



DM1999 Engineering Training

Course 15.0 credits

Ingenjörsinriktad yrkesträning

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

The official course syllabus is valid from the autumn semester 2023 in accordance with head of school decision: J-2022-1058. Decision date: 2022-05-17.

Grading scale

P, F

Education cycle

First cycle

Main field of study

Technology

Specific prerequisites

Of the compulsory courses in the master of science in engineering programme in media technology (CMETE) in year 1 and year 2 and the course DM1595 Program development for interactive media, at least 102 credits must be completed by 1 November.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After passing the course, the student should be able to:

- identify different possibilities and preconditions for the applicability of knowledge
 - relate to the requirements that are set on, and skills that are expected of, professional engineers in the working life that is not of strictly technical character
 - identify, acquire and choose relevant information regarding technical and engineering issues
 - explain the nuanced role that the professional Master of Science in Engineering of today meet
 - summarise their experiences/lessons from the course connected to knowledge from earlier read courses in the programme, both orally and in writing
 - reflect on the professional role of the Master of Science in Engineering today and in the future
 - interact with professional Master of Science in Engineering and other professional actors in the field of the Master of Science in Engineering to carry out imposed tasks
- in order to
- be able to relate to the professional preconditions and possibilities of the engineer in the part of the working life that chosen organisation/workplace represent.

Course contents

- The professional role of the engineer: participation in work that is relevant for engineers in the subject area,
- The professional role of the engineer: reflection on how experiences come to use in the professional role and how needs of additional knowledge are identified and are acquired,
- Project organisation: the student reflects on different technical roles and how these cooperate,
- Company organisation: the student reflects on cooperation with professional roles in other subjects than his own subject, and
- Engineering skills: oral and written communication and cooperation with other professional actors.

Examination

- INL1 - Weekly reflections, 10.0 credits, grading scale: P, F
- INL2 - Final report, 4.0 credits, grading scale: P, F
- SEM1 - Seminar, 1.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.

Additional regulations

A student who carries out the course should act in accordance with the following:

- I consider all people to be of equal value. All students and staff at KTH have the same rights, opportunities and obligations, regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.
- Equal conditions at KTH implies a respectful and inclusive work and study environment free from harassment, sexual harassment, discrimination and offensive behaviour. I, like every student and employee, have a responsibility to treat others with respect in all meetings and to promote a secure and prejudice-free study and work environment.
- I will always lead by example and maintain a professional approach to all meetings and in all my communication. I treat all students, staff and other partners with respect and consideration, irrespective of their social background, sex, transgender, identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.
- I am aware that discrimination, harassment, sexual harassment and victimisation, as well as any contravention of KTH's core values and guidelines, may be ground for disciplinary action.