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**FORMAT FOR PORTFOLIO**

**Final Assessment**

**Honors**

2020-2021

**Free and fixed format**

**Step-by-step plan for Final Assessment Honors:**

The step-by-step plan set out below shows you which actions you need to undertake to be able to get to a final assessment. You can put any questions you have to your lecturer or, if he or she cannot answer them, to HPteam@hr.nl.

**Register**

* Reply as quickly as possible to the invitation by email from HPteam saying that you wish to take part in the FAH

**Link-up**

* The HPteam will link you to two assessors before 1 May

**Planning**

HPteam will send all three of you an email with instructions:

* **You**, as a student, should contact the two assessors. **They** will do a suggestion for a date and time for your FAH (between 1 June and 16 July).
* When you came to an agreement, email this date and time to HPteam@hr.nl no later than four weeks before your assessment

**Scheduling**

* HPteam will plan the appointment you have made in Teams
Important: do NOT do this yourself

**Before FAH**

* Send your portfolio to both your assessors and CC to HPteam 10 **WORKING** days (14 calendar days) before your FAH
* Send your GDPR form to HPteam before the FAH as well

**FAH**

* Good luck with your FAH! You will immediately hear whether you have passed at the end
* One of the assessors will send you an email containing the report form within 14 days
* If you do not agree with the decision, lodge an appeal with HPteam within five working days

**Alumnus**

* Completed and passed your FAH? And also met the demands of your BA and study program honors? Welcome to the Rotterdam University of Applied Sciences honors alumni. We look forward to seeing you at one of our events.

**This format gives you something to guide you as you compile your portfolio. It will help you to submit the information that will enable assessors to build an impression of your development and the extent to which you have developed. It will also clarify how you view yourself as a new ‘excellent professional’.**

**Content of portfolio**

1. *Personal details*
2. *Final evaluation*
3. *Professional positioning*
4. *Competence 1: Innovation driven*

For each competence:

1. Add the feedback from your fellow student, lecturer and external contact/professional practice for this competence;
2. Develop a maximum of two professionally critical situations according to the STARR model;
3. Assess yourself and describe which behaviour you demonstrate for this competence;
4. Add your evidence and explain in a few sentences why you have used this evidence here.
5. *Competence 2: Demand driven
- See points 1 to 4 above.*
6. *Competence 3 Collaborative working
- See points 1 to 4 above.*
7. *Competence 4 Interactive Learning
- See points 1 to 4 above.*
8. *Competence 5 Knowledge creation
- See points 1 to 4 above.*
9. *Appendix
A current list of marks from Osiris*
10. **Personal details**

|  |  |
| --- | --- |
| Surname: |  |
| First name: |  |
| Institute and Study programme |  |
| Academic year: |  |
| Student number: |  |
| Telephone number: |  |
| Email HR: |  |
| Private email: |  |

# Final evaluation – reflecting

**Goal:**

To share your development in terms of professional attitude, skills and knowledge and what you have achieved in light of the whole programme you have worked on.

Assess yourself and reflect on the goals you devised or articulated earlier. What was in your mind when you began here (at Rotterdam University of Applied Sciences)?

Describe where you started from, what you have learnt about yourself and how you have developed. Indicate where you, in hindsight, went astray and the benefits that brought you.

**And:**

Adapt any previous self-evaluations or feedback you have received so that they are suitable to be read by third parties (don’t ‘liven them up’ or ‘improve’ them, but think about privacy and suchlike).

Add details and perspectives to your final evaluation relating to specific events, fellow students or lecturers who have influenced your development in a significant way (don’t forget privacy).

**Intended for:**

Anyone you want to reveal it to. Examples might be subsequence degree programmes or job interviews.

**Volume:**

* No more than 750 words (1.5 A4!)

# Professional positioning – looking ahead

**Goal:**

To describe yourself now as a professional in the way you have developed and have become as a result of your activities, events and choices.

Report which ‘learning journey’ you recognise in your studies, your activities and your learning experiences, bearing in mind that image of yourself as a professional, and say what that means for the choices you are now going to make for your future or those you have already made. What sort of professional has this journey made you? Which learning experiences will you carry with you into the future?

**Intended for:**

With a future job in mind, describe why you are now the professional you have become and why you want to be this way.

Anyone who is given access to this final evaluation (NB this is your choice) will learn more about your professional development, choices, deliberations and the results you have achieved.

**Volume:**

* No more than 750 words (1.5 A4!)

**NB**

There are a number of blank pages in this format. The layout is such that if you ask a student, lecturer or external party for feedback, you can print or copy the description of the competence on one side of the page and put the feedback form on the other side and send it as one double sided page. You can obviously leave out the blank pages in your own final layout.

