

**ASSESSMENT PROUD HONOURS PROGRAM**

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| NAME OF THE CANDIDATE |  |
| STUDENT NUMBER |  |
| DATE |  |

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| **1. TECHNICAL AND PROFESSIONAL COMPETENCE** | | | | |
| Qualitative criteria | Insufficient | Sufficient | Good | Explanation i.e., reason |
| The student has created (new) technical content that is above and beyond the level of the bachelor program. |  |  |  |  |
| The created content is shaped by the context in which it was created.  The student explores issues fully and deeply. |  |  |  |  |
| The student formulated and developed claims with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution where necessary. |  |  |  |  |
| The student shows that he/she is a critical thinker and show higher order thinking skills. |  |  |  |  |
| The student has shared their created content with others |  |  |  |  |
| Overall | | | | |

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| **1. TECHNICAL AND PROFESSIONAL COMPETENCE**  This competence is about deepening and broadening technical content in relation to the bachelor level. Students should have a stronger knowledge base (deepening) or a broader knowledge base (broadening) than is required in the regular bachelor program. Students work methodically and think systematically about their own professional actions.  The content created during PROUD is complex, fully implemented and justified and has also led to the desired result. This competence focusses on the work done during the PROUD Internship. | | | | |
| Qualitative criteria | Insufficient | Sufficient | Good | Explanation i.e., reason |
| The student has created (new) technical content that is above and beyond the level of the bachelor program. |  |  |  |  |
| The created content is shaped by the context in which it was created.  The student explores issues fully and deeply. |  |  |  |  |
| The student formulated and developed claims with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution where necessary. |  |  |  |  |
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| Overall | | | | |

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| **2. INNOVATION AND DISSIMINATION**  This competence is about innovative practice which contributes to new products, applications, methods, ideas, concepts, technology, etc. Students undertake something new compared to the standards in the professional context. Students can contribute to the innovation of the profession or professional knowledge and spread the knowledge and insights they have gained.  This competence is about showing the value of the technical and innovative work done, sharing this work with others and making that work sustainable. Students contribute to the renewal of professional practice and make their innovations visible to relevant stakeholders. | | | | |
| Qualitative criteria | Insufficient | Sufficient | Good | Explanation i.e., reason |
| The student has integrated diverse knowledge, perspectives, and/or innovative skills into arguments and/or strategies. |  |  |  |  |
| The student has designed and produced a product and/or creative project in the appropriate interdisciplinary or multidisciplinary context of the company. |  |  |  |  |
| The student used structured methods, reviews and documentation on a professional level as is standardized in the company. |  |  |  |  |
| Overall | | | | |

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| **3. LEADERSHIP, MENTORING and COACHING**  This competence is about leadership within a team, mentoring other students and leading by example. | | | | |
| Qualitative criteria | Insufficient | Sufficient | Good | Explanation i.e., reason |
| The student takes control of his/herpersonal development (personal leadership) in relation to their (future) role. |  |  |  |  |
| The student makes conscious choices to achieve their goals, |  |  |  |  |
| The student shows leadership, for example by supporting or inspiring others in their personal and professional development in a project, activity or organization. |  |  |  |  |
| The student successfully coached a junior student or project group, both in the process as in the technical content. |  |  |  |  |
| The student demonstrates planning and collaboration skills. |  |  |  |  |
| Overall | | | | |

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| **4. FREE COMPETENCE BASED ON PERSONAL DEVELOPMENT PLAN**  When studentens are admitted to PROUD, they determine their own personal learning goals. This free competence is determined based on the interests and goals of each individual student and is always related to creating value for yourself or others. | | | | |
| Qualitative criteria | Insufficient | Sufficient | Good | Explanation i.e., reason |
| The student has defined what the competence is, e.g. internationalization, creative design, research skills, system engineering, business administration, etc. |  |  |  |  |
| The student has defined smart criteria for assessing this competence. |  |  |  |  |
| The student demonstrated that they have achieved the defined competence and criteria |  |  |  |  |
| Overall | | | | |

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| **5. PORTFOLIO STRUCTURE AND PRODUCTS**  The portfolio need to contain at last the following. | | | | |
| Qualitative criteria | Insufficient | Sufficient | Good | Explanation i.e., reason |
| **Introduction with reader’s guide.** The reader’s guide is an introduction for the assessors in which the student briefly describes how the portfolio is structured. |  |  |  |  |
| **Profile of the student**. The student introduces him/herself and gives a short summary of his/her career. The student elaborates on the reasons for joining PROUD and what activities he/she did during **PROUD**, e.g board member activities, etc. |  |  |  |  |
| **Profile of the company.** The student gives a short description of the nature and the activities of the company where the PROUD internship was done. |  |  |  |  |
| **Reflection per competence. Elaborated on in the previous assessment criteria** |  |  |  | d |
| **Conclusion and closing.** The students concludes with looking back on PROUD as a whole, gives feedback on the program and ends with any final remarks. |  |  |  |  |
| **Curriculum Vitae** |  |  |  |  |
| **Personal development plan** |  |  |  |  |
| **Company supervisor feedback** |  |  |  |  |
| **Documentation supporting the claims in the portfolio.** |  |  |  |  |
| Overall | | | | |