing your best to get it accepted by your University.

University	Yes	No (indicate the alternative you will use)
Athens		
Florida		
Hamburg		
Madrid		
Siena		
Vilnius		
Vitoria		

- 2) Can (and will) your students sign a Learning Agreement document before the fieldwork?

University	Yes	No, they will use and alternative document	No, they do not sign any document
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			



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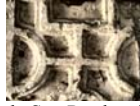
3) Can (and will) your students sign a “Europass Mobility” document before the fieldwork?

University	Yes	No, they will use and alternative document	No, they do not sign any of this kind
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			

4) Which kind of acknowledge should be granted to the professors of each University (partners)?

University	Certificates (given by the Universidad del País Vasco)	ERASMUS agreement for professors' mobility	Another (specify)
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			



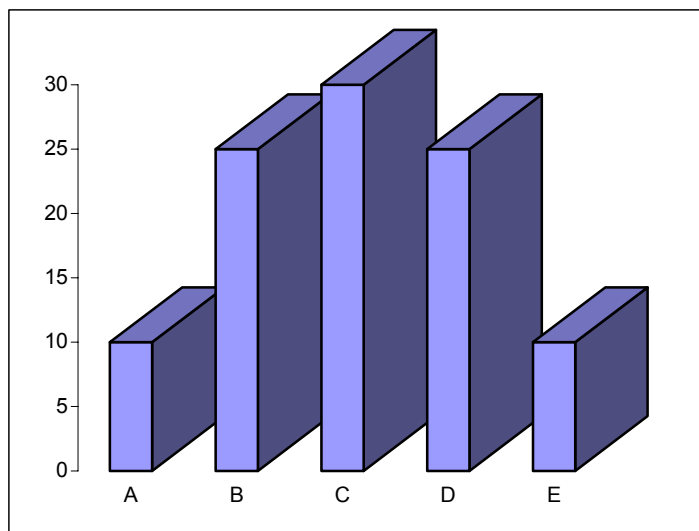


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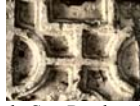
5) In your opinion, invited speakers, professionals from companies who come for technical exhibitions, etc. should be acknowledged by means of ...

University	Certificates (given by the Universidad del País Vasco)	Another (specify)
Athens		
Florida		
Hamburg		
Madrid		
Siena		
Vilnius		
Vitona		

Concerning the grades, ECTS system should be used, this means a statistical distribution following the sequence: A (10%), B (25%), C (30%), D (25%), E (10%).



Nevertheless, this statistical distribution might be rather inappropriate for IPs and can be used with some flexibility.



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The last point in this section is when the evaluation will be done. If the activity finishes with the fieldwork, students can be graded the last day; however, if some additional work is required we will have to postpone the evaluation until this work is done.

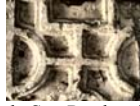
About grading:

1) How students of your University will be graded?

University	In common with the rest of the students using the ECTS system	Their professors, according to their national system, will grade them	They do not be graded	Another possibility
Athens				
Florida				
Hamburg				
Madrid				
Siena				
Vilnius				
Vitoria				

2) How to grade the students? Shall we resort to the same tools used to evaluate whether the competences have been gained (final presentation, quality of the results, overall attitude, use of the Moodle, ...)?

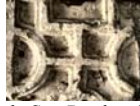
University	Same tools	Different way (indicate)
Athens		
Florida		
Hamburg		
Madrid		
Siena		
Vilnius		
Vitoria		



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3) When evaluate?

University	Last day on the site	After a period of office work in each University	Another possibility
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			



## DISCUSSION TOPICS

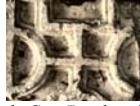
### Group B: students and professors.

#### B.5.- Other topics related to the students and professors

In case you miss any topic about students and professor, do write it down in the following table.

1) Issues concerning students and professors:
Issue:  
Issue:  
Issue:  
Issue:  

TOPICS: IMPACTS



## DISCUSSION TOPICS

### Group C: impacts.

#### C.1.- Evaluation of the activity

Last year, students filled in a questionnaire in order to know their level of satisfaction about each part of the activity (technical level, accommodation, social events, ...).

The template was furnished by the OAPEE (the National Institution which manages the ERASMUS programs) and, surely, it will be also obligatory this year. We propose to fill in the questionnaire the last day during the on-site part of the activity since later it might be difficult to contact with all the students and have the forms written.

Besides this compulsory evaluation, we can think in more questions to the students or even to extend the evaluation to other implicated agents like Universities, the Government of La Rioja, ...

On the other hand, we can compare the list of expected impacts (included in the application form) with the obtained ones at the end of the activity.

In any case, the details about the evaluation are something that we have to tackle in the future. For the moment it will be enough if we review the possibilities and decide who will do the evaluation.

1) Which agents should take part in the evaluation?

