

Assessment Form Bachelor End Project (FINAL)

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| Student name: | |
| Title project: | |
| Data final presentation: | |
| Name TU/e supervisor: | |
| Name 2nd assessor: | |

| | | FAIL 1 - 4 | POOR 5 | SUFFICIENT 6 | SATISFACTORY 7 | GOOD 8 | EXCEPTIONAL 9 - 10 | Grade | Weight |
|--|---|---------------|-----------|-----------------|-------------------|-----------|-----------------------|-------|-------------|
| A. Quality problem identification and theoretical framework | | ○ | ○ | ○ | ○ | ○ | ○ | | 25% |
| Research problem, aim and question, relevance | Description research problem (clear, concise) Connection between problem, research question(s) and aim Substantiation of relevance (scientific, societal) Definition scope and boundaries | | | | | | | | |
| Theoretical framework | Reformulation research question/aim in theoretical terms Definition main theoretical concepts and their relations (clear) Combination bodies of relevant literature (multiple perspectives) | | | | | | | | |
| B. Quality research strategy | | ○ | ○ | ○ | ○ | ○ | ○ | | 15% |
| Scientific approach | Research approach (adequate, thoroughly considered) Justification choices based on problem statement and literature Originality and/or complexity research approach Methodological steps (listed, explained) | | | | | | | | |
| C. Quality of research execution | | | | | | | | | 35% |
| Data collection and data management | Quantity of the data collection (size, diversity data set) Quality of the data (validity, reliability) Acquisition and processing data (adequate, transparent, justified) | | | | | | | | |
| Data analysis and results | Analysis of the data (correct, thorough) Results follow logically from analysis Presentation results (clear, factual, organized, with interpretations) Tables and figures integrated in the line of argumentation | | | | | | | | |
| D. Quality of the conclusion and discussion | | | | | | | | | 25% |
| Conclusions and implications | Formulation conclusions (exact, concise, grouped logically) Conclusions based on analysis and linked to research question(s) Substantiation by results and relevant literature Formulation implications based on results | | | | | | | | |
| Critical reflection on the research performed | Identification strenghts and weaknesses Weighing impact on the main results and relative to each other Identification (better) alternatives for research methods Suggestions for future research | | | | | | | | |
| Grade Research Part | | | | | | | | | 100% |

| | | INSUFFICIENT With feedback and support, but not good enough result | SUFFICIENT With feedback and support, good enough result | EXCEPTIONAL Independent and proactive (little feedback/support) |
|---|---|---|---|--|
| A. Writing and information skills | | ○ | ○ | ○ |
| Quality of the research report | Quality of the message (line of reasoning, supportive evidence) Structure (clear organization subelements, connection, level of detail) Readability (academic writing style, balance text and graphs/tables) (English) language (grammar, vocabulary, textual mechanics) Referencing (correct, consistent, complete in text and list) | | | |
| B. Planning and organizing skills | | | | |
| Planning and organizing the research project | Detail of planning (milestones, specifications of activities) Feasibility of the planning Deliberation of back-up strategies Processing updates (clear, accurate) Recognition of urgencies and importance of aspects Prioritizing | | | |
| B. Collaboration skills | | | | |
| Professional communication and collaboration | Punctuality for meetings Preparation for meetings (agenda, minutes, supportive documents) Active participation Professional communication with the supervisor and other stakeholders Informating about absence, progress and problems | | | |
| C. Reflection skills | | | | |
| Depth of reflection | Reflection on own thinking, decision making and professional behavior Describing viewpoints and interpretations with argumentations Supported with examples (relevant) Plans for future (improving professional skills/attitude) | | | |
| D. Presentation skills | | | | |
| Quality of the presentation | Quality of the message (line of reasoning, supportive evidence, detail) Structure (clear organization subelements, easy to follow, timing) Verbal communication (voice control, use of correct language) Non-verbal communication (gestures, eye contact, posture, enthusiasm) Presentation design (lay-out, balance text, graphics and tables) | | | |

NOTE ON THE ASSESSMENT OF THE PROFESSIONAL SKILLS
 *When the student receives an 'exceptional' mark for one or more professional skills, the assessors together can decide to give the student a bonus of 0.5. This bonus comes on top of the grade for the research part.
 *The student can only pass for the Bachelor End Project when all elements (research and professional skills) are assessed sufficient or higher. No compensation between elements.

Additional comments concerning Research and/or Professional Skills (obligatory):

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|----------------------------|--|-------|
| Professional Skills Bonus? | | + 0,5 |
| Final Grade BEP | | |
| BEP Passed (Yes/No) | | |

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| Name BEP supervisor: | Name 2nd Assessor: |
| Sign: | Sign: |