Teaching Handbook SCGC

Version 1.0
March 2023

Welcome to the Section of Chemistry and Chemical engineering!

Here you will find some information about your teaching conditions in the section, based on EPFL regulations.

1 The Section of Chemistry and Chemical engineering (SCGC)

The Section of Chemistry and Chemical Engineering is responsible of the undergraduate teaching in chemistry, chemical engineering and biotechnology, including teaching service for other sections at EPFL and University of Lausanne (UNIL). It offers a Bachelor degree in Chemistry and Chemical Engineering and as well as two Masters, i.e., a MSc in Molecular and Biological Chemistry and a MSc. in Chemical Engineering and Biotechnology.

1.1 Organizational structure

Because the section is responsible for service teaching and providing lab courses to students of both EPFL and UNIL, it is larger and organized somewhat differently than most other sections at EPFL.

1.2 Direction

The section is headed by a director with a 2-year mandate, since 1. September 2022 **Prof. Jeremy Luterbacher**, and a vice-director with a long-term mandate, currently **Prof. Marcel Drabbels**. While the director is responsible for the interactions with the various bodies of EPFL such as the ISIC institute, the SB faculty, and the school direction, the vice-director is responsible for the internal functioning of the section, *i.e.,* finances, human resources, study plan. The direction is supported by a deputy, **Dr. Jean-Luc Marendaz**, who is responsible for student counseling and communication with the academic service (SAC).

1.3 Administrative support

Administrative support is provided by two admins, **Ms. Karine Brahimi** and **Ms. Séverine Roque**, who together are responsible for the management of the students' course programs, management of (Master) projects, organization of teaching assistants, manifestations, and outreach activities. The admin offices are located on the 3rd floor of the BCH building.

1.4 Teaching staff and technicians

The activities of the teaching staff and technicians of the section are divided into 3 areas:

Service teaching
The service teaching of chemistry to other sections of EPFL is managed by **Dr. Samuel Terrettaz**. He is responsible for the organization and coordination of the teaching material, i.e. demonstrations, exercises, exams questions, and exam corrections. Additionally, he is responsible for the chemistry courses in the MàN and the CMS programs. He is supported by Dr. Julien Andres.

Lab courses
The teaching labs are located at the college propaedeutic (CP) at UNIL and the ground floor of the B sector of the CH building. The labs at CP are used for courses in the field of general and synthetic chemistry, while those at CH are used for courses on analytical, physical and bio-chemistry, as well as chemical engineering.

Most lab courses for the students of our section are under the responsibility of ISIC professors. However, the introductory lab courses for students at EPFL and UNIL are taught by the section staff. **Dr. MER Anne-Sophie Chauvin** is responsible for the general chemistry lab courses. In addition, she teaches several service courses to students of UNIL. **Dr. Christophe Roussel** is responsible for the analytical lab courses and the supervision of (master) projects in analytical chemistry. Additionally, he teaches service courses to students of EPFL and UNIL. **Dr. Julien Andres** is responsible for the organization of the teaching laboratories and the coordination of DLL projects. Furthermore, he teaches service courses to students of EPFL and UNIL.

Teachers are supported by a team of four technician, **Mr. Frédéric Gummy**, **Mr. Claude Nüssler**, **Ms. Laeticia Pannatier**, and **Mr. Stéphane Thonney**, who are supervised by Dr. Julien Andres and are responsible for the daily technical support of the labs, the chemical and glassware inventory and the chemical and instrumentational aspects of the lab courses.

Biotechnology
The teaching efforts related to Biotechnology are managed by **Dr. MER Horst Pick**. He teaches four courses on the subject and act as coordinator and supervisor of a large number of (master) projects in the field of Biotechnology. Additionally, he is responsible for the minor program in Biotechnology and for contacts with industrial partners in the field.

1.5 Contacts

Director: Prof. Jeremy Luterbacher
Contact: scgc.directeur@epfl.ch

Vice-director: Prof. Marcel Drabbels
Contact: scgc.vice-director@epfl.ch

Adjunct: Dr. Jean-Luc Marendaz
Contact: jean-luc.marendaz@epfl.ch

Admin: Karine Brahimi
Contact: karine.brahimi@epfl.ch
Responsibilities: Student support, Projects, Outreach
Office hours: Tuesday and Thursday
Remote working: Monday

Admin: Séverine Roque
Contact: severine.roque@epfl.ch
Responsibilities: Assistantship, PDM, Observers for oral exams
Office hours: Tuesday, Thursday, Friday

1.6 Online presence

Website: scgc.epfl.ch
Information on study program, regulations, outreach activities
LinkedIn: www.linkedin.com/in/epfl-chemistry-8531761aa/
Professional network of chemistry at EPFL
Instagram: @epflchemistry
Run by students proving information about their studies and the section's social life

1.7 Teaching activities

The section is responsible for the teaching of students enrolled in our section and the service teaching to other sections of EPFL and UNIL.

