

Kom  
verder



# Add-on Graduation CMGT

Student manual

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## 1 Introduction

This document serves as an addition of the already published “Graduation Manual CMGT 2017 – 2018” on Blackboard. Our current graduation procedure was assessed by the Examination board and that led to the decision to change the assessment forms in the manual.

We believe the change is also beneficial for you as students, because the new forms connect better to the work that you are already doing during graduation.

In this document replaces the following annexes from the “Graduation Manual CMGT 2017 – 2018”:

- Annex: Graduation assignment assessment forms
- Annex: assessment form company supervisor
- Annex: assessment forms 1st & 2nd assessor
- Annex: final assessment form

Apart from the changed forms you need to deliver one extra annex with your own reflection on the CMGT competences. We also specified more clearly how you can hand-in your final product(s).

## 2 Annex: Reflection on the 12 competences

During your final graduation we need to assess you on the 12 competences of CMGT. We will do that based on your report and the product(s) that you’ll hand in. However, we also like to know especially from you how you’ve worked on the competences yourself during your graduation period.

You could use the STAR method for this: Situations, Task, Action, Result, Reflection.

An example based on the competence “Technical research and analysis”; *The starting professional has a thorough knowledge of the current digital technologies within that part of the field of work the training course aims at. The starting professional is capable of conducting technical research and analysis.*

You could write something like this for competence number one (in the end you write a little piece of text for each competence):

*When starting with the graduation project I had a meeting within my graduation company. Most people are not really technical, they only have one fulltime 3D artist that can understand code. My goal was to find a workflow so the artist could create a fully interactive online WebGL demo without any coding involved. I did research in different tools and presented the results within the company and gave the final advice to implement Unity3D in their workflow. My supervisor was really pleased with the technical research I’ve conducted and he directly made a budget free for the necessary licenses. I was happy that I could convince my supervisor, because beforehand he said the company couldn’t do investments in new software.*

### 3 Hand-in of your professional product(s)

As already mentioned in the Graduation Manual you need to hand-in the professional products together with the final graduation report in week 18. Well you don't have to take that literally. In order to come to a good final assessment, we need to be able to see what kind of products you've created. Besides that we are also obligated to archive the graduation work you've created. Since the scope of CMGT is really wide, there are a lot of different possibilities. Nonetheless we also need to be practical. It's kind of difficult for example to hand-in a VR product or mobile application.

Therefore, we ask you to find a suitable way to hand in your product in Blackboard in a way we can archive it. We think mostly video will be the best medium (since it can contain interaction, audio, video etc.), but we leave it open to you.

You can hand-in your final product(s) as a file in Blackboard.

Possible file-formats: PDF (text, graphical work), MP4 (video) and MP3 (audio).

Intermediate products like storyboards, sketches etc. can be handed in as attachments to your report.

### 4 Review your report with the assessment form.

As said, it's important that we are able to assess you on the twelve competences. In the case that a competence doesn't become clear in the main text of your report, you can add prove of it in the appendix. So you can show and make clear that you indeed worked on that competence.

An example based on the competence "Enterprising attitude"; *The starting professional sees opportunities and possibilities and knows how to translate them from a market-oriented point of view into (new) concepts, products, services, in order to thus get to creating value and new revenue models.*

It could be that you've worked on an existing already proven product during graduation and that's the main subject of your graduation report. However, you were also part of different brainstorming sessions to come up with new solutions for clients. In your appendix you could add some minutes of those meetings or you could describe your input during those sessions.

## 5 Assessment by the company supervisor

The company supervisor has an advisory role during assessment. Please provide the company supervisor on time with the report and products, so he can take them in account during assessment.

Make sure you hand-in the NEW company assessment form, when you hand-in your final report.

## 6 Hand-in your final presentation

Before you do the presentation you also have to hand-in the presentation that you've prepared on Blackboard. This can be on the same day as you give the presentation to the assessors.

## 7 Assessment criteria

On the following pages you'll find the assessment criteria.

Take in account the following pre-conditions. If your report (and products) don't match the criteria below it won't be assessed.

