Dacia Sandero

Object detection in images

KF5012 Software Engineering Practice

Computer Science with Artificial Intelligence

Gabriel-Claudiu Stelea

Mircea-Constantin Sasu

Brendon Liew Jo Yen

Gabriel-Sebastian Visan

# Mission distribution

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| Participant | Mission | Justification |
| Group-wide mission | Iterative Development (double) | As instructed in the project brief |
| Gabriel-Claudiu Stelea | Project Management | High marks in the “Working with others” + “Time management” |
|  | Solution Testing | High marks in “Reading and Notemaking” + “Information seeking” |
| Mircea-Constantin Sasu | Baseline Implementation | High marks in coding + algorithmic thinking |
|  | Mathematical Review | High marks “Working with numbers”+ medium marks “Writing skills” |
| Brendon Liew Jo Yen | Application Programming Interface (API) | Own interest + good marks in interface + coding |
|  | Graphical User Interface (API required) | Own interest + good marks in interface + coding |
| Gabriel-Sebastian Visan | Project Ideation | High score “Writing skills” + ”Information seeking” |
|  | Solution Design | High score “Writing skills” + ”Information seeking” + Interpreting and representing graphs |

**Aim of the project**

The scope of the project is to develop a fully working software application that detects an object or a set of objects in an image supplied by the user. The objects detected will be outlined by a shape and the final image will be shown back to the user. The setting and range of objects will be settled on a later phase of development.

# Gabriel-Claudiu Stelea

Part 1 Key Skills

| SKILLS AREA | I CAN DO THIS WELL | OK, BUT I NEED MORE PRACTICE | I CAN’T DO THIS | PRIORITY DEVELOPMENT OF THIS SKILL 1 = very important,  2 = quite important,  3 = not important |
| --- | --- | --- | --- | --- |
| ORGANIZATION OF LEARNING |  |  |  |  |
| I have strategies to help me to plan and manage my time |  | x |  | 1 |
| I am able to effectively prioritise my tasks and activities | x |  |  | 2 |
| I am able to work to deadlines | x |  |  | 1 |
| I am aware of what makes my learning more effective (e.g. place to study, time to study etc) | x |  |  | 2 |

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| --- | --- | --- | --- | --- |
| INFORMATION SEEKING SKILLS |  |  |  |  |
| I am able to find a specific book or journal in the library using the on-line catalogue | x |  |  | 2 |
| I am able to use a variety of different sources to find information  (e.g. journals. books, electronic resources) |  | x |  | 1 |
| I am able to access and search electronic resources (on-line databases, electronic journals CD-ROMs) | x |  |  | 2 |
| I am able to use search gateways on the Internet to find information | x |  |  | 1 |
| I am able to evaluate the information I find | x |  |  | 1 |
| READING AND NOTEMAKING |  |  |  |  |
| I can decide which parts of a book I need to read |  | x |  | 1 |
| I have a system for recording where I find information (e.g. book, author, date) |  | x |  | 1 |
| I can select and use different reading strategies (e.g. skim, scan, in-depth) | x |  |  | 2 |
| I can make effective notes when reading | x |  |  | 1 |
| I can make effective notes when listening (e.g. during lectures) | x |  |  | 1 |
| I have a system for recording and storing my notes | x |  |  | 1 |

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| --- | --- | --- | --- | --- |
| WRITING SKILLS |  |  |  |  |
| I can analyse assignment (essay, report etc) questions to determine what is expected |  | x |  | 1 |
| I understand the difference between an essay and report | x |  |  | 1 |
| I can produce a written plan to answer an assignment question | x |  |  | 1 |
| I can punctuate, use grammar and spelling correctly | x |  |  | 2 |
| I am confident I can express my ideas clearly in written form | x |  |  | 1 |
| I am able to adapt my writing styles to suit the appropriate media/audience |  | x |  | 1 |
| I understand the need to reference my work to avoid plagiarism | x |  |  | 1 |