University	Students	Professors	Institutions: Universities, Government, ...	Other
Athens				
Florida				
Hamburg				
Madrid				
Siena				
Vilnius				
Vitoria				



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## DISCUSSION TOPICS

### Group C: impacts.

#### C.2.- Advertising

Advertising is an important part of the activity because it is related to both acquainting the students with the project and the social yield of the activities.

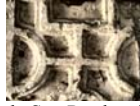
All the partners are encouraged to give the widest spreading they can to the project in order to make it know among their students and for the benefit of the University's advertising and international projection. This might mean to include it in brochures, web pages, institutional magazines, press notes, video presenting the activity and encouraging students to take part, ...



On the other hand, the social part might be covered with articles in the local press or reports to the television.

Some other means like: youtube, social networks, ... can also be considered.





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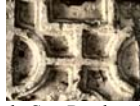
1) Will your University include some information about the IP (please, send us a screenshot or a copy of the document):

University	Web	University's Press	Other
Athens			
Florida			
Hamburg			
Madrid			
Siena			
Vilnius			
Vitoria			

2) Do you consider interesting to acquaint local people with the project by means of press articles.

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

3) Some other ideas to advertise the activity?



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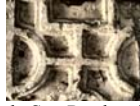
## DISCUSSION TOPICS

### Group C: impacts.

#### C.3.- Other topics related to the impacts

Use the following table to add more topics related to the impacts.

1) Issues concerning the impacts:
Issue:  
Issue:  
Issue:  
Issue:  



## DISCUSSION TOPICS

### Group D: continuity, year 2010/2011 and the following ones.

#### D.1.- Year 2010/2011

The renewal of the activity should be sent by the middle of March 2010 and it will present the activity for the academic year 2010/2011 which will program the fieldwork between September 2010 and July 2011 (presumably during this last month). This means that in February we must start filling in the new application form.

If you agree we can take care of this renewal and try to organize it again; however, alternative candidates will be also welcomed.

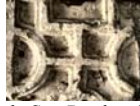
1) Would you like to take part in next year's activity?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

2) Who will coordinate? \_\_\_\_\_

3) New partners. If you think that the contribution of new partners will be beneficial, fill in the following table.

Candidate (University)	Why its participation will be appropriate?



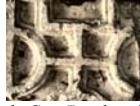
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4) How many students and professor will take part for each University?

University	Students	Professors
Athens		
Florida		
Hamburg		
Madrid		
Siena		
Vilnius		
Vitoria		

5) Suggestions about how to improve the activity. What would you change?

Topic (features for the...)	Suggestions and changes
Objectives	
Archeological Site	
Location	
Accommodation	
Coordination	



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Methodology	
Tools	

6) The new project has to be innovative and original. In addition, it has to be something with a European dimension, this is, something that cannot be done by the partners on their own. Some ideas to justify this statement...

TOPICS: CONTINUITY

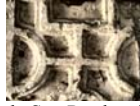


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7) More ideas and suggestions about the renewal?





## DISCUSSION TOPICS

### Group D: continuity, year 2010/2011 and the following ones.

#### D.2.- Next years

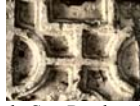
If the renewal is accepted we will go on with the activity a year more. Nevertheless, this will be the third year on a row and, consequently, the last possible for an IP.

The same IP cannot be repeated, even if the coordination changes and it is presented in a different country. The European Union representatives affirm that they will realize if the same cluster of Universities is trying to persevere with a outdated IP. In theory, the IP are a kind of programs with specific purposes which do not include persistent learning structures. Of course, we can organize and take part in more IP but they need to be with another group of universities and with a different focus.

If the continuation is considered, some alternatives are:

- 1) Going on without European Union's funding. In this case, universities have to afford the totality of the budget (if not charged in the students). External sponsorship will be almost obligatory. This option is not very well considered by most of the IP because it looks mercantilist and difficult to afford for many countries.
- 2) Move the activity to a new frame inside the programs of the European Union such as the ERASMUS MUNDUS, the "Curriculum Development", etc.. Also the organization of common masters among the universities. These programs have very high prerequisites and they are very difficult to attain.
- 3) Change the geographical area to America, Asia, ... and take profit of special sources of funding to these areas.
- 4) Going on by means of other available possibilities like the ERASMUS staff mobility; although this can adulterate the scope of the activity.
- 5) Setting up a new IP with different partners and theme.

Anyhow, regardless the continuation of the IP, we hope that the established relationships will allow a fluent mobility of students and staff between our universities and the participation in more common activities from now onwards.



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1) After next year's renewal (in case it is granted). Would you like to go further with this intensive activity?

Athens (Y/N), Florida (Y/N), Hamburg (Y/N), Madrid (Y/N)  
 Siena (Y/N), Vilnius (Y/N), Vitoria (Y/N)

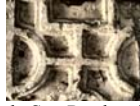
2) If so, which alternatives do you consider that deserve being studied?

University	Going on without EU funding	New frame inside EU funding or common masters	Change the geographical area	Other available possibilities	A new IP with different theme (and partners)
Athens					
Florida					
Hamburg					
Madrid					
Siena					
Vilnius					
Vitoria					

3) Regardless the IP, which options offers your University for foreign students and lecturers (lectures in English, dissertations, ...)?