- Acknowledgement of sources is in accordance with APA-standards.
- Language is suitable for the client / target group.
- The graduation report may only be written in English or in Dutch. It can only be written in another language if this is requested by the graduation company. In the latter case should always be a comprehensive summary in English be added to the final report.
- Use of language is correct and business-like.
- Spelling and grammar are correct and consistent.
- Volume; max. number of pages = < 25 (excl. preface, summary, sources, annexes, images).

### Cut-off score table

1	2	3	4	5	6	7	8	9	10
0-1	2-3	4-6	7-9	10-11	12-17	18-22	23-27	28-33	34-36

Technological   1. Technical research and analysis			
<ul style="list-style-type: none"> <li>has a thorough knowledge of the current digital technologies within the field of work of interactive media.</li> <li>is capable of conducting technical research and analysis.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
Knowledge of current digital technologies was presented to the student. The student needed a lot of support by setting up and conducting research.	The student adequately applied the knowledge of current digital technologies that was presented to him during his study program. The student did independently set up and conducted research.	Sufficient + the student gained new knowledge of current digital technologies.	Good + the graduation process strongly focused on the development of an innovation or an application of current digital technologies that is innovative to the client.
Explanation by a giving a situation in which the student showed this competence.			
Technological   2. Designing and prototyping			
<ul style="list-style-type: none"> <li>is capable of creating value by iteratively designing and prototyping, based on a (new) technology, creative idea or demand articulation.</li> <li>shows an innovating, creative attitude at defining, designing and elaborating a commission in the margin of what is technically and creatively feasible.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
The design process was linear. The problem statement of the client was taken as starting point without critical consideration.	The design process was iterative. The student critically approached the problem statement of the client. The final product enables the client to create value.	Sufficient + the problem statement focused on the development of an innovation or application of current digital technologies that is innovative to the client.	Good + the student worked within the margin of what is technically and creatively feasible.
Explanation by a giving a situation in which the student showed this competence.			

Technological   3. Testing and rolling out			
<ul style="list-style-type: none"> <li>is capable of repeatedly testing the technical results, that come into being during the various stages of the designing process, on their value in behaviour and perception.</li> <li>delivers the prototype/product/service within the framework of the design, taking the user, the client and the technical context in due consideration.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
Behavior and experience of the user were disregarded by the student.	During the design process the technical results are tested on their value for the behavior and experience of the user. The requirements from the user, the client and the technical context were applied to the final product. A standard prototype was developed.	Sufficient + the final product shows a clear connection to the design.	Good + various prototypes were developed based on the criteria that should be tested concerning the user, the client and the technical context.
Explanation by a giving a situation in which the student showed this competence.			

Designing   4. Investigating and analysing			
<ul style="list-style-type: none"> <li>is capable of substantiating a design commission by means of research and analysis.</li> <li>shows to have a repertoire of relevant research skills at his disposal and is able to select from this repertoire the proper method, given the research circumstances.</li> <li>is capable of developing prototypes as a communication tool within the context of implementation.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
The research method and analysis is almost entirely provided to the student.	The student has used knowledge of research provided by his study program. One or more prototypes were developed to conduct the selected tests.	Multiple research methods have been considered, and relevant methods have been selected. The student learned and used newly acquired methods. One or more prototypes were developed to conduct the selected tests.	Good + the test results of the prototype, the conclusions, and the recommendations are seamlessly connected.
Explanation by a giving a situation in which the student showed this competence.			

Designing   5. Conceptualizing			
<ul style="list-style-type: none"> <li>proves capable of being able to get to realistic (cross-sectoral) demand articulation and project definition.</li> <li>is capable of developing an innovative concept that creates value on the basis of his own idea or demand articulation.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
The customers demand is literally adopted as problem statement.	The customers demand is translated into a proper problem statement, hatching the opportunity to creative innovate solutions.	The question behind the customers demand has been explored, resulting in a completely new problem statement with an open direction.	Good + the problem statement focused on innovation and value creation.
Explanation by a giving a situation in which the student showed this competence.			
Designing   6. Designing			
<ul style="list-style-type: none"> <li>is capable of shaping concepts and elaborate these in a substantive, graphic and/or aural way.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
For the design of the concept(s) that is (were) developed, the student exclusively applied knowledge gained during his study program.	For the design of the concept(s) that is (were) developed new knowledge was applied.	Sufficient + only small adjustments are needed to make the design of the concept(s) that is (were) developed "ready to market".	Sufficient + the design of the concept(s) that is (were) developed is "Ready to market" without any adjustments.
Explanation by a giving a situation in which the student showed this competence.			



