

ID nummer:

## Front page assessment form Bachelor's end project AUBS 2023-2024

### General Information

Name student:	ID number student:
Course code:	
Title project:	

### Assessment project

Criterion	Weight	Grades in tenths	Final Grade <sup>1)</sup>	
			in tenths	in halves
Process	25%			
Presentation	25%			
Product	50%			

### Professional Skills + Code of Conduct

Prof. Skill Planning + Organization	done	not done
Prof. Skill Writing	done	not done
Prof. Skill Scientific Information <sup>2)</sup>	done	not done
Signed Code of Conduct	done	not done

<sup>1)</sup> The final grade must be rounded off to halves (example: 7,2 will be 7 and 7,3 will be 7½). This will be the **valid course result**. To pass the BEP, the valid course result must be '6.0' or higher (not 5½), all Professional Skills must be done and the Code of Conduct must be signed by the student.

<sup>2)</sup> The result of the Professional Skill Scientific Information will be filled in by the student administration.

### Assessors

Name first assessor:	Name second assessor:
Signature first assessor:	Date:

### Written motivation

What went well / what could be improved?

## Assessment form Bachelor's end project USRE

Process (25%) Grade: .....	Presentation (25%) Grade: .....	Product (50%) Grade: .....
<b>ACADEMIC ATTITUDE</b> ++++    +++    ++    +    +/-    -    --    --- <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	<b>REPORT</b> ++++    +++    ++    +    +/-    -    --    --- <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	<b>RESEARCH AND ANALYSES</b> ++++    +++    ++    +    +/-    -    --    --- <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
<ul style="list-style-type: none"> <li>• Independence</li> <li>• Pro-active attitude</li> <li>• Openness to feedback</li> <li>• Critical and researching approach</li> </ul>	<ul style="list-style-type: none"> <li>• Writing style and structure</li> <li>• Use of visual aids and lay-out / Support of message</li> <li>• Captions, reference style</li> </ul> <p>► if +/- or higher: Professional Skill Writing 3 is done</p>	<ul style="list-style-type: none"> <li>• Research questions</li> <li>• Literature review</li> <li>• Conceptual model</li> <li>• Analyses</li> <li>• Conclusions, evaluation and recommendations</li> </ul>
<b>PLANNING AND ORGANIZATION</b> ++++    +++    ++    +    +/-    -    --    --- <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	<b>ORAL PRESENTATION</b> ++++    +++    ++    +    +/-    -    --    --- <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	
<ul style="list-style-type: none"> <li>• Project planning and time management</li> <li>• Urgencies and importance of aspects</li> <li>• Adaption of planning due to changing circumstances or priorities</li> </ul> <p>► if +/- or higher: Professional Skill Planning and Organization 3 is done</p>	<ul style="list-style-type: none"> <li>• Structure and clearness</li> <li>• Use of visual aids and lay-out / Support of message</li> <li>• Speaking and answering questions</li> <li>• Timing</li> </ul>	

PLUS:

MIN:

## Assessment criteria Process (25%)

## RUBRICS BEP USRE

ACADEMIC ATTITUDE	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
<b>Independence</b>	Needs little support to master the project		Needs support to master the project		Needs intense support during parts of the project		Relies continuously on the support of the tutor	
<b>Pro-active attitude</b>	Is very well prepared for tutor meetings, is actively involved during project meetings and takes initiative to solve problems in a creative way.		Is prepared for tutor meetings, is involved during project meetings, solves problems after some incentives		Is minimally prepared for tutor meetings, shows sufficient involvement during project meetings, needs encouragement to solve problems		Is ill-prepared for tutor meetings, shows little involvement during project meetings and takes no own initiatives to solve problems	
<b>Openness to feedback</b>	Welcomes feedback from tutors and fellow students, processes this very well.		Is open to feedback and processes this adequately		Has a mostly positive attitude towards feedback, some processing.		Has a negative attitude towards feedback, doesn't process feedback.	
<b>Critical and researching approach</b>	Very critical and researching approach, profound argued and personal judgment		Critical and researching approach, argued and personal judgment		Some critical and researching approach, some personal/argued judgment		No critical and researching approach, no personal judgment	

PLANNING & ORGANIZATION If +/- (6) or higher, PRV P&O 3 is done	++++ (10)	+++ (9)	++ (8)	+ (7)	0 (6)	- (5)	-- (4)	--- (3)
<b>Project planning and time management</b>	Is able to make a realistic and thorough project plan within the given boundaries. Project finished well within the agreed period of time		Is able to make a realistic and complete plan. Project is finished just in time		Not on all aspects realistic plan, execution not according to plan. Project is barely finished by lacking time.		Unrealistic or superficial plan made. Project is not finished in time.	
<b>Urgencies and importance of aspects</b>	Urgencies recognized and priorities set independently		Urgencies and importance of aspects recognized, but tutor sometimes need to address them		Urgencies and importance of aspects recognized after tutor repeatedly addressed them		Urgencies and importance of aspects not recognized despite tutor repeatedly addressed them	
<b>Adaption of planning due to changing circumstances / priorities</b>	Plan adapted on own initiative in cooperation with tutor		Plan adapted with help tutor		Plan adapted after tutor asked		Changing circumstances / priorities not recognized.	