University	Possibilities
Athens	
Florida	
Hamburg	
Madrid	
Siena	
Vilnius	
Vitoria	

TOPICS: CONTINUITY



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## DISCUSSION TOPICS

Group D: continuity, year 2010/2011 and the following ones.

D.3.- Other topics related to the continuity

If you would like to add some issues about this topics.

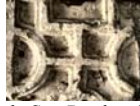
1) Issues concerning the continuity:

Issue:

Issue:

Issue:

Issue:



## DISCUSSION TOPICS

### Group E: miscellany.

#### E.1.- Miscellany

A bit of everything: out of place subjects, doubts or anything that worries you about this project.

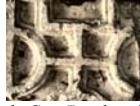
1) Miscellaneous Issues:

Issue:

Issue:

Issue:

Issue:



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NOTES

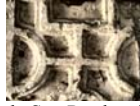


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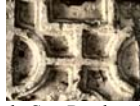




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## Questionnaire: Coordination meeting



**This document:**

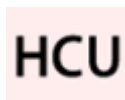
The questionnaire is aimed to the professors who attended to the coordination meeting on January 17 to 20, in Vitoria.

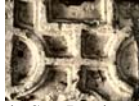
**How long to read it?:** 5 minutes

**How long to work on it?:** 5 minutes

**Deadline:** January 31, 2010

January 21, 2010





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## **QUESTIONNAIRE: Coordination meeting**

Please, answer these question following the scale:

1.- unsatisfactory / 2.- not very suitable / 3.- correct / 4.- good / 5.- very good

Accommodation	1	2	3	4	5
Comfort of the accomodation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Cost of the accomodation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Institutional welcoming reception (by the University College)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Facilities and comfort of the meeting rooms	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Time distribution	1	2	3	4	5
Working meetings	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Visits (site and dormitory)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social events	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Rest and free time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

General development of the activities	1	2	3	4	5
Information and material provided by the organization	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Rhythm of the meeting and partners' participation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of topics discussed	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of taken decisions and results	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Fulfillement of the expected objectives	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Overall impression of the meeting	1	2	3	4	5
Overall impression of the meeting	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments and suggestions



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## Resultados de la reunión de coordinación

## Results of the coordination meeting

Enero de 2010

January 2010



**Este documento:**

Resultados y notas de la reunión de coordinación que tuvo lugar en Vitoria en enero de 2010.

**Tiempo de lectura:** 30 minutos

**Tiempo de trabajo:** 15 minutos

**Plazo:** 5 de febrero, 2010

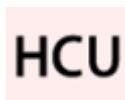
**This document:**

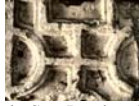
Results and notes of the coordination meeting which took place in Vitoria in January, 2010.

**How long to read it?:** 30 minutes

**How long to work on it?:** 15 minutes

**Deadline:** February 5th, 2010





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## **WELCOME TO VITORIA**

*To begin with we would like to thank you for your effort coming to the Universidad del País Vasco and for your participation in this project. For us it is an honor to have the opportunity to work with all of you since we know that you are some of the most relevant people within the Geometric Documentation of Heritage in Europe.*

*We think that this project is an opportunity to develop and check techniques, instruments and –the most important thing- methodology and concepts about the Geometric Documentation of Heritage.*

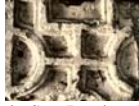
*The San Prudencio's Monastery is an important architectural and archaeological place, forsaken for more than a century. At the present time, nobody shows interest in this monument due to the fact that economical and logistic matters make difficult to put it in value. Because of this, we have a great opportunity to assess our methods. Remember that our aim is not maintenance, restoration or an archaeological project. We are free to focus our activity on the aspects that we consider more interesting for our students and for our research lines.*

*On the other hand, this is an academic activity ruled by the European Union, which must fulfill a format and objectives inside the ERASMUS program (such as students' acknowledge or public selection criteria) and other bureaucratic questions that we will need to consider in all the stages of the project.*

*Thank you very much again.*

*Prof. José Manuel Valle  
Prof. Álvaro Rodríguez*





## **INTRODUCCIÓN**

Este documento surge de la reunión de coordinación que tuvo lugar entre Vitoria y Logroño los días 18 y 19 de enero de 2010, resume las decisiones adoptadas y la planificación general de la actividad. La descripción de cada tema se encuentra en el documento de trabajo titulado "[Places and discussions topics for the coordination meeting](#)".

El objetivo buscado es servir de referencia para los alumnos interesados en matricularse en el programa intensivo ERASMUS, así como, servir como descripción general de la actividad en su conjunto.

El contenido mantiene el orden utilizado en los temas discutidos durante la reunión de coordinación antes mencionada. La información se presenta organizada en los siguientes grupos:

- Grupo A: actividades durante la fase de campo.
- Grupo B: estudiantes y profesores.
- Grupo C: impactos.
- Grupo D: continuidad (curso 2010-2011 y siguientes).
- Grupo E: miscelánea.