The section teaching efforts are distributed as follows:

	Total hours/year	Lab courses hours/year
Section CGC	4522 (81%)	1330 (84%)
Service EPFL	453 (8%)	7 (1%)
Service UNIL	635 (11%)	236 (15%)

1.8 Other activities

Besides providing teaching to students of EPFL and UNIL, the section is involved in other activities:

- Providing lab training courses to apprentices in Chemistry
- Providing training sessions for Continuing Education
- Hosting training sessions for participants chemistry Olympiads
- Hosting and supervision of Gymnase projects
- Hosting and supervision of students for MAKE projects, see section 2.7 for more info
- Organization of outreach events

1.9 Section Council

The section council is composed of all teachers and the student representatives and is the body that approves the study plan and regulations pertaining to the section. It meets twice a year, usually in June and December, to provide information to the teachers, discuss new developments and to approve the study plan for the upcoming academic year.

1.10 Teaching Committee

The teaching committee is composed of 7 teachers representing different fields of chemistry, 7 students with voting rights representing the different study years and programs, 2 PhD student representatives and the section's direction. The main task of the committee is to make a proposal for the future study plan. It gathers typically 3-4 times at the beginning of each Autumn semester. The proposal is presented to the Section council in December who will vote on the new study plan.

List of current members: https://www.epfl.ch/schools/sb/scgc/scgc-2/about-chemistry-and-chemical-engineering-section/teaching-commission/

1.11 Teaching Buro

The teaching buro is composed of 7 teachers of the teaching committee and discusses matters related to teachers, like teaching relief.

1.12 Advisory board

The advisory board consists of people from Swiss chemical and biotech industry. The section meets the advisory board every so many years to discuss the quality of our study program and the needs of industry. Its current members are:

- Yves Auberson : Executive Director Global Discovery Chemistry, Novartis Institutes for Biomedical research
- Agnes Bombrun : Head Ingredients Research, Givaudan
- André Jaquet : Director Center of Expertise, Ferring Pharmaceuticals
- Olivier Magnin : Global Business Director Coil Coatings, PPG industries
- Stefan Palzer : CTO and Executive vice President, Nestlé
- Pierre-Alain Ruffieux : CEO, Lonza
- Leila Schwery-Bou-Diab : Vice-president Manufacturing & Technical Operations, Johnson & Johnson

2 Study program

The study program offered by the section consists of a 3-year BSc. program in Chemistry and Chemical Engineering that prepares for one of the two 2-year MSc. programs in Molecular and Biological Chemistry or Chemical Engineering and Biotechnology.

The number of ECTS credits associated with courses in the BSc. and MSc. programs in general correspond to the number of lectures and exercise sessions per week. For lab courses the number of ECTS credits is usually half of the weekly contact hours.

In addition to section specific course, all students at EPFL are obliged to take every semester a course in the field of social and human sciences (SHS).

Some more general information about studies at EPFL can be found at: www.epfl.ch/education/.

2.1 Bachelor program

The bachelor's program in Chemistry and Chemical Engineering is given in French during the first year, a mix of English and French in 2nd year and mostly in English in the 3rd year.

2.1.1 1st year / Propaedeutic cycle

In the 1st year, also known as the Propaedeutic cycle, the students follow a polytechnical program consisting of courses in physics (mechanics, thermodynamics), math (linear algebra, analysis), and computer science that are common to all EPFL sections. These courses are complemented by advanced general chemistry courses and chemistry lab courses.

Students who fail the first semester with a weighted average grade below 3.5 (see section 3.2 for info on grading system) will not be promoted to the 2nd semester but instead will be directed to the MàN program (Mise à Niveau) which is aimed at reinforcing the students' level of math and physics. Students who succeed at the MàN program can continue their studies the following year by retaking the first semester.

Students have succeeded the Propaedeutic cycle and are promoted to the 2nd year if the weighted average of their grades is sufficient, i.e. larger or equal to 4.

