

Dear Company mentor,

You are guiding an FHICT graduate student over the last months, and we would like to get your feedback on the graduation internship of the student. This can help the student to get a better understanding of the progress the student is making according to you, for each of the learning outcomes.

We ask you to fill in the form below, hand it over and discuss it with the student. The form is not mentioned as a grading, but to help the student and the teachers to get your view of how the student is doing.

We ask you to describe for each learning outcome in the form on the next page on which level of progress the student is working, and give substantiation and advice. By the end of the semester, all learning outcomes should be at least on a proficient level. We recognize the following levels:

Undefined: the student has not yet undertaken activities to demonstrate the learning outcome.

Orienting: the student has made a start and explored the possibilities to demonstrate the learning outcome.

Beginning: the student has taken the first steps and carried them out which contribute to demonstrating the learning outcome.

Proficient: the student has demonstrated the learning outcome several times. The student will demonstrate the learning outcome at a sufficient level, if the development continues in this way.

Advanced: the student has shown several times to work on this learning outcome with good results. The student has performed above expectations and has focused on continuous improvement. The student will demonstrate the learning outcome at a more than sufficient level, if the development continues in this way.

At the end of this document you find a clarification on the learning outcomes.

Thanks in advance for filling in the form on the next page!

Student name	Edita Pronckute
Student number	3907872
Graduation Profile	User Interaction
Date	11/04/2023
Assessors	Coline van Leeuwen and Ellya Aisyah

	Learning Outcome	Level* (U, O, B, P, A)	Feedback
1	Professional duties	B	In terms of Analysis and Design, the student has reached the level of Proficient by providing multiple designs, listening to feedback, and improving upon those feedbacks, as well as researching on the solution. However, when it comes to the Realize aspect of the project, the student has not been able to carry out the tasks independently (Orienting).
2	Situation-Orientation	P	The student has adapted well to the way of working within the team. The student has been meticulously writing down feedback to later improve upon and has been very organized in her work for the company. The student has participated actively in all the scrum ceremonies that the team uphold and has shown interest by giving her feedback during those ceremonies.
3	Future-Oriented Organisation	A	The student identified the project well and has done thorough research in order to come up with the most suited solution. Examples of the research the student has done; talking to peers at school on how the product that is the subject of the project is being used and can be improved, talking to the UX department on how the branding of the company come about, and talking to the product owner to prioritize the features to add on the product that have the most impact for the end users.
4	Investigative Problem Solving	P	When it comes to the Analysis and Design part of the project, the student has shown that she can react and adapt to the different opinions of stakeholders and colleagues. However, the mentor anticipates that she will face problems during the Realize part of the project and for now the mentor can't give feedback about that yet and is curious regarding how the student will overcome the problems.
5	Personal Leadership	B	The student took some time on applying the feedback that she can ask for the colleagues' time and guidance to improve her programming skill. However now she has set up a weekly meeting with her mentor to be on top of the progress of her graduation project as well as a weekly pair-programming session to improve her programming skill. She has indicated to her mentor her preference when it comes to Front End development and that's ultimately what she wants to focus on and contribute the most to the team. The mentor expects more leadership from her for the rest of the project, for example leading her own refinement meeting.
6	Targeted Interaction	P	The student knows who to approach for the information she needs for her project. She is no longer hesitating to schedule meetings from the people that are relevant to her questions.

*choose from Undefined, Orienting, Beginning, Proficient, Advanced

Appendix: Explanation about the learning outcomes

1. Professional Duties: You carry out the professional duties on a bachelor level resulting in professional products in line with the IT-area you are working in.

Clarification:

- Professional duties on bachelor level = All or a subset of the activities Analysis, Design, Realize, Advise, Manage & Control on professional level. As a reference, 1) use the HBO-I framework¹ on proficiency level 3, 2) the level as required in OE6 or OE7 that relates to the IT field, 3) the expectation in the professional workfield related to the IT field of the graduation project.
- Professional products: end products and other products as a result of the professional duties
- In line with the IT-area = You deliver professional products that are characteristic for the IT area of your project. E.g., a software architecture in full stack software development. On a general level the IT areas are defined by the 5 architectural layers of the HBO-I framework (User Interaction, Organizational Processes, Software, Hardware Interfacing, Infrastructure), or a more specific level as a subset or combination of the architecture layers (like cyber security or web development).

2. Situation-Orientation: You apply your previously acquired knowledge and skills in a new and authentic context to deliver relevant and valuable results for the project and company.

Clarification:

- Apply your previously acquired knowledge = You adapt to the processes and way of working of the company
- Relevant and valuable = Your work is relevant for one or more persons and creates value (e.g., in terms of upward TRL transition)
- New and authentic context = you work in a methodological and structured way in a context where approach and solution area are open, with multiple stakeholders and multiple IT areas combined.

3. Future-Oriented Organisation: You explore the organisational context of your project, make business, sustainable and ethical considerations and manage all aspects of the execution of the project.

Clarification:

- organisational context – you identify the business domain and stakeholders of the project and know its business legitimisation.
- business, sustainable and ethical factors – you take into consideration business, sustainable development and ethical aspects in your judgement process using standards or methods/tools (e.g. TICT).
- manage execution – you create a project plan and monitor your project including the research activities, time, money, risks and the quality of the solution which is valuable for the organisation.

4. Investigative Problem Solving: You take a critical look at your project from different perspectives, identify problems, find an effective approach and arrive at appropriate solutions.

Clarification:

- Identify problems - Throughout all phases of the project, initially by identifying the problem/opportunity of the client, defining the main scope of the project and formulating

¹ As described in: HBO-i Domeinbeschrijving 2018, HBO-I stichting, Amsterdam.

the related research questions, and during the project by identifying newly encountered problems/challenges and formulating more in-depth or detailed research questions.

- Different perspectives and effective approach – you use a variety of research strategies, methods and activities (reference: [https://ictresearchmethods.nl/The DOT Framework](https://ictresearchmethods.nl/The_DOT_Framework)) in a structured way in order to find justified answers to your research questions.
- Appropriate solutions – you use the results from your research to create valuable solutions and validate these with the relevant stakeholders.

5. Personal Leadership: you are entrepreneurial around your projects and personal development, you pay attention to your own learning ability and keep in mind what kind of IT professional and/or what type of positions you aspire to.

Clarification:

- Entrepreneurial means that you take the lead in your own project, both planning as well as content wise.
- Paying attention to your own learning ability means that you can reflect on your own actions, ask and receive feedback on your actions and look for further opportunities and possibilities that flow from that feedback and that you are aware of your development as an IT professional.
- You know which role you envision in the IT-landscape and what role you play in a team.

6. Targeted Interaction: You determine which partners play a role in your project, collaborate constructively with them and communicate appropriately to achieve the desired impact.

Clarification:

- Communicating appropriately means that you make sure that your communication has the right impact and execution.
- Partners are the different stakeholders in the project to which you pay attention to and whose interests in the project are clear to you.