## **FOREWORD**

This document arose from the coordination meeting which took place between Vitoria and Logroño the 18<sup>th</sup> and the 19<sup>th</sup> January 2010. It summarizes the decisions taken and the general planning of the activity. The context of each topic can be read from the previous document "[Places and discussions topics for the coordination meeting](#)".

The aim of this document is to be a reference for the students wanting to enroll the Intensive ERASMUS program, as well as a general description of the whole activity.

The content follows the same order as the document with the discussion topics. In short we can say that the information is arranged in the following groups:

- Group A: activities during the fieldwork.
- Group B: students and professors.
- Group C: impacts.
- Group D: continuity (from the academic year 2010-2011 onwards).
- Group E: miscellany.



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**PLAZOS**

Day	February	March	April
1	Wiki for the practicals	Alternatives for the cultural visits	Students' enrolment
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15		Decision about the cultural visits.	Students' assignment to the groups
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29	---		
30	---	Decision about the practicals and working groups.	
31	---		---

**DEADLINES**

Day	May	June	July
1	Title and scheme of the lectures	Reminder about academic acknowledge	
2			
3			
4			
5			
6			
7			
8			
9			
10			Arrival in Logroño
11			Start of the fieldwork
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			End of the fieldwork and departure
24			
25			
26			
27			
28			
29			
30			
31		---	



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### **Grupo A: actividades de campo.**

#### **A.1.- Personal de apoyo**

La Universidad del País Vasco participa con cuatro alumnos, tal y como viene reflejado en la solicitud presentada al programa ERASMUS. Estos estudiantes trabajaran conjuntamente con el resto de participantes de otras universidades en las prácticas y tareas relacionadas con la Documentación Geométrica del yacimiento.

Por otro lado, dos alumnos más de ésta Universidad se unirán al proyecto con el fin de dar ayuda con la logística tanto en el propio yacimiento como en la residencia. También pueden servir de guía sobre las costumbres y cultura local.

Su participación será costeada por la Universidad del País Vasco ya que, según se indicó al presentar la propuesta de contabilidad de la actividad (ver el documento denominado "[Accounts](#)"), los estudiantes de la Universidad anfitriona no acceden a las dotaciones consignada en "gastos de viaje" ni "alojamiento y manutención".

La presencia de este equipo de apoyo no significa que el resto de estudiantes puedan desatender el material asignado a sus prácticas: ni en lo referente a su transporte al y desde el yacimiento ni su mantenimiento (carga y volcado de datos, baterías, ...).

#### **A.2.- Grupos de trabajo y prácticas**

Es éste un tema capital y de gran extensión. Durante el primer día en Vitoria se hizo una primera presentación para retomarlo posteriormente el segundo día, después de la visita al Monasterio.

Comprende la descripción de los trabajos a desarrollar por los estudiantes en todas sus facetas (organización de grupos, localización en el Monasterio, equipamiento, técnicas, resultados, tiempo, ...).

### **Group A: activities during the fieldwork.**

#### **A.1.- Support crew**

The Universidad del País Vasco will contribute with four students to the activity as it was said in the application form to the ERASMUS program. These four students will work together with the rest of the students from the rest of the Universities in carrying out the tasks and practicals concerning the Geometric Documentation of the site.

Two more students from the Universidad del País Vasco will join the activities with the aim of assist in logistics matters both on the site and at the hall of residence. Besides they can help foreign students with the habits and local culture.

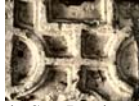
Their participation will be at the expenses of the Universidad del País Vasco since, as it was said when discussing the accounting of the activity and the funding granted by the ERASMUS project (see the document called "[Accounts](#)"), students for the host University do not get money from the ERASMUS in the items "traveling expenses" and "board & lodging".

The existence of this support team does not mean at all that the rest of the students neglect the upkeep of the pieces of equipment they will use: neither the transport to and from the site, nor the upkeep (upload and download data, charging batteries,...).

#### **A.2.- Working groups and practicals**

This topic is extensive and central, it was presented on the first day in Vitoria and recovered the second day after the visit to the Monastery.

It includes the description of the practicals and tasks that the students will develop (organization of the groups, location at the Monastery, equipment, techniques, results, time, ...)



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Aunque se tomaron algunas decisiones, aún existen puntos sobre los que trabajar. Se decidió continuar dentro de la plataforma Moodle, ya que era necesario disponer de una forma de trabajo colaborativa, se consideró adecuado abrir un Wiki donde poner todas las ideas iniciales para su revisión y modificación por parte de los colaboradores.

Plazos:

- 1 de febrero: para poner en marcha el Wiki en la plataforma Moodle (lo realizará la Universidad del País Vasco).
- 30 de marzo: después de dos meses de debate, se establecerá la propuesta consensuada sobre las actividades que desarrollarán los estudiantes.
- 15 de abril: se asignará a cada estudiante el proyecto que desarrollará.