2.1.2 2nd year / Bachelor cycle

The 2nd to the 3rd year together form the Bachelor cycle. Hence, there is no official promotion from the 2nd to the 3rd year. Students succeed at the Bachelor upon obtaining 120 ECTS credits.

The second year is common to all students in the BSc. program and focusses on the basics of chemistry and chemical engineering. The main courses are grouped into 3 blocks, i.e., synthetic chemistry, physical chemistry, and chemical engineering and biology. Students acquire all ECTS credits associated with a block if the weighted average of the corresponding courses is sufficient, i.e., they can compensate insufficient grades within a block.

2.1.3 3rd year / Bachelor cycle

In the 3rd year the students select the orientation Chemistry or Chemical Engineering in preparation of the corresponding master's program.

2.1.3.1 Orientation Chemistry

The 3rd year for the chemistry orientation consists of a block of obligatory courses and 3 elective modules chosen from biological and biophysical chemistry, synthetic chemistry, computational chemistry, physical chemistry and a free module.

2.1.3.2 Orientation Chemical Engineering

The 3rd year for the chemical engineering orientation consists of 3 obligatory blocks related to chemical engineering. In addition, the students choose elective courses for 6 ECTS credits.

2.2 Master programs

The courses of the Master programs are exclusively taught in English.

Depending on the orientation in the 3rd year of the bachelor program students can enter one of the two master programs:

2.2.1 Molecular and Biological Chemistry

The master program consists of 3 elective modules chosen from a total of 6, a block of elective courses worth 12 ECTS credits and several lab projects that provide students the opportunity to discover various research areas. Students are encouraged to contact the PIs well in advance to arrange for these research projects.

Project 1a: A 10-day project in a research lab during the 1st semester. This project is officially scheduled as 1 full day/week for 10 weeks but can also be performed in a block during a semester break upon mutual agreement between teacher and student. At the end of the project at the choice of the PI, students can be requested to write a report and/or give an oral presentation.

Project 1b: A 28-day project in a research lab during the 2nd semester. This project is officially scheduled as 2 days/week but can also be performed in a block during a semester break upon mutual agreement between teacher and student. At the end of the project students are required to write a report and give an oral presentation.

Project 2: A project during the 3rd semester that can be either done in academia for a period of 17 weeks or in industry under supervision of an EPFL teacher for a period of 25 weeks. At the end of the project the student is required to give an oral presentation. This project is not graded but evaluated as pass/fail. In case of an industrial project, it has to be approved by Prof. Christian Heinis before an agreement can be signed.

Master project: The master project, is often referred to as PDM ("Projet de Master" in French), is an independent research project in academia for a period of 17 weeks or in industry under supervision of an EPFL teacher for a period of 25 weeks. The student is required to write a Master thesis that is to be defended at an exam in front of the PI and an external expert.

2.2.2 Chemical Engineering and Biotechnology

The 1st year of the master program consists of obligatory 2 blocks and a set of elective courses worth 28 ECTS credits. The 3rd semester is dedicated to an industrial internship of 25 weeks under the supervision of an ISIC teacher, while during the 4th semester is dedicated to a Master project (PDM) in an academic lab for a period of 17 weeks. For their PDM, students are required to write a Master thesis that is to be defended at an official exam.

2.3 Graduation day

Studies at EPFL end with the Magistrale (graduation day), usually taking place the 1st Saturday of October. A large plenary event for all EPFL graduates is organized at the Swiss Tech Convention Center in the morning whilst in the afternoon, every section organizes their own graduation ceremony, where diplomas are being handed out. Teachers are warmly welcome to attend the afternoon celebration, which is always very much appreciated by the graduates.

2.4 Student numbers

The number of new students at the section varies yearly but sees a clear upward trend during the last two years, with close to 100 new 1st year students last year. Given the success rate of ~40% during the first year the typical size of the classes are:

1st year: 150 students
2nd year: 60 students
3rd year: 30 students, option Chemistry
30 students, option Chemical Engineering
MSc. Molecular and Biological Chemistry: 30 students/year
MSc. Chemical Engineering and Biotechnology: 30 students/year

2.5 Exchange program

EPFL has exchange programs with selected universities. Students in their 3rd year qualify for a full year exchange if their average grade in their first year is 4.5 or higher and they obtain 60 ECTS credits in their second year. Typically, about 10 students leave for exchange each year.

The study program of the outgoing exchange students for the chemistry orientation is managed by Prof. Kay Severin, while that for the Chemical engineering orientation is managed by Prof. Kevin Sivula.

