

Assessment criteria Graduation Project – Log & Reflection 2024-2025

Assessment format

Individual assessment in which you make your innovative solution development and implementation process insightful. We should be able to see your iterations, different types of prototypes, train of thoughts and decisions along the way (with justifications). We urge you to build this log while you work rather than constructing it in hindsight.

Assessment criteria

- 1) Monitoring process and progress
 - a. Monitors, validates and reflects on their actions, reasoning, and results during the execution of their graduation project
- 2) Projection for the future
 - a. Paints a credible picture of what their future (in terms of career) looks like and sells themselves as a junior professional innovator

Assessment instruction

You will show you have mastered the BI Meta-skills at the appropriate 'Junior Innovation Professional' level and meet the assessment criteria by submitting the following deliverables.

- A) A **Log of the development and implementation of the innovative solution** that makes your process insightful. We should be able to see the steps you took and decisions you made along the way, for what reason and with which result, with justifications;
- B) Evidence of all credits and grades received (222EC);
- C) **An Oral Defence Session** of 45 mins with your examiner and your graduation supervisor (and whoever you decide to invite to the session) during which you present the highlights of your solution, your implementation process and your reflection (max 25 minutes in total), and your examiner can ask questions (approx. 20 mins). Prepare to (convincingly) present your personal value proposition during this defense session and argue your readiness to graduate.

KNOCK OUT CRITERION:

All written deliverables should each include the mandatory BI cover page clearly stating the details of the student, the details of the document and for which graduation assessment (please use the provided template).

The general and overarching criteria that apply for the Graduation Project – Log & reflection are:

- ✓ The structure of the deliverable is coherent, well supported and logically consistent;
- ✓ All content must be created by the student;
- ✓ All statements are substantiated by relevant evidence and examples;
- ✓ All text is based on The Unicode Standard for text representation i.e. text may not be inserted as images;
- ✓ All information provided should be clear and intelligible, in terms of language and visuals used. If the message conveyed is unclear and/or illegible and/or unintelligible, the assessment dimensions mentioned below cannot be assessed and the student will receive a 'no show'.

The criteria that apply for the assessment of the study unit Graduation Project – Log & Reflection are listed in the following pages.

Criteria	Indicators
<p>1) <i>Monitoring process and progress</i></p> <p>a. Monitors, validates and reflects on their actions, reasoning, and results during the execution of their graduation project</p>	<p>Excellent – 8 points</p> <p><i>In addition to 'good':</i></p> <p>1a Monitors the continued feasibility of the specs/key performance indicators formulated and makes substantiated decisions about them along the way. Considers relevant possible threats to their activities and process , like misunderstandings within the team and constraints to the process, in advance and formulates appropriate 'plan B' actions to avoid them. Suggests relevant alternatives / solutions to circumvent identified bottlenecks / risks in the process. Works with several fall back scenarios for the execution of their activities and responsibilities. Turns mistakes into immediate learning opportunities. Creates their own appropriate scaffolding for the execution of their assignment that helps him properly structure their activities and decision making. Reflects on the process and effects of their activities, performance and choices for multiple stakeholders pre-action. Properly identifies additional learning needs/opportunities for themselves based on their experiences during the graduation project and acts on them appropriately. Explicitly creates appropriate learning opportunities for himself.</p>
	<p>Good – 6 points</p> <p><i>In addition to 'sufficient':</i></p> <p>1a Monitors the quality of their activities, actions and process continuously and deviates timely and justifiably from the plan when necessary (creating 'plan B' on the go). Considers possible plausible bottlenecks / risks in the process. Considers many different perspectives, options and alternatives to tackle the risks and bottlenecks identified considering stakeholder goals. Interventions in the process (if applicable) are appropriate. Reasoning behind the activities and planning is explicit and free of flaws. Uses educated guesses (explicitly) when not sure how to proceed. Applies appropriate 'debugging' strategies and a variety of work aids when stuck. Deconstructs their own thinking in order to identify possible blind spots and biases. Justifies their choices regarding their working environment and methods based on their strengths, drivers, preferred styles, knacks, most fitting innovator roles and what they know about how their brain works best. Properly justifies the roles/positions they decide to take on in different situations. Constantly identifies what contributions they can bring to the table and acts accordingly. Properly and explicitly integrates the execution of their learning needs/opportunities defined in their employability report with their tasks and activities throughout their graduation project. Notices when their motivation drops, accurately identifies the reason for it dropping and organises their own motivation to continue without prompting.</p>