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| --- | --- | --- | --- | --- |
| SPOKEN COMMUNICATION |  |  |  |  |
| I am able to express my views verbally | x |  |  | 1 |
| I am confident speaking in front of a group of people | x |  |  | 1 |
| I can prepare, plan and deliver a presentation | x |  |  | 1 |
| I can use visual aids to support a presentation | x |  |  | 2 |
| I am able to listen to and appreciate the views of others | x |  |  | 1 |

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| --- | --- | --- | --- | --- |
| WORKING WITH NUMBERS |  |  |  |  |
| I am competent in making simple calculations | x |  |  | 2 |
| I can present numerical information accurately | x |  |  | 1 |
| I can competently use a variety of numerical techniques (e.g. percentages, fractions, decimals) | x |  |  | 2 |
| I can interpret and present information in graphs and illustrations | x |  |  | 1 |

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| --- | --- | --- | --- | --- |
| WORKING WITH OTHERS |  |  |  |  |
| I am good at working with other people | x |  |  | 1 |
| I am able to lead or organize a group | x |  |  | 1 |
| I know how to plan and manage meetings |  | x |  | 1 |
| I am good at co-ordinating a group such as storing and sharing files and documents | x |  |  | 1 |
| I am good at supporting other people | x |  |  | 1 |
| I am able to get the best out of others | x |  |  | 1 |
| I can motivate others |  | x |  | 2 |
| I am able to manage conflict or disagreement | x |  |  | 1 |
| People look at me as a leader | x |  |  | 2 |

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| --- | --- | --- | --- | --- |
| STRESS MANAGEMENT |  |  |  |  |
| I know what causes stress | x |  |  | 2 |
| I am aware of my personal symptoms of stress | x |  |  | 2 |
| I can use strategies to help me cope with my stress or other people’s stress | x |  |  | 1 |

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| --- | --- | --- | --- | --- |
| PERSONAL DEVELOPMENT PLANNING |  |  |  |  |
| I am able to identify my personal goals | x |  |  | 2 |
| I am a good judge of what my strengths and areas for development are | x |  |  | 1 |
| I am able to identify opportunities for learning outside my course, e.g. clubs, societies, employment | x |  |  | 2 |
| I am able to plan for my personal development | x |  |  | 2 |

Part 2 Technical Skills directly relevant to your course.

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| --- | --- | --- | --- | --- |
| SKILLS AREA | I CAN DO THIS WELL | OK, BUT I NEED MORE PRACTICE | I CAN’T DO THIS | PRIORITY DEVELOPMENT OF THIS SKILL 1 = very important,  2 = quite important,  3 = not important |
| Ability to test efficiency |  | x |  | 1 |
| Ability to work in a shared environment |  | x |  | 1 |
| Ability to work in an Agile environment |  | x |  | 1 |
| Commenting code and making use of functions | x |  |  | 2 |
| Ability to work with interfaces |  | x |  | 1 |
| Ability to ask for help | x |  |  | 2 |
| Ability to work with large amounts of data |  | x |  | 1 |
| UML diagrams |  | x |  | 2 |
| Coding | x |  |  | 1 |
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# Mircea-Constantin Sasu

Part 1 Key Skills

| SKILLS AREA | I CAN DO THIS WELL | OK, BUT I NEED MORE PRACTICE | I CAN’T DO THIS | PRIORITY DEVELOPMENT OF THIS SKILL 1 = very important,  2 = quite important,  3 = not important |
| --- | --- | --- | --- | --- |
| ORGANIZATION OF LEARNING |  |  |  |  |
| I have strategies to help me to plan and manage my time |  | ✓ |  | 2 |
| I am able to effectively prioritise my tasks and activities | ✓ |  |  | 3 |
| I am able to work to deadlines |  | ✓ |  | 1 |
| I am aware of what makes my learning more effective (e.g. place to study, time to study etc) |  | ✓ |  | 1 |