**Competence 1 Innovation driven**

In contributing to the development of an innovative professional product, the student shows an enquiring attitude and identifies and exploits opportunities to introduce innovations into professional practice.

**Behavioural indicators and descriptions**

*Indicator: Being able to act in an enterprising way in complex professional situations*

* You think and act proactively. You show initiative and do not wait for others; you go and investigate. You come up with possible innovative ideas and solutions of your own accord
* You are decisive. You familiarise yourself with the situation and take quick, well-considered and reasoned decisions about which steps are necessary
* You are able to convert opportunities into targeted actions. You are able to identify effective routes to achieve goals

*Indicator: Exploring the problem and possible solution strategies*

* You prefer to explore *other* ideas as well as traditional methods because there is evidence that the traditional methods no longer suffice
* You come up with *new* perspectives on problems
* You translate developments and trends in your own area of expertise into future scenarios
* You make responsible use of relevant practical research methods and techniques

*Demonstrating daring and courage to experiment*

* You experiment
* You take action, even if the outcome is uncertain
* You dare to stick your neck out; you don’t avoid risks

*Looking creatively at both the problem and the solution*

* You demonstrate the ability to depart from the existing conceptual framework
* You demonstrate that you can make use of approaches from other disciplines to come up with new findings and combinations of solution strategies
* You show that you can think out-of-the-box
* You demonstrate originality, “playfulness” and ingenuity
* You come up with new scenarios if circumstances change
* You are able to think of several solutions, approaches or perspectives for a problem that are unexpected and that bring solutions closer

**Feedback: student – lecturer – someone from practice** (all three should be present at least once)

|  |
| --- |
| **Name: FELLOW STUDENT Date:**Signature:  |
| **Competence 1: Innovation driven** *Aspects:* enterprising/investigative/experimental/creative/innovative |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Name: LECTURER Date:**Signature:  |
| **Competence 1: Innovation driven** *Aspects:* enterprising/investigative/experimental/creative/innovative |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Name: EXTERNAL PARTY Date:**Signature:  |
| **Competence 1: Innovation driven** *Aspects:* enterprising/investigative/experimental/creative/innovative |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Describe situation 1 below using the STARR method as proof that you possess this competence**  |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |
| **Describe situation 2 below using the STARR method as proof that you possess this competence** |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |

|  |  |
| --- | --- |
| Competence 1 | **Self-assessment**  |
| **Innovation driven** | Being able to act in an enterprising way in complex professional situations |
| Exploring the problem and possible solution strategies |
| Demonstrating daring and courage to experiment |
| Looking creatively at both the problem and the solution |
| **Score** | **1** | **2** | **3** |
| **Tick:** |  |  |  |
| I have arrived at this self-assessment because I demonstrate the following BEHAVIOUR: |
| **Add supporting evidence for your actions/behaviour which shows that you have mastered this competence** |

**Competence 2 Demand driven**

In working innovatively, the student demonstrates an awareness of the professional environment in which he or she operates and identifies opportunities to introduce innovations into professional practice.

**Behavioural indicators and descriptions**

*Demonstrating awareness of surroundings – social context*

* You know or explore the trends and developments in a wider context than your own area of expertise and you are able to connect their significance to the problems you are working on
* You are able to see further than the end of your nose; you see changes coming (earlier than others) and anticipate them
* You look actively for practical situations that might provide new evidence and you make use of them in discussions.
* Your see opportunities/chances and make use of them
* You recognise that external factors affect or may affect the problems you are working on
* You demonstrate social engagement and you can account for your professional actions

*Being able to identify and specify questions relevant to the profession*

* You investigate the problem at hand in dialogue with the client and other relevant stakeholders
* You delve more deeply into the definition of the problem outlined; is this really the problem, is more preliminary research needed, will that lead to a different definition of the problem?
* You explore what is already known about the problem; you are able to edit it and present it
* You are able to make the question explicit and adjust it
* You demonstrate knowledge of the social climate that plays a role in finding and accepting solutions

*The ability to convert solutions into practical applications*

* You come up with unexpected and feasible solutions
* You are able to convert solutions discovered through a combination of knowledge and experience of various areas of expertise into practical results

**Feedback: student – lecturer – someone from practice** all three should be present at least once)

|  |
| --- |
| **Name: FELLOW STUDENT Date:**Signature:  |
| **Competence 2: Demand driven***Aspects:* awareness of surroundings and social context/questions relevant to the profession/ability of convert solutions into practical applications |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Name: LECTURER Date:**Signature:  |
| **Competence 2: Demand driven***Aspects:* awareness of surroundings and social context/questions relevat to the profession/ability of convert solutions into practical applications |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

