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| **Student name** | Denitsa Goranova |
| **Date assessment** | 09-07-2024 |
| **Assessor 1** | Erçelebi Ayyildiz,Tülin T. |
| **Assessor 2** | Davis-Owusu, Kadian K.A. |

U: Unsatisfactory/Onvoldoende, S: Satisfactory/Voldoende, G: Good/Goed, O: Outstanding/Uitmuntend

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| **Remarks from company mentor (halfway):**  Denitsa demonstrated an exceptional fund of knowledge and she applied her understanding our need of “Developer Website” with the level of skill we expected. She is well prepared and also always ready to learn about all the information needed to analyze, design and develop the Developer Library. She initiated literature searches to supplement her understanding and to address questions raised during the process. She offers different solutions but highlights what she thinks is the best.  She is both efficient and dedicated in her duties and well structured. She follows the sprint structure and also informs the stakeholders regularly. She is an eager learner and seeking for technical opportunities and professional knowledge to improve her work  Her enthusiastic and proactive attitude led her to engage the team easily. She is open for feedback, and she is also quick to incorporate it. | |
| **Company mentor:** | Esra Esmer Ozcan: Customer Experience Manager  Luuk Tuijtelaars: Director Marketing Sales  Barton Meijer: Sr. Business Developer |
| **Date** | 23-04-2024 |

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| **Remarks from company mentor (end of internship):**  Denitsa demonstrated extensive knowledge and effort , effectively applied her understanding to our ‘Developer Website’ project. She consistently seeks to learn and understand all necessary information for analyzing, designing, and developing the Developer Library. Denitsa proactively conducts literature searches or expert comments to address any questions that arise during the process.  Her work ethic is well appreciated ; she is efficient, dedicated, and well-organized. She adhered to sprint structures and maintained regular communication with stakeholders to follow up the progress during the project. Her eagerness to learn and improve is evident, as she actively seeks technical opportunities and professional growth. Moreover she welcomes feedback and promptly incorporates it into her work.  She does not hesitate to contact co-workers in different (international) departments to gather information.  Furthermore, Her enthusiastic and proactive attitude seamlessly integrated her into the team, leading to an offer for a summer job. | |
| **Company mentor:** | Esra Esmer Ozcan: Customer Experience Manager  Luuk Tuijtelaars: Director Marketing Sales  Barton Meijer: Sr. Business Developer |
| **Date** | 24-06-2024 |

**Final Assessment (to be filled by Fontys - 1st assessor + 2nd assessor)**

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|  | **Assessment dimensions** | **U** | **S** | **G** | **O** | **Explanation** |
| 1 | Professional Duties |  |  | **X** |  | The student provided sufficient professional products  within the IT-area. |
| 2 | Situation-Orientation |  |  | **X** |  | The student applied her previously acquired knowledge and skills in a methodological and structured way. She worked on a given IT problem with different stakeholders. |
| 3 | Future-Oriented Organisation |  |  |  | **X** | The student explored the organizational context of her assignment and managed all aspects of the execution of the project. |
| 4 | Investigative Problem Solving |  |  |  | **X** | The student identified the problem, and main scope of the assignment, and related research questions.  She also used the results from her research to create valuable solutions and validated these with the stakeholders. |
| 5 | Personal Leadership |  |  |  | **X** | The student can reflect on her own actions, ask and receive feedback on her actions.  She takes the lead in her project. Independent and solution-oriented. She investigated good leadership and asked critical questions. |
| 6 | Targeted Interaction |  |  |  | **X** | The student collaborated constructively with different stakeholders and communicated appropriately. She has also communicated with the 1st assessor consistently. |
| **Explanation**  A very good product was delivered that satisfies all the requirements of her stakeholders. She was always prepared and very reliable. Her assignment will be used in the company. Her presentation is well executed. | | | | | | |

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| **Final grade (U/S/G/O):** | **O** |
| **Final result (pass/fail/repair):** | **PASS** |

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| **In case a repair is needed within the current semester (not if regular restart of S5 next semester is needed!), 1st assessor should immediately inform Examboard and PLOU S5 through** [**https://examboard.fhict.nl**](https://examboard.fhict.nl) **(choose “examination/grading”, student in cc); attach this form for information and clearly explain the repair that is being advised in the message online; Examboard will arrange this with student and both assessors and inform PLOU S5.** |

# Assessment instructions

The feedback per assessment dimension is linked to the criteria formulated below and provides an explanation of the assessment. The criteria described refer to standardization level G (Good).

* For O (Outstanding): Specify the aspects that go beyond the criteria for G (Good).
* For S (Satisfactory): Specify the criteria that need improvement to reach the level for G (Good).
* For U (Unsatisfactory): Specify the most important criteria that need improvement to reach the level for S (Satisfactory).

Decision rules for determining the grading value:

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|  | **Rule** | **Value** | **Explanation** |
| 1 | All O (Outstanding) | O (Outstanding) |  |
| 2 | All G (Good) | G (Good) |  |
| 3 | All S (Satisfactory) | S (Satisfactory) |  |
| 4 | At least one U (Unsatisfactory) | U (Unsatisfactory) | Each dimension has to be graded at least S (Satisfactory) for a Satisfactory final grade |
| 5 | Combination S, G, O, (all but Unsatisfactory) | S, G, O | The assessors can decide to use different weights for the dimensions equally to come to a final judgement |

The final assessment feedback explains the application of the decision rules and provides insight into the final grading from the partial assessments.

# Criteria per Assessment dimension

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

*Professional duties on a junior bachelor level* = All or a subset of the activities Analysis, Design, Realize, Advise, Manage&Control. As a reference use: 1) the HBO-I framework on proficiency level 2, 2) the level as required in OE3 or OE4

*Professional products* = end products and intermediate 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. As a reference use: 1) the HBO-I framework on proficiency level 2, 2) the professional products required in OE3 or OE4

1. [Situation-orientation] You **apply** your previously acquired knowledge and skills in an **authentic context** to deliver **relevant** results for the project and company.

*Apply* = You work in a methodological and structured way, adapted to the processes and way of working of the company

*Relevant* = Your work is relevant for one or more persons

*Authentic context* = you are embedded in an IT environment and work on a given IT problem with multiple stakeholders

1. [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.

*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.

1. [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**.

*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 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>) 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.

1. [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.

*Entrepreneurial* = you take the lead in your own project, both planning as well as content wise.

*Pay attention to your own learning ability* = 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

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

*Communicate appropriately* = you make sure that your communication has the right impact and execution.

*Partners* = the different stakeholders in the project to which you pay attention to and whose interest in the project are clear to you.