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| --- | --- | --- | --- | --- |
| INFORMATION SEEKING SKILLS |  |  |  |  |
| I am able to find a specific book or journal in the library using the on-line catalogue |  | ✓ |  | 2 |
| I am able to use a variety of different sources to find information  (e.g. journals. books, electronic resources) |  | ✓ |  | 2 |
| I am able to access and search electronic resources (on-line databases, electronic journals CD-ROMs) | ✓ |  |  | 3 |
| I am able to use search gateways on the Internet to find information | ✓ |  |  | 3 |
| I am able to evaluate the information I find |  | ✓ |  | 2 |
| READING AND NOTEMAKING |  |  |  |  |
| I can decide which parts of a book I need to read | ✓ |  |  | 3 |
| I have a system for recording where I find information (e.g. book, author, date) |  | ✓ |  | 2 |
| I can select and use different reading strategies (e.g. skim, scan, in-depth) |  | ✓ |  | 2 |
| I can make effective notes when reading |  |  | ✓ | 1 |
| I can make effective notes when listening (e.g. during lectures) |  |  | ✓ | 1 |
| I have a system for recording and storing my notes |  | ✓ |  | 2 |

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| --- | --- | --- | --- | --- |
| WRITING SKILLS |  |  |  |  |
| I can analyse assignment (essay, report etc) questions to determine what is expected |  | ✓ |  | 2 |
| I understand the difference between an essay and report |  | ✓ |  | 2 |
| I can produce a written plan to answer an assignment question |  | ✓ |  | 2 |
| I can punctuate, use grammar and spelling correctly | ✓ |  |  | 3 |
| I am confident I can express my ideas clearly in written form |  | ✓ |  | 1 |
| I am able to adapt my writing styles to suit the appropriate media/audience |  | ✓ |  | 2 |
| I understand the need to reference my work to avoid plagiarism |  | ✓ |  | 2 |

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| --- | --- | --- | --- | --- |
| SPOKEN COMMUNICATION |  |  |  |  |
| I am able to express my views verbally |  |  | ✓ | 1 |
| I am confident speaking in front of a group of people |  |  | ✓ | 1 |
| I can prepare, plan and deliver a presentation |  | ✓ |  | 2 |
| I can use visual aids to support a presentation |  |  | ✓ | 1 |
| I am able to listen to and appreciate the views of others | ✓ |  |  | 3 |

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| --- | --- | --- | --- | --- |
| WORKING WITH NUMBERS |  |  |  |  |
| I am competent in making simple calculations | ✓ |  |  | 3 |
| I can present numerical information accurately | ✓ |  |  | 3 |
| I can competently use a variety of numerical techniques (e.g. percentages, fractions, decimals) | ✓ |  |  | 3 |
| I can interpret and present information in graphs and illustrations | ✓ |  |  | 3 |

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| --- | --- | --- | --- | --- |
| WORKING WITH OTHERS |  |  |  |  |
| I am good at working with other people |  | ✓ |  | 2 |
| I am able to lead or organize a group |  |  | ✓ | 1 |
| I know how to plan and manage meetings |  |  | ✓ | 1 |
| I am good at co-ordinating a group such as storing and sharing files and documents |  |  | ✓ | 1 |
| I am good at supporting other people |  | ✓ |  | 2 |
| I am able to get the best out of others |  |  | ✓ | 1 |
| I can motivate others |  | ✓ |  | 2 |
| I am able to manage conflict or disagreement |  | ✓ |  | 2 |
| People look at me as a leader |  |  | ✓ | 1 |

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| --- | --- | --- | --- | --- |
| STRESS MANAGEMENT |  |  |  |  |
| I know what causes stress |  | ✓ |  | 2 |
| I am aware of my personal symptoms of stress |  | ✓ |  | 2 |
| I can use strategies to help me cope with my stress or other people’s stress |  |  | ✓ | 1 |

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| --- | --- | --- | --- | --- |
| PERSONAL DEVELOPMENT PLANNING |  |  |  |  |
| I am able to identify my personal goals |  | ✓ |  | 2 |
| I am a good judge of what my strengths and areas for development are |  |  | ✓ | 1 |
| I am able to identify opportunities for learning outside my course, e.g. clubs, societies, employment |  | ✓ |  | 2 |
| I am able to plan for my personal development |  |  | ✓ | 1 |

Part 2 Technical Skills directly relevant to your course.