Incoming exchange students do not follow our curriculum but take selected courses in agreement with the regulations at their home institution. For the examination of incoming exchange students, the same regulations apply as for EPFL students.

2.6 Internships

During the 3rd semester of the MSc in Chemical Engineering and Biotechnology students are required to do an industrial internship. EPFL has created a portal on IS-Academia where companies can offer internships and students can find position matching their interest. All internship offers related to Chemical Engineering and Biotechnology are approved by MER. Dr. Thierry Meyer before being put into the data base.

It is possible to host students in your lab for internships outside of the official curriculum, for example during the summer break. In this case the students will not receive ECTS credits and will have to be paid by your lab according to EPFL salary scales. Please contact Anne Gillieron at Human Resources of the Basic Science Faculty for details.

2.7 Interdisciplinary MAKE projects

EPFL is actively promoting interdisciplinary projects through the MAKE initiative where students from different sections work together on a project that often takes part in an (inter)national competition. Students of both master programs can participate in these projects and obtain ECTS credits. Participation can be in the context of elective courses or as a Project 1a, 1b, or 2. In all cases prior approval by the section is required.

Info on MAKE projects:
https://www.epfl.ch/education/educational-initiatives/discovery-learning-program-2/interdisciplinary-projects/

3 Student assessment

Details on the student assessment can be found in the **Assessment Handbook** provided by the Teaching support center, CAPE. As this document does not exists in digital form, please ask the section for a hard copy. The main points are discussed below.

3.1 Assessment modalities

Teachers are free to choose the form of student evaluation. At EPFL there are exist three possibilities.

Continuous assessment
The progress of the students is evaluated during the semester. This can be in the form of assignments, presentations and/or tests. Whatever the modality, it should be clearly communicated to the students at the beginning of the semester. The way the final grade is calculated has to be indicated in the course booklet and cannot be changed during the semester without the unanimous consent of all students. Note that the evaluation for lab courses is by definition in the form of continuous control.

In case a student is absent during one or more tests for a medical reason (requires presentation of a medical certificate) you are encouraged to give the student the opportunity to take the test at a later time. If this is not possible, the student will receive a M as final grade and will have to retake the course the following year. Note that it is not allowed to determine a final grade ignoring the test the student was absent for medical reasons.

Written exam
The students are evaluated during the exam session in January or July by means of a written test of typically 3 hours. The teacher is free to decide what information students are allowed to take to the exam. It is possible to have an additional mid-term exam provided this is clearly communicated to the students at the beginning of the semester. The weighting of the mid-term for the final grade is up to the teacher, but it cannot serve as a bonus. It has to be indicated in the course book and cannot be changed during the semester.

Oral exam
The students are evaluated during the exam period in January or July by means of an oral examination with a minimum duration of 20 minutes. The teacher is free to choose the format of the exam, e.g., presentation, Q and A.

Comment regarding mid-term evaluations: In order not to overload the students during the middle of the semester the use of mid-term evaluations should be kept to a minimum.

3.2 Grading

EPFL like other teaching institutions in Switzerland uses a grading scale from 1 to 6 with 0.25 grade intervals where 1 corresponds to the lowest grade and 6 corresponds to the highest grade. A grade of 4 or higher is considered sufficient. Note that an insufficient grade does not necessarily imply that a student has to retake the exam next year again, as often insufficient grades can be compensated by grades of other courses in the same block.

The conversion from a 100-point scale to the 1-6 grading scale is usually calculated according to: Grade=1+ Points/20. However, the teacher can use another conversion if desired.

Please note that you as teacher are not allowed to communicate the final grades directly to the students. You have to upload the grades onto IS-Academia, see section 6.1, and after the exam period they will be made available to the students.

3.3 Exam organization

Exam timetables

The timetables and room allocations for all exams conducted during an exam session (winter and summer, oral and written) are set by the SAC and, after validation by the teachers, published on IS-Academia (see Section 6 for more info).

Oral exams

EPFL requires an "observer" to be present for oral exams. You will have to communicate the names of your observers to the Section, within the deadline imposed by the SAC. Observers should be experienced EPFL staff members, but should not have any link of subordination with you. For instance, a postdoc from another group is acceptable. Exceptionally, you can request the Section's help if nobody can be found (ASAP!).

Absent students

If students are absent during an exam without justification this will be denoted as NA on IS-Academia. In this case the exam will count as a first or second attempt. In case a student is absent for a medical reason it will be noted as M and will not count as an attempt. In both cases the student will have to retake the exam the following year.