### A.3.- Clases teóricas

Hay una previsión de dos días dedicados a clases teóricas, probablemente se concentren durante los primeros días y se desarrollen por las tardes en sesiones de 3 horas.

Dado que el tiempo es limitado y que los propios colaboradores están interesados en utilizarlo para sí, se ha decidido no invitar a conferenciantes externos.

En definitiva, cada Universidad contará con 45 minutos para su exposición. Sería recomendable que se comenzase con una breve descripción de la propia Universidad con el fin de darla a conocer a los estudiantes y que pudiera servirle de referencia en el caso de que estuviese interesado en continuar su movilidad internacional (por ejemplo mediante el programa ERASMUS). Por lo demás, la temática es libre y el tiempo se distribuirá a conveniencia del ponente.

Plazos:

- 1 de Mayo: enviar el título y esquema de la charla.

Although some decisions were taken there are still several points to fix. We decided to carry on with this point in Moodle, as we need a collaborative way to work it was considered to build up a Wiki where all the information and first ideas will be uploaded and where all the partners can add and edit until we arrive to the final set.

Deadlines:

- February 1<sup>st</sup>: the Wiki will be on-line in Moodle with the preliminary ideas (this will be done by the Universidad del País Vasco).
- March 30<sup>th</sup>: after a two-month period of discussion by all the partners, we will arrive to the final form of this topic, that is, the definition of all the projects that the students will carry out.
- April 15<sup>th</sup>: the students will be assigned to the different projects.

### A.3.- Technical lectures

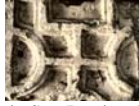
Two days of technical lectures (probably during the first days of the activity) on the afternoons in sessions of 3 hours.

As the time is rather limited and there is enough interest by the partners to use this time for themselves, we will not resort to invited speakers.

Each University will have a 45 minutes' slot. It is advisable to start with a brief description of the own University in order to give the students the opportunity to know it a bit better in case they want to go on with another kind of mobility (such an ERASMUS period). The rest of the time will be distributed at their choice and the theme and depth of the lecture is free.

Deadlines:

- May 1<sup>st</sup>: send the title and a scheme of the lecture.



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#### A.4.- Turismo y visitas culturales

El domingo 18 se dedicará a actividades culturales y visitas turísticas.

Se prepararán alternativas (la Universidad Politécnica de Madrid preparará un día de playa y la Universidad del País Vasco una ruta para conocer la región de La Rioja).

Plazos:

- 1 de marzo: envío de las propuestas a Moodle.
- 15 de marzo: selección de la propuesta.

#### A.5.- Fechas

Después de un desafortunado malentendido con las fechas (por el que pedimos disculpas a la Universidad de Hafen-City), un debate, llamadas a Hamburgo y ajustes finales, las fechas son:

Todos los participante llegarán a Logroño a lo largo del sábado 10. La actividad dará comienzo al día siguiente, domingo, seguramente con la visita al yacimiento. La actividad finaliza el viernes 23.

La Universidad Politécnica de Madrid ofrece la posibilidad de utilizar el autobús que van a alquilar para el transporte de alumnos y material a todos aquellos que lleguen a Madrid el mismo sábado. La oferta incluye la posibilidad de utilizar el mismo medio para el retorno a Madrid una vez finalizada la actividad. Por otro lado, la Universidad Politécnica de Madrid estará encantada de organizar el fin de semana en la capital para todos los interesados.

#### A.6.- Otros temas relacionados con la fase de campo

El resto de temas relacionados con el trabajo de campo irán tratando en Moodle y, en especial, mediante el Wiki para las prácticas.

#### A.4.- Tourism and cultural activities

Sunday 18<sup>th</sup> will be devoted to cultural activities and sightseeing.

Some alternatives will be prepared (the Universidad Politécnica de Madrid will prepare a day on the seaside and the Universidad del País Vasco will prepare another about the region of La Rioja).

Deadlines:

- March 1<sup>st</sup>: send alternatives in Moodle.
- March 15<sup>th</sup>: selection between alternatives.

#### A.5.- Dates

After a unfortunate misunderstanding (our apologies to the University of Hafen-City), a debate, some calls to Hamburg and final adjustments, the dates are:

Everybody will arrive in Logroño on Saturday 10<sup>th</sup> and the activity will star the following day (that is, on Sunday, probably with the visit to the site). The activity will finish on Friday 23<sup>rd</sup>.

The Universidad Politécnica de Madrid offers the possibility for those who arrive in Madrid on Saturday 10<sup>th</sup> to use the bus they will rent for the transfer of their students and equipment. There will be also a bus back to Madrid at the end of the activity and the Universidad Politécnica de Madrid will be eager to organize the week-end in the city for those interested.

#### A.6.- Other topics related to fieldwork

More topics related with the fieldwork will be discussed in Moodle and, specially, by means of the Wiki for the practicals.