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| --- | --- | --- | --- | --- |
| SKILLS AREA | I CAN DO THIS WELL | OK, BUT I NEED MORE PRACTICE | I CAN’T DO THIS | PRIORITY DEVELOPMENT OF THIS SKILL 1 = very important,  2 = quite important,  3 = not important |
| Ability to test efficiency | ✓ |  |  | 2 |
| Ability to work in a shared environment |  | ✓ |  | 1 |
| Ability to work in an Agile environment |  | ✓ |  | 2 |
| Commenting code and making use of functions | ✓ |  |  | 1 |
| Ability to work with interfaces |  | ✓ |  | 3 |
| Ability to ask for help | ✓ |  |  | 1 |
| Ability to work with large amounts of data | ✓ |  |  | 1 |
| UML diagrams |  | ✓ |  | 2 |
| Coding | ✓ |  |  | 1 |
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# Brendon Liew Jo Yen

Part 1 Key Skills

| SKILLS AREA | I CAN DO THIS WELL | OK, BUT I NEED MORE PRACTICE | I CAN’T DO THIS | PRIORITY DEVELOPMENT OF THIS SKILL 1 = very important,  2 = quite important,  3 = not important |
| --- | --- | --- | --- | --- |
| ORGANIZATION OF LEARNING |  |  |  |  |
| I have strategies to help me to plan and manage my time |  | ✓ |  | 2 |
| I am able to effectively prioritise my tasks and activities |  | ✓ |  | 1 |
| I am able to work to deadlines | ✓ |  |  | 2 |
| I am aware of what makes my learning more effective (e.g. place to study, time to study etc) |  |  | ✓ | 2 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INFORMATION SEEKING SKILLS |  |  |  |  |
| I am able to find a specific book or journal in the library using the on-line catalogue |  | ✓ |  | 2 |
| I am able to use a variety of different sources to find information  (e.g. journals. books, electronic resources) | ✓ |  |  | 2 |
| I am able to access and search electronic resources (on-line databases, electronic journals CD-ROMs) |  | ✓ |  | 2 |
| I am able to use search gateways on the Internet to find information | ✓ |  |  | 2 |
| I am able to evaluate the information I find |  | ✓ |  | 1 |

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| --- | --- | --- | --- | --- |
| READING AND NOTEMAKING |  |  |  |  |
| I can decide which parts of a book I need to read |  | ✓ |  | 2 |
| I have a system for recording where I find information (e.g. book, author, date) |  | ✓ |  | 2 |
| I can select and use different reading strategies (e.g. skim, scan, in-depth) |  | ✓ |  | 1 |
| I can make effective notes when reading |  | ✓ |  | 1 |
| I can make effective notes when listening (e.g. during lectures) |  |  | ✓ | 2 |
| I have a system for recording and storing my notes |  | ✓ |  | 2 |

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| --- | --- | --- | --- | --- |
| WRITING SKILLS |  |  |  |  |
| I can analyse assignment (essay, report etc) questions to determine what is expected |  | ✓ |  | 1 |
| I understand the difference between an essay and report |  | ✓ |  | 1 |
| I can produce a written plan to answer an assignment question | ✓ |  |  | 2 |
| I can punctuate, use grammar and spelling correctly |  | ✓ |  | 2 |
| I am confident I can express my ideas clearly in written form |  | ✓ |  | 1 |
| I am able to adapt my writing styles to suit the appropriate media/audience |  | ✓ |  | 1 |
| I understand the need to reference my work to avoid plagiarism | ✓ |  |  | 1 |

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| --- | --- | --- | --- | --- |
| SPOKEN COMMUNICATION |  |  |  |  |
| I am able to express my views verbally |  | ✓ |  | 2 |
| I am confident speaking in front of a group of people |  |  | ✓ | 1 |
| I can prepare, plan and deliver a presentation |  | ✓ |  | 1 |
| I can use visual aids to support a presentation |  | ✓ |  | 2 |
| I am able to listen to and appreciate the views of others | ✓ |  |  | 1 |

