

SPECIALIZATION REPORT

A2018

Appendix D – A made up example

For the specialist advisor & external examiner

2018.01.02



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Case 2

Student Lottie Line (LL) has written a specialization report on "Communication and Collaboration in the Construction Industry".

In her definition of the task, LL has set a number of questions which she will aim to clarify through her work on the specialization report. LL has chosen her specialization report because she read "The stumbling block analysis" by DTU, which concludes that collaboration and communication are one of the major problems in the construction industry. She would like to work as a project manager in the contracting sector and considers that her specialization report could find and analyse the reasons for the lack of communication and collaboration. Specific questions in the definition of the task include: How can tradesmen's knowledge and professional pride be expressed in the construction process and in the finished product? How can electronic means be used to improve communication and collaboration? Etc.

The specialist advisor for the specialization report is a lecturer at Copenhagen School of Design and Technology Mark Wright (MW). He states that the school has set aside resources for a total of 5 hours of guidance through the process and would like LL to plan her work taking this into account.

Through the work on the specialization report, contact between LL and MW is excellent. Even at the first meeting, which takes place at the beginning of the semester, LL has prepared a mind-map illustration, which describes all the points of view on the topic and the definition of the task that she could find. LL has also found relevant literature about the subject and prepared a questionnaire for tradesmen, whom she wants to involve in a questionnaire study. She has also thought of a number of sites she wants to visit to hand out questionnaires. She does, however, think that the work on the specialization report looks a bit too much, and therefore asks her specialist advisor to discuss limiting the subject. MW praises LL for the good preparatory work and recommends that she should focus on tradesmen's experience of communication and co-operation. MW says to LL that she can confidently continue the questionnaire study. For the next meeting, it is agreed that LL will review her mind-map figure and try to find a weighting of the various aspects of the specialization report. LL takes notes throughout the conversation. LL asks for the next meeting to take place in 14 days.

At the second meeting, LL says that she has handed out/issued a total of 40 questionnaires to tradesmen on a total of 3 sites. She asked her husband, himself a tradesman, to read the form in advance. He proposed some simplification of the text, which she took on board. LL has set the boundary of the specialization report by reworking the mind-map figure and translating this into a general arrangement of the sections of the text. LL has written a provisional foreword and introduction to the project.

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LL asks whether she may freely use pictures from the internet in her specialization report. MW says this is not normally a problem in examination projects, but advises her to ask the communication teacher for advice.

At the following 5 meetings between LL and MW, the specialization report develops continuously. The questionnaire study confirms several of the hypotheses that LL had postulated and confirms the conclusions of DTU's stumbling block analysis. LL has with time gained clarity in her thoughts on the use of mobile telephones and texting and is in the process of developing a description of a company policy for company telephones and practice in day-to-day communication. LL has become very convinced that tender type and contractual and working practices are particularly important to cooperative relationships on the site. She therefore formulates a section of her specialization report, in which she describes a possible section of a contracting company's "Weekly toolbox talk" on the subject.

LL regularly sends her project by mail to MW as agreed. MW reviews it and returns his comments before each meeting. MW can largely concentrate on advice about boundaries and individual wordings.

At the final tutorial, LL has brought her specialization report in almost finished form. The only uncertainty now is whether the list of keywords and references is in order. Also, LL wants to discuss the conclusion and the English summary with MW.

LL delivers on time, and Mark Wright prepares his advice to the external examiner and completes the school's standard form.

All x's are in the "Excellent or outstanding" column. As a supplementary note, MW writes that the language used and proposed solutions to improve communication will "fit right in" on construction sites.

At the assessment, the external examiner and specialist advisor discuss LL's performance.

The external examiner Kate Clear agrees fully with MW and suggests that the project should be put on the school's website as an example.

The assessment ends up with the mark 12.