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## **Grupo B: estudiantes y profesores.**

### **B.1.- Requisitos administrativos**

Los colaboradores son informados de los temas relacionados con visados y seguros médicos. Cada cual se asegurará de que su gente (alumnos y profesores) disponen de toda la documentación necesaria.

### **B.2.- Competencias del IP**

La descripción del curso queda de la siguiente forma:

*"Este proyecto busca el intercambio de metodologías prácticas en temas relacionados con la medida y representación del Patrimonio, entre profesores y, especialmente, para estudiantes de diferentes países. Además, el proyecto promueve la movilidad de profesores y alumnos por toda Europa. Las actividades se centrará en el desarrollo de proyectos concretos de documentación del Patrimonio. El emplazamiento seleccionado son los restos del Monasterio de San Prudencio (La Rioja, España). En este yacimiento, se pondrán en práctica técnicas digitales para la captura de información geométrica como receptores GPS, estaciones totales topográficas, escáneres láser y sistemas fotogramétricos. La información obtenida será procesada de la siguiente manera: en primer lugar se documentará incorporando los metadatos necesarios para asegurar que pueda seguir utilizándose en el futuro, posteriormente se tratará para obtener representaciones adecuadas y modelos virtuales que pueden ser distribuidos a través de Internet."*

El número de créditos ECTS se ha fijado en 4 (120 horas). Este valor corresponde a 8 horas de trabajo diario (la asignación de las tareas correspondientes a este tiempo está aún en discusión, ver el Wiki sobre prácticas) durante 11 días, en total 88 horas durante la fase de campo a las que hay que sumar 32 horas de trabajo previo a realizar antes de la actividad en el yacimiento.

## **Group B: students and professors.**

### **B.1.- Administrative requirements**

All the partners are informed of the matters related to visas and Health insurances. They will ensure that their people (students and teachers) have all the necessary documents.

### **B.2.- Competences of the IP**

The final text for the course description is:

*"This project looks for the exchange of practical methodologies in topics related with the measure and representation of Heritage, between teachers and, specially for students from different countries. Moreover, this project promotes professors' and students' mobility all around Europe. Activities will be focused on the development of concrete projects in documentation of Heritage. The selected location is the remains of the San Prudencio's Monastery (La Rioja, Spain). In this site, digital techniques for the acquisition of geometric information from GPS equipment, surveying total stations, laser scanning devices and photogrammetric systems will be put into practice. Obtained data will be processed as follows: first of all, they will be documented by adding all the necessary metadata in order to ensure their use in the future, then they will be treated to obtain suitable representations and virtual models which can be distributed on Internet."*

The number of ECTS credits was set to 4 = 120 hours. These hours come from 8 hours per day (the assignment of this time is under discussion yet, see the Wiki about the practicals) for 11 working days (88 hours in total during the fieldwork) plus 32 hours of preliminary work before the activity on-site.





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Respecto a las competencias, la Universidad Politécnica de Madrid indicó que se deberían incluir los “descriptores Dublin” aplicados a la Documentación Geométrica del Patrimonio:

- Hayan demostrado poseer y comprender conocimientos que se basan en los típicamente asociados al primer ciclo y los amplían y mejoran lo que les aporta una base o posibilidad para ser originales en el desarrollo y/o aplicación de ideas a menudo en un contexto de investigación.
- Sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con la Documentación Geométrica del Patrimonio.
- Sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- Sepan comunicar sus conclusiones –y los conocimientos y razones últimas que las sustentan- a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- Posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo en el campo de la Documentación Geométrica del Patrimonio.

Hemos realizado una consulta a la Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA) cuando recibamos la respuesta la incluiremos.

As for the competences, the Universidad Politécnica de Madrid indicated that we should include “Dublin descriptors” applied to the Geometric Documentation of Heritage.

- Have demonstrated knowledge and understanding that is founded upon and/or extends that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
- Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) context related to the Geometric Documentation of Heritage.
- Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.
- Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.
- Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous in the field of Geometric Documentation of Heritage.

We asked about this matter to the National Agency for Quality Assessment and Accreditation (ANECA) when we receive the answer we will include it.



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Por otro lado, la lista de competencias que aparecen en el documento de trabajo es la siguiente:

Técnicas:

- Entender la utilidad de las técnicas topográficas y geomáticas en el campo del Patrimonio.
- Manejo de instrumentación específica como escáneres láser tridimensionales, cámaras calibradas y estaciones totales.
- Desarrollar un proyecto completo de Documentación Geométrica del Patrimonio desde la planificación, el trabajo de campo (captura de datos) y procesado de la información, hasta los resultados finales y su presentación.
- Habilidad para desarrollar pequeños proyectos.

Genéricas:

- Habilidad para trabajar en un contexto internacional.
- Habilidad para aplicar el conocimiento.
- Habilidad para el trabajo en equipo.
- Resolución de problemas.
- Comunicación en otro idioma.
- Habilidad para trabajar de forma remota en un grupo distribuido de colaboradores internacionales.
- Habilidad de presentar públicamente el trabajo y defenderlo.
- Conocimiento de la cultura de Europa.