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| --- |
| **Name: EXTERNAL PARTY Date:**Signature:  |
| **Competence 2: Demand driven***Aspects:* awareness of surroundings and social context/questions relevat to the profession/ability of convert solutions into practical applications |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

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| --- |
| **Describe situation 1 below using the STARR method as proof that you possess this competence**  |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |
| **Describe situation 2 below using the STARR method as proof that you possess this competence** |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |

|  |  |
| --- | --- |
| Competence 2 | **Self-assessment** |
| **Demand driven** | Being able to act in an enterprising way in complex professional situations |
| Exploring the problem and possible solution strategies |
| Demonstrating daring and courage to experiment |
| Looking creatively at both the problem and the solution |
| **Score** | **1** | **2** | **3** |
| **Tick:** |  |  |  |
| I have arrived at this self-assessment because I demonstrate the following BEHAVIOUR: |
| **Add supporting evidence for your actions/behaviour which shows that you have mastered this competence** |

**Competence 3 Collaborative working**

In participating in innovative processes, the student becomes a team player who can draw on communicative, collaborative and networking skills to work effectively and efficiently with other professionals to achieve results.

**Behavioural indicators and descriptions**

*Being prepared to collaborate and have general goals prevail over individual goals*

* You align yourself with the common goals that arise through looking for new answers to problems at hand
* You acknowledge that co-creation from professional disciplines contributes to arriving at innovative solutions
* You look for opportunities and ways to work cooperatively on answers to problems
* You are able to work in an interdisciplinary/trans-disciplinary context; i.e. you work closely with people from other areas of expertise by making constructive contributions and gaining recognition for your own area of expertise
* You contribute to the best possible alignment between contributing your own knowledge, experience and qualities and that of team members.
* You put the interests of the team above your own personal interests and you hold your fellow team members accountable for their behaviour and responsibility. You are also accountable yourself
* You are capable of making concessions in order to arrive at a common goal or result. You are able to substantiate these concessions

*Being able to make a contribution to the development of a network of experts and able to consult this network in a targeted fashion.*

* You build up a functional network
* You use networks in a targeted fashion

*Being able to make use of a variety of communication skills in the right way and at the right moment.*

* You kindle enthusiasm and stimulate others
* You have effective and efficient discussions
* You share your work with others
* You contribute constructively to the collaboration

**Feedback: student – lecturer – someone from practice** (all three should be present at least once)

|  |
| --- |
| **Name: FELLOW STUDENT Date:****Signature:**  |
| **Competence 3: Collaborative working***Aspects:* multidisciplinary collaboration, aware of goals/networking/communicative |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

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| --- |
| **Name: LECTURER Date:****Signature:**  |
| **Competence 3: Collaborative working***Aspects:* multidisciplinary collaboration, aware of goals/networking/communicative |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Name: EXTERNAL PARTY Date:****Signature:**  |
| **Competence 3: Collaborative working***Aspects:* multidisciplinary collaboration, aware of goals/networking/communicative |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Describe situation 1 below using the STARR method as proof that you possess this competence**  |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |
| **Describe situation 2 below using the STARR method as proof that you possess this competence** |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |

|  |  |
| --- | --- |
| Competence 3 | **Self-assessment** |
| **Collaborative working** | Being able to act in an enterprising way in complex professional situations |
| Exploring the problem and possible solution strategies |
| Demonstrating daring and courage to experiment |
| Looking creatively at both the problem and the solution |
| **Score** | **1** | **2** | **3** |
| **Tick:** |  |  |  |
| I have arrived at this self-assessment because I have demonstrated the following BEHAVIOUR: |
| **Add supporting evidence for your actions/behaviour which shows that you have mastered this competence** |

**Competence 4 Demonstrate interactive learning**

In guiding his or her further professional development, the student acknowledges the need for lifelong learning and works to gain the necessary learning skills.

**Behavioural indicators and descriptions**

*Demonstrating self-directing learning ability*

* You give your own learning process substance and direction; in other words, you are able to set yourself developmental and learning goals and act accordingly.