Exam consultation

Students have the right to consult their exams within 6 months following notification of the results. If possible, provide a copy of the exam instead of the original to avoid that modifications are made.

Changing grades

Once grades have been submitted to the Academic Service they can only be changed if a mistake in the evaluation of the exam or calculation of the grade has been made. To change the grade an official request with justification has to be send to the academic service after having obtained approval from the section director.

Important: As teacher you are required to keep the exam copies 6 months after the end of the corresponding study program. The Section does not have the possibility to store them for you. In practice this implies that you have to store exams according to:

- 1st year Propaedeutic: 1.5 years
- 2nd year Bachelor: 4.5 years
- 3rd year Bachelor: 3.5 years
- Master program: 3.5 years
- Master project: 1 year

4 Course evaluations

All courses taught at EPFL receive an indicative feedback by students in week 4-5 of the semester. The students are asked whether they strongly agree, agree, disagree or strongly disagree with the statement: "*The running of the course enables my learning and an appropriate class climate*". Additionally, the students can enter comments regarding the course. This feedback is intended to help you improve the course in the future and as teacher you are expected to discuss the outcome of the feedback with the students. It is important to note that the indicative feedback will not be considered for future promotions.

In addition to the indicative feedback, every course receives an in-depth evaluation at the end of the semester. This evaluation is based on 9 questions and is done online via Moodle, see section 7. Since these evaluations will considered for future promotions it is important to have representative feedback. Therefore, the section has requested that the evaluations of courses taught by PATTs are done in class using a paper form as to ensure a large participation of the students. Teachers can at any time request a more personalized evaluation of their course by contacting the section at the beginning of the semester.

4.1 Teaching awards

Every year, a teacher (or team of teachers) of the section is rewarded for their teaching efforts during the Magistrale. This teacher, together with teachers selected by other sections, is proposed for the Credit Suisse prize, rewarding the best EPFL teacher.

In addition, the student association AgePoly awards each year Les Polysphères for the best teachers chosen by the students within a faculty. These prizes are awarded during general part of the Magistrale.

5 CAPE

CAPE is the Teaching Support Center of EPFL. It provides a wide range of services and resources to teachers, see https://www.epfl.ch/education/teaching/teaching-support/resources-teachers/, but also provides funding opportunities for new teaching initiatives. The CAPE website features an extensive online teaching guide: https://www.epfl.ch/education/teaching/teaching-guide-2/.

For in person discussion with the CAPE please contact the pedagogical advisor of the section, Joelyn de Lima.

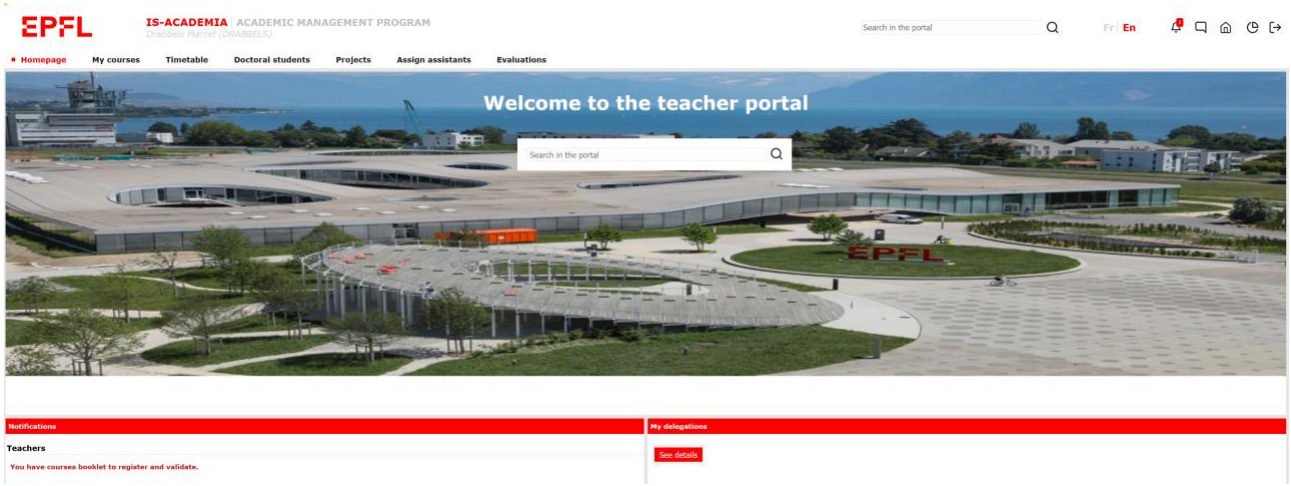
6 IS-Academia

IS-Academia is the education management system of EPFL. Students use it to register to their courses. You as teacher will use it to:

- consult the schedule of your teachings
- consult the list of the students registered to your courses
- consult the dates of your exams
- update your course booklet
- enter the students' grades

Using you Gaspar account you can access IS-Academia on: https://isa.epfl.ch

Here you can find a list of your PhD students, teaching timetable and details about your courses.