## Assessment criteria Presentation (25%)

## RUBRICS BEP USRE

<b>REPORT</b> If +/- (6) or higher, PRV Writing 3 is done	<b>++++</b> (10)	<b>+++</b> (9)	<b>++</b> (8)	<b>+</b> (7)	<b>+/-</b> (6)	<b>-</b> (5)	<b>--</b> (4)	<b>---</b> (3)
<b>Writing style and structure</b>	Profound and consistent report. Very clear writing style and structure.		Good report. Very readable writing style and overall clear structure.		Sufficient report. Readable writing style. Sufficient structure, but also some inconsistencies.		Insufficient report. Poor writing style, illogical structure, many inconsistencies	
<b>Use of visual aids and lay-out / Support of message</b>	Visual aids and lay-out support message in a very convincing way.		Visual aids and lay-out support message but sometimes too much or too little information		Visual aids and lay-out are sometimes distracting or confusing the message		Poor support, confusing or incorrect information and lay-out.	
<b>Captions, reference style</b>	Very consistent use throughout the entire report.		Overall good, few inconsistencies		Acceptable, but sometimes inconsistent		Very inconsistent or missing	

<b>ORAL PRESENTATION</b>	<b>++++</b> (10)	<b>+++</b> (9)	<b>++</b> (8)	<b>+</b> (7)	<b>+/-</b> (6)	<b>-</b> (5)	<b>--</b> (4)	<b>---</b> (3)
<b>Structure and clearness</b>	Profound and convincing presentation. Very well structured, very good balance between introduction, core and conclusion.		Good presentation. Well structured, good balance between parts.		Sufficient presentation. Structured but sometimes not logical.		Not structured, bad balance	
<b>Use of visual aids and lay-out / Support of message</b>	Visual aids and lay-out support message in a very convincing way.		Visual aids and lay-out support message but sometimes too much or too little information		Visual aids and lay-out are sometimes distracting or confusing the message		Poor support, confusing or incorrect information and lay-out.	
<b>Speaking and answering questions</b>	Very communicative. Speaks by heart, very confident. Convincing answers.		Communicative, confident. Good answers.		Message is there, but not communicative, not so confident, questions answered.		Message not there, not communicative, no confidence, poor answers to questions	
<b>Timing</b>	Excellent timing, not rushed.		Finished in time, but rushing in the end.		Finished in time, but rushed throughout or spoken too slow.		Not finished in time, no effort in timing.	

## Assessment criteria Product (50%)

## RUBRICS BEP USRE

ARCHITECTURAL / URBAN DESIGN	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)		-- (4)	--- (3)
<b>Research questions</b>	The aim and relevance of the research are described in an excellent way. Very clear research questions are formulated and divided in excellent sub-questions		The aim and relevance of the research are described in an adequate way. Clear research questions are formulated and divided in relevant sub-questions		The aim and relevance of the research are described in a sufficient way. Formulation of research questions is reasonable. Some questions are unclear or irrelevant.		The aim and relevance of the research are insufficiently described. The research questions are not clear and poorly divided in sub-questions	
<b>Literature review</b>	Sufficient, relevant and qualitative literature is used. Theoretical concepts are explained very precisely. Very clear distinction between important and less important aspects		Sufficient, relevant and qualitative literature is used. Most theoretical concepts are explained precisely. Clear distinction between important and less important aspects		Small amount of (international) relevant and qualitative literature is used. Theoretical concepts are explained, but are not always clear. Distinction between important and less important aspects is sufficient.		Insufficient relevant literature is used. Theoretical background and concepts are insufficiently explained. Weak distinction between important and less important aspects	
<b>Conceptual model</b>	The conceptual model is completely in line with the research questions. Expected relations (hypotheses) are excellently described, fully based on existing literature.		The conceptual model is in line with the research questions. Expected relations (hypotheses) are well described based on existing literature		The conceptual model is partially in line with the research questions. Expected relations (hypotheses) are described mostly based on existing literature		The conceptual model is not in line with the research questions. Expected relations (hypotheses) are incorrectly described or not based on existing literature	
<b>Analyses</b>	Appropriate methods are used. Very clear description of the approach and results. Excellent interpretation of results which are compared to findings in the literature.		Appropriate methods are used. Clear description of the approach and results. Correct interpretation of result which are compared to findings in the literature.		Most methods are appropriate, some are unsuitable. Acceptable description of the approach and results. Little interpretation of results.		Incorrect methods are used. Poor description of the approach and results. Hardly any interpretation of the results.	
<b>Conclusions, evaluation and recommendations</b>	Very strong relation between analyses and conclusions. Conclusions are well articulated, relevant and strongly related to the research questions and conceptual model. Profound critical evaluation of final results, recommendations for practice and further research		Strong relation between analyses and conclusions. Conclusions are articulated, relevant and related to the research questions and conceptual model. Adequate critical evaluation of final results.		Relation between analyses and conclusions is adequate, but some aspects are weak. Conclusions are mostly articulated, relevant and related to the research questions and conceptual model, but some aspects are vague o/o irrelevant. Sufficient critical evaluation of final results.		Weak relation between analyses and conclusions. Conclusions are vague, irrelevant a/o poorly related to the research questions and conceptual model. Critical evaluation of final results is insufficient or missing.	