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| **Student name** | Yordi Kremer |
| **Date assessment** | 14/11/2023 |
| **Assessor 1** | S. de Man |
| **Assessor 2** | F. Coenen |

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

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| **Remarks from company mentor (halfway):**  Yordi is goed begonnen aan zijn opdracht. Hij heeft een goed vooronderzoek gedaan en op basis daarvan zijn de juiste keuzes gemaakt en prioriteiten gesteld. Wij zijn zeer tevreden met het geen hij tot op heden heeft laten zien.  De eerste koppeling (google) heeft hij in een PoC kunnen realiseren. De volgende stap is dat hij in een development omgeving van de bestaande app deze koppeling ook gaat realiseren en uitgebreid testen. Naast het realiseren van de koppeling zal ook de data die beschikbaar komt op de juiste manier in de bestaande database verwerkt moeten worden.  Wanneer dat is afgerond zal hij eenzelfde traject starten met Apple. Wij zijn tot op heden tevreden en beoordelen de huidige situatie als **GOED**. | |
| **Company mentor:** | Roy Bos |
| **Date** | 15-11-2023 |

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| **Remarks from company mentor (end of internship):** | |
| **Company mentor:** | <<Name>> |
| **Date** | <<Date>> |

**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 |  |  |  |  | <Please fill USGO score and overall feedback for each learning outcome> |
| 2 | Situation-Orientation |  |  |  |  | <Please fill USGO score and overall feedback for each learning outcome> |
| 3 | Future-Oriented Organisation |  |  |  |  | <Please fill USGO score and overall feedback for each learning outcome> |
| 4 | Investigative Problem Solving |  |  |  |  | <Please fill USGO score and overall feedback for each learning outcome> |
| 5 | Personal Leadership |  |  |  |  | <Please fill USGO score and overall feedback for each learning outcome> |
| 6 | Targeted Interaction |  |  |  |  | <Please fill USGO score and overall feedback for each learning outcome> |
| **Explanation**  <Please fill final USGO score and overall explanation including any evidence presented during assessment (i.e. not in Canvas)> | | | | | | |

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

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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.