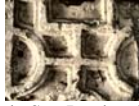
On the other hand, the list of competences we had in the working document is the following one:

Technical:

- Understand the utility of surveying and geomatics techniques in the field of Heritage.
- Handle specific instruments and equipment such as three-dimensional laser scanners, calibrated cameras and total stations.
- Running a complete project of Geometric Documentation of Heritage from the planning, through the fieldwork (collecting data) and data processing, up to the final results and presentation.
- Ability to run small projects.

Generic:

- Ability to work in an international context.
- Ability to put knowledge into practice.
- Ability to work in teams.
- Problem solving.
- Foreign language speaking.
- Ability to work remotely in a distributed group on international partners.
- Ability to present publicly its work and defend it.
- Knowledge of the European culture.



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B.3.- Criterios de selección e información a proporcionar

Se consideró interesante utilizar unos criterios comunes pero, al mismo tiempo, se estableció que cada Universidad tendría cierta libertad a la hora de aplicarlos y seleccionar a sus estudiantes con el fin de atender las especificidades de cada una.

En cualquier caso, los criterios indicados en el texto de trabajo parecen adecuados:

1. Habilidad para comunicarse en inglés.
2. Conocimientos técnicos.
3. Habilidad para trabajar en grupo.
4. Interés en el patrimonio.
5. Motivaciones del estudiante respecto al IP.
6. Expectativas de continuidad.

Plazos:

- 1 de abril: cada universidad habrá seleccionado a sus estudiantes y todos estarán dados de alta en Moodle.

Al hilo de este tema surgió la cuestión de qué sucedería si un alumno matriculado no pudiera asistir a la fase de campo. Finalmente, se decidió que otro estudiante de la misma universidad podría ocupar su plaza.

Por otro lado, este punto también incluía decidir qué información se les iba a solicitar a los alumnos para su inscripción. Se descartó el C.V. porque no estaba claro que la información que se le pide a los estudiantes se fuese a utilizar realmente. Por lo que respecta al "Pasaporte de lenguas Europass" se consideró que era preferible asegurarse de que los estudiantes tienen suficiente capacidad para comunicarse mediante una entrevista informal que pedirles certificados de idiomas.

B.3.- Selection criteria and information to supply

We decided to apply common guidelines to select the students but, at the same time, we considered that each University should have some degree of freedom to select their students, because the reality of every one is slightly different.

Anyhow, the criteria indicated in the previous text seem adequate:

1. Speaking and understanding English.
2. Technical background.
3. Ability to work in teams.
4. Interest in Heritage.
5. Student's motivations about the IP activity.
6. Expectations of continuity.

Deadlines:

- April 1<sup>st</sup>: Each University will have selected its students and everyone will be enrolled in Moodle.

As a follow-on of this matter, it was asked what will happen if, eventually, an enrolled student could not assist to the fieldwork. It was decided that another student from the same University could replace it.

On the other hand, this point also included the information we should collect from our students before they enroll the activity. We discarded the C.V. because it is not clear that we will use the information we would do the students write in it. As for the "Europass language passport", it was said that it would be preferable to ensure that the students have real communicative skills by means of an informal interview rather than ask them for certificates.



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#### B.4.- Evaluación de los estudiantes y reconocimiento académico

En el texto de trabajo sobre la reunión de coordinación se encuentra descrita la serie de documentos que se recomienda para que el alumno asegure el reconocimiento académico de la actividad. Se parte del "Learning Agreement" que es obligatorio para cualquier actividad ERASMUS y se continua con la posibilidad de incluir información más detallada mediante el "Europass Mobility".

No obstante, la situación no es tan evidente. Algunas universidades han incluido el IP como parte de otras actividades académicas por lo que es posible que tengan reconocimiento directo.

Finalmente, se decidió que desde la Universidad del País Vasco se entregarían certificados de participación al final de la actividad de campo y que, por otro lado, se facilitarían las firmas de los documentos que cada colaborador necesitase. Sin embargo, será labor de cada colaborador averiguar cuáles son estos documentos y prepararlos para la firma.

Plazos:

- 1 de junio: aunque no se explicitó nada sobre plazos en la reunión de coordinación, se hará un recordatorio sobre este tema un mes antes de la fase de campo.

Respecto a las calificaciones, se decidió usar el sistema ECTS, es decir, la distribución estadística en cinco grupos (A, B, C, D y E). Sin embargo, este sistema no es muy adecuado para un IP por lo que se utilizará con cierta flexibilidad.

Finalmente, se eligió que la evaluación se realizará el último día de la fase de campo.

#### B.5.- Otros temas relacionados con estudiantes y profesores

No se dijo nada en este punto.

#### B.4.- Students' evaluation and academic acknowledge

The working text about the coordination meeting includes the set of documents recommended to put into effect the academic acknowledge of the activity. Starting with the "Learning Agreement", compulsory for any ERASMUS activity, and with the possibility of include detailed information by means of the "Europass Mobility".