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| --- | --- | --- | --- | --- |
| WORKING WITH NUMBERS |  |  |  |  |
| I am competent in making simple calculations |  | ✓ |  | 1 |
| I can present numerical information accurately |  | ✓ |  | 2 |
| I can competently use a variety of numerical techniques (e.g. percentages, fractions, decimals) | ✓ |  |  | 1 |
| I can interpret and present information in graphs and illustrations |  | ✓ |  | 1 |

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| --- | --- | --- | --- | --- |
| WORKING WITH OTHERS |  |  |  |  |
| I am good at working with other people |  | ✓ |  | 2 |
| I am able to lead or organize a group |  |  | ✓ | 2 |
| I know how to plan and manage meetings |  | ✓ |  | 2 |
| I am good at co-ordinating a group such as storing and sharing files and documents |  | ✓ |  | 1 |
| I am good at supporting other people |  | ✓ |  | 1 |
| I am able to get the best out of others |  |  | ✓ | 2 |
| I can motivate others | ✓ |  |  | 1 |
| I am able to manage conflict or disagreement |  | ✓ |  | 2 |
| People look at me as a leader |  |  | ✓ | 3 |

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| --- | --- | --- | --- | --- |
| STRESS MANAGEMENT |  |  |  |  |
| I know what causes stress |  | ✓ |  | 2 |
| I am aware of my personal symptoms of stress |  | ✓ |  | 2 |
| I can use strategies to help me cope with my stress or other people’s stress |  | ✓ |  | 1 |

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| --- | --- | --- | --- | --- |
| PERSONAL DEVELOPMENT PLANNING |  |  |  |  |
| I am able to identify my personal goals |  | ✓ |  | 1 |
| I am a good judge of what my strengths and areas for development are |  | ✓ |  | 2 |
| I am able to identify opportunities for learning outside my course, e.g. clubs, societies, employment | ✓ |  |  | 1 |
| I am able to plan for my personal development |  | ✓ |  | 1 |

Part 2 Technical Skills directly relevant to your course.

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| --- | --- | --- | --- | --- |
| SKILLS AREA | I CAN DO THIS WELL | OK, BUT I NEED MORE PRACTICE | I CAN’T DO THIS | PRIORITY DEVELOPMENT OF THIS SKILL 1 = very important,  2 = quite important,  3 = not important |
| Ability to test efficiency |  | ✓ |  | 1 |
| Ability to work in a shared environment |  | ✓ |  | 2 |
| Ability to work in an Agile environment |  | ✓ |  | 2 |
| Commenting code and making use of functions | ✓ |  |  | 2 |
| Ability to work with interfaces |  | ✓ |  | 1 |
| Ability to ask for help |  | ✓ |  | 2 |
| Ability to work with large amounts of data |  | ✓ |  | 1 |
| UML diagrams |  | ✓ |  | 2 |
| Coding | ✓ |  |  | 1 |
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# Gabriel-Sebastian Visan