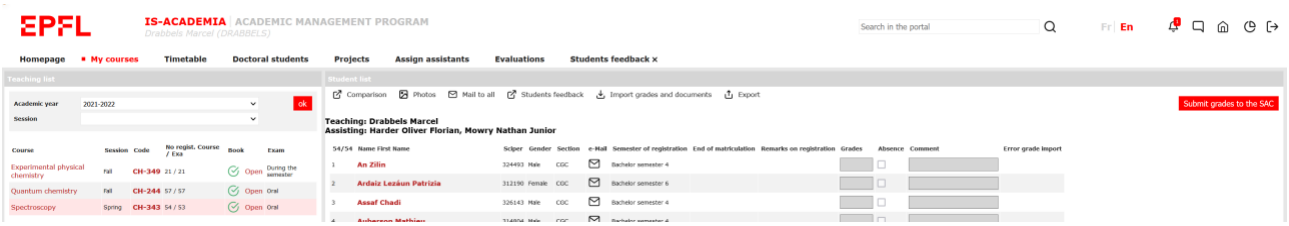
Under “My courses” you can find the students registered for your courses and you have access to the course booklet and the indicative student feedback. If you want to send an email to all students in your class please use the “mail to all” feature on the course page. Alternatively, you might use the news feature on Moodle to get in touch with your students.

6.1 Entering grades

In the top right corner, you find the option to enter exam grades. EPFL uses a two-factor authentication system. You’ll receive a SecurID token from SAC.

You can enter the grades directly into grade field on the web page. Alternatively, you can upload a properly formatted .csv file using the option “Import grades and documents”.

Besides entering the grades of the students, you are also required to upload a copy of the exam, the solutions to the exam questions and the grading scale for the questions. These should be uploaded using the option “Import grades and documents”.



7 Moodle

For your teaching, it is expected that you provide documentation to students (syllabus, exercises, videos, etc.) via Moodle, the course management system of EPFL.

More info: https://moodle.epfl.ch/course/view.php?id=15669

8 Your teaching

8.1 Teaching requirements

Your teaching requirements will be discussed in detail with the Section Direction.

8.2 Course booklet

Every course is detailed in its own course booklet on IS-Academia. In case of recourses, the information in the course booklet is binding. Teachers are responsible to keep their course booklets up-to-date at all times, especially the evaluation mode and course description, both in French and English.

The course’s title is decisive for the language of the teaching. A request for a change of the course’s name has to be directed to the vice-director a year in advance and will be discussed in the teaching committee. Please also pay attention to the course summary (in both English and French) as it will appear on the diploma’s supplement.

8.3 Teaching schedule

The course schedule for the 1st year (propaedeutic year) is set by the SAC. The Section has no influence on it whatsoever. The Section, however, is responsible for the course schedules of all other years. They are established in early Spring and a first draft is sent to all teachers in May. Priority is given to external lecturers and then to lecturers who are based in EPFL antennas. Some flexibility is required for lecturers based in Lausanne.

Whereas the teaching schedules are set by the section, the classroom booking management is done by the SAC. For questions regarding rooms or room changes please contact: sac-etudes@epfl.ch. For occasional booking of rooms: www.epfl.ch/education/teaching/administration-of-studies/occasional-booking-of-rooms/.

8.4 Room and AV Access

Lecture and exercise rooms are usually unlocked during the semester. You should be able to open the room with your Camipro card. In case you don't have access right to unlock the room please contact, access.isic@epfl.ch, to update you access rights.

The AV equipment in many rooms is under lock. Sometimes, a small box mounted at the wall holds the remote to start the projector. You need a special key to open this box. Please get in touch with the AV-service, save@epfl.ch to request a key. In other rooms the main console controls the equipment, including the lighting of the room. This system can be started using your EPFL key. In all cases it is good practice to check out the room and AV equipment well before the start of the semester to make sure you have access and all equipment is in working condition.