*Readiness and a will to learn in various challenging settings*

* You reflect on your own actions and naturally ask others for feedback; you weigh up tips for improving them and then apply them immediately and effectively
* You are aware of how your personal standards and values affect your actions and you demonstrate a willingness to discuss them
* You can be held to account for your actions
* You are prepared to change your ways
* You surrender obsolete knowledge if there are good arguments for doing so
* You have the courage to push back your own boundaries in order to develop personally and professionally

*The ability to reflect on the effectiveness of your professional actions*

* You demonstrate the ability to reflect and you are able to analyse your own actions in terms of
	+ content
	+ approach
	+ group dynamics – this might include the actions of all those involved
	+ social and ethical considerations when coming up with new solutions
	+ your own development with regard to the points above
* You have learnt what your strengths and weaknesses are (or gained a better understanding of them) and you are able to make improvements to both

**Feedback: student – lecturer – someone from practice (**all three should be present at least once)

|  |
| --- |
| **Name: STUDENT Date:**Signature:  |
| **Competence 4: Demonstrate interactive learning***Aspects:* self-directing learning ability/learning in challenging situations/reflecting on own actions |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Name: Job/Role Date:**Signature:  |
| **Competence 4: Demonstrate interactive learning** *Aspects:* self-directing learning ability/learning in challenging situations/reflecting on own actions |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Name: Job/Role Date:**Signature:  |
| **Competence 4: Demonstrate interactive learning***Aspects:* self-directing learning ability/learning in challenging situations/reflecting on own actions |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Describe situation 1 below using the STARR method as proof that you possess this competence**  |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |
| **Describe situation 2 below using the STARR method as proof that you possess this competence** |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |

|  |  |
| --- | --- |
| Competence 4 | **Self-assessment** |
| **Demonstrate interactive learning** | Being able to act in an enterprising way in complex professional situations |
| Exploring the problem and possible solution strategies |
| Demonstrating daring and courage to experiment |
| Looking creatively at both the problem and the solution |
| **Score** | **1** | **2** | **3** |
| **Tick:** |  |  |  |
| I have arrived at this self-assessment because I demonstrate the following BEHAVIOUR: |
| **Add supporting evidence for your actions/behaviour which shows that you have mastered this competence** |

**Competence 5 Knowledge creation**

In continually improving his or her knowledge and keeping up to date, the student not only learns within a formal context (like school), but also expands his or her expertise by learning in a workplace setting.

**Behavioural indicators and descriptions**

*Being able to develop knowledge within an application context*

* You are able to make use of other people’s knowledge and practical experience to strengthen your own so that you develop new knowledge that takes the professional practice further; you innovate
* You are open to the contribution of other people’s expertise and you actively invite them to contribute
* You build on existing knowledge and are able to connect the newly developed knowledge to the ‘old’

*Being able to apply knowledge and skills at various levels and in various contexts*

* You make use of knowledge from different areas of expertise in order to discover patterns in problems
* You apply the knowledge and information thus acquired to develop or design new solutions
* You demonstrate awareness of the effect of social, economic, technical, ethical and/or psychological factors that could help to find the answers to problems you are working on

*The ability to share and access knowledge*

* You actively share the knowledge and experience you have gained in practice with other people
* You actively look for new knowledge and for effective ways of accessing and sharing new knowledge. You do this in a way that is appropriate for your professional practice and you are able to substantiate your choices in this matter
* You look for connections that go beyond the shared knowledge and experience of team members and help them to understand these connections

**Feedback: student – lecturer – someone from practice** (all three should be present at least once)

|  |
| --- |
| **Name: FELLOW STUDENT Date:**Signature:  |
| **Competence 5: Knowledge creation***Aspects:* develop knowledge/apply knowledge in context/share and access knowledge |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Name: LECTURER Date:**Signature:  |
| **Competence 5: Knowledge creation***Aspects:* develop knowledge / apply knowledge in context / share and access knowledge |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Name: EXTERNAL PARTY Date:****Signature:**  |
| **Competence 5: Knowledge creation***Aspects:* develop knowledge/apply knowledge in context/share and access knowledge |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

|  |
| --- |
| **Describe situation 1 below using the STARR method as proof that you possess this competence**  |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |
| **Describe situation 2 below using the STARR method as proof that you possess this competence** |
| Situation |  |
| Task |  |
| Action |  |
| Result |  |
| Reflection |  |

|  |  |
| --- | --- |
| Competence 5 | **Self-assessment** |
| **Knowledge creation** | Being able to act in an enterprising way in complex professional situations |
| Exploring the problem and possible solution strategies |
| Demonstrating daring and courage to experiment |
| Looking creatively at both the problem and the solution |
| **Score** | **1** | **2** | **3** |
| **Tick:** |  |  |  |
| I have arrived at this self-assessment because I demonstrate the following BEHAVIOUR: |
| **Add supporting evidence for your actions/behaviour which shows that you have mastered this competence** |

**Appendix**

An up-to-date print-out of your list of marks from Osiris.