Nevertheless, the situation is not so straightforward. Some Universities have included the activity inside other academic programs, which might already acknowledge students' participation.

At the end, it was decided that the Universidad del País Vasco will give certificates of participation at the end of the fieldwork and will facilitate the signature of any document the partners require. However, it will be partners' work to check which documents they will need and to prepare them for the signature.

Deadlines:

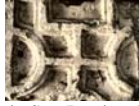
- June 1<sup>st</sup>: Although nothing was said about deadlines during the coordination meeting, we will remind you this subject one month before the fieldwork.

Concerning the grades, we decided to use the ECTS system, that is, the statistical distribution in five groups (A, B, C, D and E). Nevertheless this system is not very suitable for an IP, therefore, we will use it with some flexibility.

Finally, we chose to evaluate the last day on site.

#### B.5.- Other topics related to the students and professors

Nothing was said in this point.



### **Grupo C: impactos.**

#### **C.1.- Evaluación de la actividad**

Los alumnos rellenarán un cuestionario al final de la fase de campo. La plantilla a utilizar será la común para los programas ERASMUS.

Por su parte, los profesores realizarán su propia evaluación de la actividad, probablemente mediante una mesa redonda el último día de la fase de campo.

#### **C.2.- Publicidad**

Los colaboradores consideran interesante dar publicidad a la actividad en la medida de lo posible tanto dentro de las propias Universidades (página web y publicaciones) como en la prensa local.

#### **C.3.- Otros temas relacionados con los impactos.**

Existen páginas web que podrían ser adecuadas para publicitar la actividad como CIPA, Heritage3D, ... habrá que ver si aceptarían una nota o anuncio.

Los artículos son un resultado natural de esta actividad. Se considerará en julio como parte de la evaluación. De llevarse a cabo, se publicaría de forma colectiva por todos los colaboradores.

### **Group C: impacts.**

#### **C.1.- Evaluation of the activity**

Students will fill in a questionnaire at the end of the fieldwork. The template used will be the one given by the ERASMUS program.

Professor will do a parallel evaluation, probably by means of a round table the last day of the fieldwork.

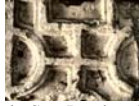
#### **C.2.- Advertising**

Partners consider interesting to advertise the activity as much as possible both inside each University (web page and press) and the local papers.

#### **C.3.- Other topics related to the impacts**

There are some web pages that can be suitable for the advertising of the activity such as CIPA, Heritage3D, ... we can see if they would accept a piece of news.

Papers concerning learning experiences are a natural issue. There is something to be considered in July as part of the evaluation of the activity. If so, they will be written by all the partners as a team.



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**Grupo D: continuidad (curso 2010-2011 y siguientes).**

**D.1.- Curso 2010-2011.**

Los colaboradores están de acuerdo en participar de nuevo en la actividad y continuar en las ruinas del Monasterio dado que son suficientemente extensas por lo que este año sólo se trabajará en una parte del conjunto. Por lo tanto, se realizará la petición para renovar en el mismo yacimiento.

También se repetirá el grupo de universidades y las tareas de coordinación volverán a estar a cargo de la Universidad del País Vasco.

Además, se mantendrá el número de profesores y alumnos de cada universidad (aunque quizás la Universidad de Hafen-City reduzca el número de estudiantes de 8 a 6).

En definitiva, durante el mes de febrero y marzo, la Universidad del País Vasco (con la colaboración del resto de participantes) preparará la nueva solicitud.

**D.2.- Cursos siguientes.**

Se comentó que aún era demasiado pronto para abordar los años siguientes. Quizás a partir de julio.

**D.3.- Otros temas relacionados con la continuidad.**

No se comentó nada a este respecto.

**Grupo E: miscelánea.**

**E.1.- Miscelánea**

No se comentó nada a este respecto.

**Group D: continuity (from the academic year 2010-2011 onwards).**

**D.1.- Year 2010/2011**

The partners agree in carry on with the renewal and to stay again at the remains of the Monastery since they are large enough and this year we will work only in a part of them. Consequently we can apply for a new campaign at the same archeological site.

We will repeat with the same partners and the coordinator will be again the Universidad del País Vasco.

We will also maintain the number of professors and students from each University (except for the University of Hafen-City which might reduce the number of students from 8 to 6).

Therefore, during February and March the Universidad del País Vasco (with the collaboration of the rest of the partners) will prepare the new application form.

**D.2.- Next years**

It was said that it was too early to start speaking about next years. Perhaps from July on.

**D.3.- Other topics related to the continuity**

Nothing was said in this topic.

**Group E: miscellany.**

**E.1.- Miscellany**

Nothing was said in this topic.





**LABORATORIO DE DOCUMENTACIÓN GEOMÉTRICA DEL PATRIMONIO**  
Grupo de Investigación en Patrimonio Construido -GPAC- (UPV-EHU)



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