Organising   7. Enterprising attitude			
<ul style="list-style-type: none"> <li>sees opportunities and possibilities and knows how to translate them from a market-oriented point of view into (new) concepts, products, services, in order to thus get to creating value and new revenue models.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
For the signaling of chances on the market and the opportunities to create value, the student adopted the knowledge of the client without critical consideration.	The student signaled chances on the market at existing target audiences of the client. Innovative applications of the final product are possible, through which value can be created by existing business models.	The student signaled chances on new markets and/or new target audiences of the client, through which value can be created by new business models.	Good + valuable recommendations for the client are given regarding value creation and new business models.
Explanation by a giving a situation in which the student showed this competence.			
Organising   8. Enterprising skills			
<ul style="list-style-type: none"> <li>has enterprising skills in order to be able to function both as an employee and independently.</li> <li>is capable of converting commercial skills into innovative products, services or collections; bearing commercial feasibility in mind.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
The student disregarded the commercial aspects that are related to the solution of the problem statement of the client.	The student took into account the commercial aspects that were presented to him by the client, related to the solution of the problem statement.	The student signaled himself commercial aspects that are related to the solution of the problem statement.	Good + valuable recommendations for the client are given regarding the commercial feasibility.
Explanation by a giving a situation in which the student showed this competence.			

Organising | 9. Working in a project-based way

- shows himself capable of being able to accept, set up and carry out projects from an engagement with stakeholders, whether or not in cooperation with others as a team.
- shows that he/she is capable of cooperating with others in a (multidisciplinary) team in a productive way, reaching a good balance between introducing his own expertise and relying on the complementary expertise of others.
- shows himself capable of directing team members.

Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
The student disregarded the requirements from the stakeholders. The extent to which the student relies on his own expertise and that of others is out of balance.	The stakeholders and their requirements are pointed out by the student. The student worked in a team, keeping the contribution of his own expertise and that of others in balance.	Sufficient + the stakeholders were involved in various stages of the design process.	Good + the student managed team members.

Explanation by a giving a situation in which the student showed this competence.

Organising | 10. Communication

- shows himself capable of presenting both his person and his work professionally and well-groomed to third parties.
- shows himself capable of being able to communicate with a client about choices and progress in the design process.

Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
The design process is difficult to follow.	The final product is presented adequately. The cohesion between steps in the design process is comprehensible.	Sufficient + the student can justify the choices he made in the design process.	Good + the professional product is presented as part of a portfolio suitable for a starting professional.

Explanation by a giving a situation in which the student showed this competence.

Professional   11. Learning ability and reflectivity			
<ul style="list-style-type: none"> <li>• shows himself to be a 'reflective practitioner' by constantly analysing and adjusting his own action, fostered by feedback of others.</li> <li>• shows himself permanently directed and capable of being able to keep up with relevant developments in the field of expertise.</li> <li>• is able to further develop and deepen the craftsmanship, the personal substantiation of the professional situation and his creativity.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
The student followed a linear process, without using feedback of others.	The student reflects on his graduation process.	The student uses feedback of others in his reflection. The student pays attention to new knowledge and skills in the discipline.	Good + the student takes a clear position as a starting CMGT professional in the discipline.
Explanation by a giving a situation in which the student showed this competence.			

Professional   12. Responsibility			
<ul style="list-style-type: none"> <li>• has a capacity for empathy with other sectors and shows awareness of ethical issues in his role as a designer and is able to explicitly make such considerations in accounting for choices in the design process.</li> </ul>			
Insufficient (0)	Sufficient (1)	Good (2)	Excellent (3)
The student only focused on the current assignment, without keeping into account relevant sectors outside his own discipline.	The student was provided with relevant knowledge from outside his own discipline, and used it adequately. If applicable, ethical considerations were made.	The student has independently acquired new knowledge outside of his own discipline. If applicable, ethical considerations were made.	The student has independently acquired new knowledge outside his own discipline. Student had to make ethical considerations and he clearly justified the choices he made.
Explanation by a giving a situation in which the student showed this competence.			