UNSW Engineering

Industrial Training Employer Evaluation Form

Complete this Employer Evaluation Form for every Industrial Training placement you undertake.

1. At the start of the placement, the supervisor and student create up to 3 goals to be achieved.
2. Arrange a date to meet at the end of the placement
3. Supervisor and student review the 3 goals that were created – both providing comments in needed.
4. Supervisor to rate the student's professional attributes using Engineer's Australia Table 3 Professional and Personal Attributes: Elements and Indicators
5. Supervisor to complete the total days worked and provide proof via company email or company letter to student
6. Student to complete student reflection
7. Student to upload this form and proof of total days worked (company email or company Letter) to Moodle

Placement Information

Company Name: Prosentient Systems

Supervisor Name: Edmund Balnaves

Supervisor Email: _____

Supervisor Phone: _____

Student Name: _____

UNSW zID: z5164906

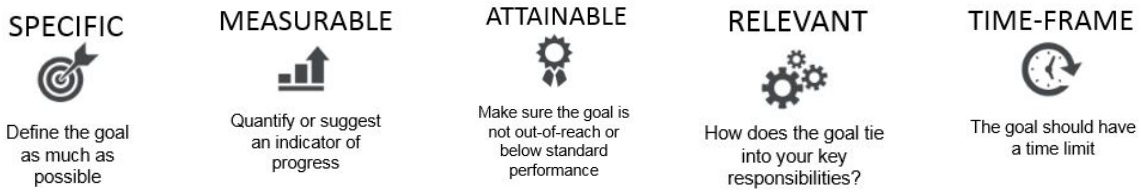
Start of placement: 4/15/21

End of placement: _____

Student's Job Title: ICT/ Support Engineer

Goals (To be agreed upon at the start of the placement by the supervisor and student)

Use the SMART criteria to create the goals:



Goal 1: Develop functionality to existing products by adding code that is scalable, robust and well written.

Goal 2: Work in projects implementing agile framework to build, test and debug software.

Goal 3: Liase and maintain open communication channels to provide any assistance and training to clients

Review of goals (To be completed by supervisor at the end of the placement)

Poor = Development below expectations

Fair = Would benefit from more experience

Good = Mostly competent in this area

Excellent = Demonstrates excellent competence in this area

Goals	Poor	Fair	Good	Excellent
	○	○	○	○
Supervisor Comments:				
Student Comments:				
	○	○	○	○
Supervisor Comments:				
Student Comments:				
	○	○	○	○
Supervisor Comments:				
Student Comments:				

Total Days worked (To be completed by supervisor)

The days that are written here are used to credit the student towards the 60-day requirement to complete Industrial Training.

In addition, please supply the student with evidence confirming the total days worked, by either:

- An email with company signature (translated if required)
- Letter on company letterhead (translated if required)

TOTAL NUMBER OF DAYS WORKED: 60

Student's Professional Attributes (To be completed by supervisor at the end of the placement)

Refer to Engineer's Australia Table 3 Professional and Personal Attributes: Elements and Indicators

Poor = Development below expectations

Fair = Would benefit from more experience

Good = Mostly competent in this area

Excellent = Demonstrates excellent competence in this area

Student's Professional Attributes	N/A	Poor	Fair	Good	Excellent
Ethical conduct and professional accountability.	○	○	○	○	○
Supervisor Comments:					
Effective oral and written communication in professional and lay domains.	○	○	○	○	○
Supervisor Comments:					
Creative, innovative and pro-active demeanour.	○	○	○	○	○
Supervisor Comments:					
Professional use and management of information.	○	○	○	○	○
Supervisor Comments:					
Orderly management of self and professional conduct.	○	○	○	○	○
Supervisor Comments:					
Effective team membership and team leadership.	○	○	○	○	○
Supervisor Comments:					

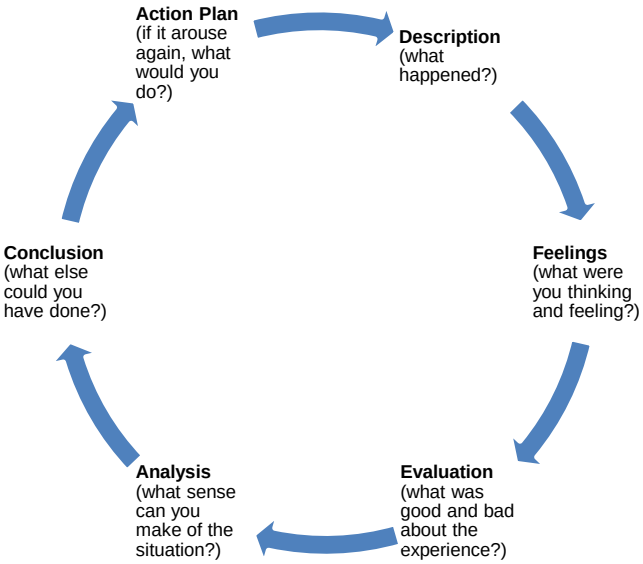
Supervisor's signature: Date:

Student's signature: Date:

Student Reflection (To be completed the student at the end of the placement)

Use the questions and flow chart below to help you write a brief reflection on your placement and the feedback given by your supervisor.