Part 1 Key Skills

| SKILLS AREA | I CAN DO THIS WELL | OK, BUT I NEED MORE PRACTICE | I CAN’T DO THIS | PRIORITY DEVELOPMENT OF THIS SKILL 1 = very important,  2 = quite important,  3 = not important |
| --- | --- | --- | --- | --- |
| ORGANIZATION OF LEARNING |  |  |  |  |
| I have strategies to help me to plan and manage my time |  | X |  | 2 |
| I am able to effectively prioritise my tasks and activities |  | X |  | 2 |
| I am able to work to deadlines | X |  |  | 3 |
| I am aware of what makes my learning more effective (e.g. place to study, time to study etc) | X |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INFORMATION SEEKING SKILLS |  |  |  |  |
| I am able to find a specific book or journal in the library using the on-line catalogue |  | X |  | 1 |
| I am able to use a variety of different sources to find information  (e.g. journals. books, electronic resources) |  | X |  | 1 |
| I am able to access and search electronic resources (on-line databases, electronic journals CD-ROMs) | X |  |  | 3 |
| I am able to use search gateways on the Internet to find information | X |  |  | 3 |
| I am able to evaluate the information I find |  |  | X | 1 |
| READING AND NOTEMAKING |  |  |  |  |
| I can decide which parts of a book I need to read | x |  |  | 3 |
| I have a system for recording where I find information (e.g. book, author, date) | X |  |  | 3 |
| I can select and use different reading strategies (e.g. skim, scan, in-depth) | X |  |  | 3 |
| I can make effective notes when reading |  | X |  | 2 |
| I can make effective notes when listening (e.g. during lectures) |  | X |  | 2 |
| I have a system for recording and storing my notes |  |  | X | 1 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WRITING SKILLS |  |  |  |  |
| I can analyse assignment (essay, report etc) questions to determine what is expected |  | X |  | 1 |
| I understand the difference between an essay and report |  | X |  | 2 |
| I can produce a written plan to answer an assignment question |  | X |  | 1 |
| I can punctuate, use grammar and spelling correctly | X |  |  | 3 |
| I am confident I can express my ideas clearly in written form | X |  |  | 3 |
| I am able to adapt my writing styles to suit the appropriate media/audience | X |  |  | 3 |
| I understand the need to reference my work to avoid plagiarism | X |  |  | 3 |

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| --- | --- | --- | --- | --- |
| SPOKEN COMMUNICATION |  |  |  |  |
| I am able to express my views verbally | X |  |  | 3 |
| I am confident speaking in front of a group of people | X |  |  | 3 |
| I can prepare, plan and deliver a presentation | X |  |  | 3 |
| I can use visual aids to support a presentation | X |  |  | 3 |
| I am able to listen to and appreciate the views of others |  | X |  | 1 |

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| --- | --- | --- | --- | --- |
| WORKING WITH NUMBERS |  |  |  |  |
| I am competent in making simple calculations | X |  |  | 3 |
| I can present numerical information accurately | X |  |  | 3 |
| I can competently use a variety of numerical techniques (e.g. percentages, fractions, decimals) | X |  |  | 3 |
| I can interpret and present information in graphs and illustrations | X |  |  | 3 |

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| --- | --- | --- | --- | --- |
| WORKING WITH OTHERS |  |  |  |  |
| I am good at working with other people | X |  |  | 3 |
| I am able to lead or organize a group |  | X |  | 1 |
| I know how to plan and manage meetings |  | X |  | 2 |
| I am good at co-ordinating a group such as storing and sharing files and documents |  |  | X | 1 |
| I am good at supporting other people | X |  |  | 3 |
| I am able to get the best out of others |  | X |  | 3 |
| I can motivate others |  | X |  | 3 |
| I am able to manage conflict or disagreement | X |  |  | 3 |
| People look at me as a leader |  | X |  | 3 |

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| --- | --- | --- | --- | --- |
| STRESS MANAGEMENT |  |  |  |  |
| I know what causes stress | X |  |  | 3 |
| I am aware of my personal symptoms of stress |  | X |  | 1 |
| I can use strategies to help me cope with my stress or other people’s stress | X |  |  | 3 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PERSONAL DEVELOPMENT PLANNING |  |  |  |  |
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| I am able to identify opportunities for learning outside my course, e.g. clubs, societies, employment |  | X |  | 1 |
| I am able to plan for my personal development |  | X |  | 1 |

Part 2 Technical Skills directly relevant to your course.

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| Ability to work in a shared environment | X |  |  | 1 |
| Ability to work in an Agile environment |  | X |  | 2 |
| Commenting code and making use of functions | X |  |  | 1 |
| Ability to work with interfaces |  | X |  | 3 |
| Ability to ask for help |  | X |  | 2 |
| Ability to work with large amounts of data | X |  |  | 1 |
| UML diagrams | X |  |  | 1 |
| Coding | X |  |  | 1 |
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