8.5 Purchase orders

Should you require to order material for your lab courses, this will be ordered by the technician in charge of your lab course, not the section administration. Unfortunately, the section cannot finance the equipment for teaching courses, like laptops or tablets.

9 Teaching assistants

PhD students from your group are concerned!

All PhD students at EPFL (including those based in Sion, with no exception!) are required to teach beside their research. It has been established by SCGC that PhD students in our section should reach a total amount of 580 teaching hours by the end of their studies. They can start their duties as soon as they wish, but latest at the beginning of their second semester. Teaching hours are then converted to "teaching credits" (not to be mistaken with ECTS credits) and updated in IS- Academia at the end of every semester by the Section.

The PhD students from your group may therefore be asked to help teaching courses other than your own, including courses of the propaedeutic year (general chemistry). We ask for your cooperation with this, as needs in TAs for those courses are significant. We make sure to have a rotation of PhD students on a yearly basis to assure a fair distribution between research groups. However, this only works if all TAs are fairly involved.

The Section also takes part in outreach events, such as the Study week, and will request PhD students to participate. Those activities count as teaching activities and will be rewarded by teaching credits as such.

9.1 Your needs in TAs

Assistants are attributed only for lab courses and courses including exercise sessions. Exceptions may be discussed with the section direction.

The following ratios (TA/n° students) apply:

- Exercises: 1:25
- Bachelor lab courses (TPs): 1 TA per experiment
- Presence in lecture (with exercises) for assistants: 1 max (if needed)

For some exceptional reasons, when the number of needed TAs for a course is not reached (to be avoided!), the team of PhD teaching assistants may be completed by so-called students-assistants. Students-assistants are undergraduates, mainly MSc students, who are interested in taking part in teaching duties. Those students get paid on an hourly basis. In exceptional cases, when there are not enough PhD TAs able to help with the supervision / grading of exams, students-assistants (Master level only!) can be involved in those tasks too.

9.2 Attribution of teaching hours

Usually, the hours given at SCGC are effective working hours, except for:

- Exercise session: 1 h exercise = 2 h teaching (to include prep time)
- Lab courses: h presence time + about 25% for preparation/corrections
- Projects supervision (Ia and Ib): 56 h per student supervised

At the end of every semester, you will be asked to declare your course's assistants worked hours so that they can then be updated in IS-Academia by the Section.

TAs travelling from EPFL antennas will receive an extra 3h teaching credits per day spent teaching in Lausanne. Train tickets for traveling to and from the Lausanne campus are to be arranged directly with the lab's secretary.

9.3 Teaching excellence award

Every year in Autumn, teaching excellence awards are awarded to 10 teaching assistants. They will receive a diploma and a prize of CHF 1'000. Nominations are made exclusively by the teachers. Your contribution is therefore precious!

10 Supervising students' projects

You most probably will be approached by students to act as supervisor for their semester and Master's projects. As mentioned before, there are various types of projects depending on the students' orientation.

10.1 Projects in Chemistry

	Your role as supervisor:
Project 1a	- Welcome the student in your group and nominate a PhD student to look after them - At your discretion require the student write report and/or give an oral presentation for evaluation - At the end of the project, enter grade into IS-Academia
Project 1b	- Welcome the student in your group and nominate a PhD student to look after them - Evaluate the written report and oral presentation - At the end of the project, enter grade into IS-Academia
Project 2	- Welcome the student in your group and nominate a PhD student to look after them - Act as EPFL supervisor if the project is taking place outside of EPFL (academia or industry) - At the end of the project, send evaluation forms to the section - Enter Pass/Fail into IS-Academia

10.2 Master's project

	Your role as supervisor
In your lab → direct + ISIC supervisor	Welcome the student in your group and nominate a PhD student to look after him/her. You will choose an external expert for the oral exam and be the chair of the jury.
Outside of EPFL / in another section of EPFL → "ISIC supervisor"	→ Act as EPFL supervisor if the project is taking place outside of EPFL (academia or industry). You will be the student's primary supervisor, who will validate the thesis topic and finalize all contractual aspects (including confidentiality issues, if any) with the company. You will then be in charge of organizing the oral defense and grade it, along with the external expert you will have chosen. → Act as ISIC supervisor if the project is taking place in another section of EPFL. You will be the student's primary supervisor, who will validate the thesis topic and finalize all administrative aspects linked to the SAC (filling-in details in IS_Academia, etc.). You will then be in charge of organizing the oral defense and grade it, along with the external expert you will have chosen / your colleague will have recommended.