	<p>Sufficient – 4 points</p> <p>1a Has incorporated relevant ‘checks and balances’ throughout their graduation project process at appropriate moments, in order to monitor and predict the quality of their activities and performance, based on the specs formulated in the graduation project plan. The methods selected to monitor their progress, effects of their activities and the appropriateness of their choices are appropriate. Employs relevant decision making tools and aids appropriately. Includes relevant others in their monitoring and decision making process when appropriate. Justifies the process they follow throughout the graduation project, based on the graduation project plan. Delivers products according to the planning. Provides proper explanations for deviations from the plan (if applicable). Identifies obvious risks and relevant measures to neutralise or minimise them. Considers several different perspectives, options and alternatives to tackle the risks identified. Reasoning behind activities and actions is explicit and correct. Reflects on the process and effects of their own activities and choices for multiple stakeholders, in and post action. Explicit use of deep knowledge and skills in BI subjects and disciplines if apparent in their actions and choices. Properly identifies which contributions they are bringing/have brought to the table for their commissioning client/assignment. Employs appropriate abductive reasoning (transferring knowledge from other domains) when not sure how to proceed. Pinpoints personal main learning moments throughout graduation project and reflects on how these have affected him. Mostly provides their own motivation to continue, but may needs prompting now and then. Perseveres; looks for ways to make things work.</p> <p>Insufficient – 0 points</p> <p>1a Acts and performs tasks seemingly without considering their appropriateness for the quality of their work. Neglects to consider pros and cons of various possible approaches. Charges through without consideration of the situation. The process is incomplete without justification; does not consider all appropriate elements or simply announces these elements need more looking into (i.e. ‘plans’ activities/elements, but doesn’t perform them). Reasoning behind choices and actions is not explicit or is unreasonably flawed. Tends to quit when stuck. Conducts activities in a haphazard manner, with no apparent clear goals or plan. It is unclear why certain activities have been conducted. Tends to give up when things get tough. Doesn’t seem to realise it when things go wrong or doesn’t intervene appropriately. Never asks for feedback or constantly asks for feedback on their performance, seeming very insecure and unsure of their capabilities. Unclear how they are addressing their learning needs/opportunities (from the employability report) in their graduation project tasks and activities. Lists things/activities/experiences, doesn’t really reflect. Needs a lot of external motivation or prompting to motivate themselves.</p>
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<p>2) <i>Projection for the future</i></p> <p>a. Paints a credible picture of what their future (in terms of career) looks like and sells themselves as a junior professional innovator</p>	<p>Excellent – 8 points</p> <p><i>In addition to 'good':</i></p> <p>2a Shows evidence of a broad and deep personal database of knowledge in the field of international business innovation, appropriately connecting chunks of knowledge and skills. Properly investigates what employers/careers of their choice require of employers in the role they want to have. Connects these requirements to their own capabilities and experiences, and makes a credible prediction of the chances of him landing that job/career /role in the near future. Identifies possible gaps or need for further learning and plans appropriate action to close these gaps.</p>
	<p>Good – 6 points</p> <p><i>In addition to 'sufficient':</i></p> <p>2a Reflects on their mastery of additional knowledge and skills developed throughout their BI years (within or outside of BI). Properly identifies the value of these additional knowledge and skills in relation to the BI meta-skills. Formulates a value proposition that sets him apart from other BI graduates; adds a credible uniqueness to it. Creates a credible profile of their ideal working environment based on appropriate and credible insights into their strengths, enablers/disablers, drivers, preferred styles, knacks, most fitting roles and how their brain works.</p>
	<p>Sufficient – 4 points</p> <p>2a The reflection on their mastery of the BI meta-skills at the highest level is appropriate and credible, and is justified with relevant exemplary evidence from the BI programme. Shows evidence of having a deep personal database of knowledge and skills in the field of international business innovation. Builds a credible argument for their value as a junior innovation professional to multiple stakeholders, using appropriate examples. Communicates with real voice, clearly and concisely, creating focus, energy and passion. Formulates a credible value proposition for themselves as a junior innovation professional, including who/what company this value is relevant for.</p>
	<p>Insufficient – 0 points</p> <p>2a Lists parts of the BI curriculum to indicate their mastery of the BI meta-skills. Does not convince of their mastery of the BI meta-skills at the highest level. Examples are missing or irrelevant. Comes across as very insecure and timid, so much so that it invokes doubts regarding their readiness to graduate. their knowledge base of international business innovation seems limited, shows signs of not always knowing what he's talking about. Value proposition is missing or lacking in credibility.</p>

Meta-skills involved

EXECUTE, LEARN, LEAD