This reflection will help you write your Written Report.



Gibbs G. (1988) *Learning by Doing: A guide to teaching and learning methods.* London: Further Education Unit.

1. A description of what happened during your placement.

2. How did the feedback from your supervisor make you think and feel?

3. What was good and bad about your placement?

4. What have you learnt from the placement?

5. What do you now need to develop, learn or change now you have had this experience?

6. What actions are you now going to put into place before you graduate?

Table 3 Professional and Personal Attributes: Elements and Indicators
(Stage 1 Competency Standard for a Professional Engineer)

ELEMENT OF COMPETENCY	INDICATORS OF ATTAINMENT
3.1 Ethical conduct and professional accountability.	**a) Demonstrates** commitment to uphold the Engineers Australia - Code of Ethics, and established norms of professional conduct pertinent to the engineering discipline. **b) Understands** the need for 'due-diligence' in certification, compliance and risk management processes. **c) Understands** the accountabilities of the professional engineer and the broader engineering team for the safety of other people and for protection of the environment. **d) Is aware of** the fundamental principles of intellectual property rights and protection.
3.2 Effective oral and written communication in professional and lay domains.	**a) Is proficient in** listening, speaking, reading and writing English, including: - comprehending critically and fairly the viewpoints of others; - expressing information effectively and succinctly, issuing instruction, engaging in discussion, presenting arguments and justification, debating and negotiating - to technical and non-technical audiences and using textual, diagrammatic, pictorial and graphical media best suited to the context; - representing an engineering position, or the engineering profession at large to the broader community; - appreciating the impact of body language, personal behaviour and other non-verbal communication processes, as well as the fundamentals of human social behaviour and their cross-cultural differences. **b) Prepares** high quality engineering documents such as progress and project reports, reports of investigations and feasibility studies, proposals, specifications, design records, drawings, technical descriptions and presentations pertinent to the engineering discipline.
3.3 Creative, innovative and pro-active demeanour.	**a) Applies** creative approaches to identify and develop alternative concepts, solutions and procedures, appropriately challenges engineering practices from technical and non-technical viewpoints; identifies new technological opportunities. **b) Seeks out** new developments in the engineering discipline and specialisations and **applies** fundamental knowledge and systematic processes to evaluate and report potential. **c) Is aware of** broader fields of science, engineering, technology and commerce from which new ideas and interfaces may be drawn and readily **engages** with professionals from these fields to exchange ideas.
3.4 Professional use and management of information.	**a) Is proficient in** locating and utilising information - including accessing, systematically searching, analysing, evaluating and referencing relevant published works and data; is proficient in the use of indexes, bibliographic databases and other search facilities. **b) Critically assesses** the accuracy, reliability and authenticity of information. **c) Is aware of** common document identification, tracking and control procedures.
3.5 Orderly management of self, and professional conduct.	**a) Demonstrates** commitment to critical self-review and performance evaluation against appropriate criteria as a primary means of tracking personal development needs and achievements. **b) Understands** the importance of being a member of a professional and intellectual community, learning from its knowledge and standards, and contributing to their maintenance and advancement. **c) Demonstrates** commitment to life-long learning and professional development. **d) Manages** time and processes effectively**, prioritises** competing demands to achieve personal, career and organisational goals and objectives. **e) Thinks critically and applies** an appropriate balance of logic and intellectual criteria to analysis, judgement and decision making. **f) Presents** a professional image in all circumstances, including relations with clients, stakeholders, as well as with professional and technical colleagues across wide ranging disciplines.
3.6 Effective team membership and team leadership.	**a) Understands** the fundamentals of team dynamics and leadership. **b) Functions as** an effective member or leader of diverse engineering teams, including those with multi-level, multi-disciplinary and multi-cultural dimensions. **c) Earns** the trust and confidence of colleagues through competent and timely completion of tasks. **d) Recognises** the value of alternative and diverse viewpoints, scholarly advice and the importance of professional networking. **e) Confidently pursues and discerns** expert assistance and professional advice. **Takes initiative and fulfils** the leadership role whilst respecting the agreed role of others.