Oral defense

Recommendation: 2-4 weeks after the delivery of the PDM

However, in reality, the defense can already take place on the day after the submission date. The maximum delay is 4 weeks, but no later than 10. September in order for the student to be eligible to receive their diploma at the Magistrale. The thesis defense can take place either in person or via video-conference.

Expert
The expert must be external of EPFL and you will choose them.
You must make sure to enter the expert's as well as the exam's details in IS-Academia before the exam!
More information on the remuneration for experts etc. can be found on:
https://www.epfl.ch/education/teaching/administration-of-studies/experts-and-invigilators/.

Deliverables
An oral examination assessment form has to be filled and sent back to the Section (to be downloaded on your PDM portal on IS-Academia) along with the expert's report. The grade sheet has then to be sent to sac-pdm@epfl.ch.

Confidentiality
Ground principle: NDA are forbidden in the frame of master projects!

Some companies are thus unsuitable for PDMs, such as: Firmenich. If students wish to have a first experience within those big companies, they should opt for a Project II / internship instead.

All in all, confidentiality issues in general should be treated as an exception. Whatever the conditions, the thesis report should not contain any confidential information and should be downloadable in IS-Academia as is. Confidential parts can be removed before uploading the project in IS-Academia. No PDM will be published without the student's consent.

As a supervisor, you will be responsible for discussing confidentiality issues with the company and sign an agreement for PDM in industry if required by the company. The EPFL agreement must be used and can be downloaded here. Please always make sure to refer to the "Best Practice Regarding Master Projects in Industry" sent by the AVP in October and March every year.

If you have any questions, the following points of contacts will be on hand:

- General issues and organization – Internship Coordination: stages@epfl.ch
- Academic issues – Associated Vice Presidency for Education: avp.e@epfl.ch
- Legal matters - DAR Legal Team: research@epfl.ch
- Master projects at the EPFL-Innovation Park Foundation: pdm-eip@epfl.ch

Room booking for thesis defense
Please use the EPFL room booking platform to request a booking. Alternatively, you may also contact the Section.

Funding for project students
EPFL does not allow to pay students for projects that are part of their curriculum, like the PDM. However, ISIC has a special fund available to attract and support master student from aboard, please contact isic.deputy-director@epfl.ch for more information.

11 Traineeship for high-school students

As a research group, you may be approached by Swiss high-school students to spend a few days (3-5) in your lab during the School holiday (usually over the Easter period) for their end-of-school project. In order to finalize such visits, please coordinate with your lab secretary. The young person will have to be "hired" in order to be protected by EPFL insurance.

12 Teaching relief

Aside from maternity and paternity leave, which are guaranteed by the Lex and the faculty, respectively, the ultimate deciding body is the teaching buro (aside from relief given directly by the school direction) but we wish to establish guiding principles and cases for granting teaching leave.

12.1 Parental leave

Maternity leave
New mothers are relieved of teaching for 1 year.

Paternity leave
New fathers receive a 50% teaching reduction during the first year of the child's life. This can be in the form of a 100% reduction for one semester or a 50% percent reduction during two semesters.

In case of parental leave, the section is solely responsible for covering this leave. The section would appreciate knowing as early as possible and any suggestions you may have as a replacement.

12.2 Medical leave

Medical/mental health issues: a guiding principle for granting leave for such cases are that leave be reported (i.e. via a medical certificate) to faculty affairs or human resources. In principle, if leave has been given for the overall job responsibilities, teaching relief will be granted. The overall leave granted will also help the teaching commission determine the extent of teaching relief to be granted.

In case of medical leave, the section is solely responsible for covering this leave. The section would appreciate knowing as early as possible and any suggestions you may have as a replacement.

12.3 Administrative leave

Please note that these are only guidelines and every case must be discussed and approved by the dean.

Certain administrative positions leading to teaching relief:

Institute director
During their tenure as institute director, the director will be relieved of one full class from their teaching load.

Dean/Vice-presidents/President
Individuals holding these administrative positions or equivalent are typically fully relieved of their teaching duties during the period that they hold said positions.

Other administrative duties do not lead to teaching relief unless authorized by the dean.

In cases where administrative relief is granted, the section will assist you in organizing teaching relief. Ideally, you would be able to suggest the name of a replacement.

12.4 Sabbatical leave

Sabbatical leave (and associated teaching relief) is granted by the direction according to LEX 4.2.4. In accordance with these rules, a willing replacement teacher must be proposed by the Faculty seeking the sabbatical. This should be done in cooperation and with the help of the section.