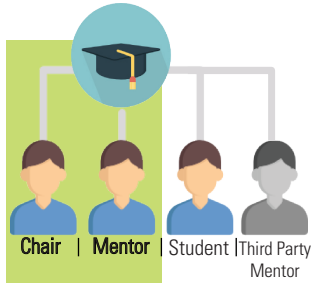
TUDelft

The Stages of a

30 EC IDE MSc Graduation Project



PRIOR TO GRADUATION PROJECT

Supervisory team composed? Is there agreement on the Project Brief? Are all legal issues with possible third parties (contract, IP, confidentiality) settled?

KICK-OFF

Start of the GP, meeting with the full supervisory team. Last chance to get the Project Brief signed by the chair.

MIDTERM EVALUATION

Formal assessment, in which student is given a Continue, Adjust or Discontinue, based on the progress made so far (Midterm form).

GREEN LIGHT

Formal assessment, to judge if student is expected to successfully finish the project within the next 20 days.

GRADUATION

Public presentation of the project by the student, final assessment, and project evaluation.

	PRIOR TO GRADUATION PROJECT	KICK-OFF	MIDTERM EVALUATION	GREEN LIGHT	GRADUATION
		WORKDAY 0 (week 1)	WORKDAY 40 (+/- week 8)	WORKDAY 80 (+/- week 16)	WORKDAY 100 (+/- week 20)
Student prepares, and executes the project.	Project preparation.	Get the full supervisory team aligned and committed, and schedule important meetings.	Prepare meeting by completing, and submitting the Midterm form to superviroy team.	Submit 80% version of final report to the supervisory team, prior to the meeting.	Submit report and showcase to supervisory team, and upload these to TUDelft repository 1 week prior to graduation day.
Action Items					
Chair and mentor support, supervise, and assess process + results by means of the Graduation Rubric.	Agree on Project Brief, sign it when quality is sufficient (action of chair), and remind the student to submit it to the Board of Examiners through the departmental secretariat.	Clarify, and agree on roles, responsibilities, process, and expectations. Schedule important meetings with the student: - Midterm (+/- workday 40) - Green Light (+/- workday 80) - Graduation (+/- workday 100)	Read the student's self-evaluation, and agree on decision (before the meeting), taking the rubric into account. Discuss feedback with student, and award a Continue, Adjust or Discontinue. In case of Adjust: define clear actions (review deliverables). In case of Discontinue: refer student to Graduation Progress Team. Complete and sign, and remind the student to submit, the Midterm evaluation form to Brightspace.	Decide on providing Green Light. If yes: - Confirm dates of graduation and submission of final report (room will be booked by departmental secretariat) - Decide on embargo - Forward accomplishment master courses declaration to departmental secretariat (action of chair) If no: - Plan new Green Light meeting (+/- 4 weeks later)	Meet before the graduation, and agree on mark based on rubric. After presentation, leave room, agree on final mark, and fill out assessment form. Provide student with final mark, and evaluate graduation project. Return to graduation room, award degree, hand out diploma, and make sure student signs both sides. Note: Chair cannot announce the grade in public (privacy regulations). Return the forms to the secretariat.

STUDENT

CHAIR & MENTOR

RUBRIC IDE MASTER GRADUATION PROJECT (ID4x95)

		4	5	6	7	8	9	10
1. The student is able to effectively collect, analyse, generate and evaluate knowledge required for the project.								
Knowledge	**Collect and analyse**	does not identify relevant questions / relevant/state of the art knowledge	identifies relevant questions or relevant/state of the art knowledge	… and effectively collects and analyses knowledge required for the project	… and uses academic rigor to verify the quality of the knowledge and its relevancy for the project		… and collects and analyses knowledge beyond the domain of the graduation and/or the field of industrial design engineering	
	Generate and evaluate	does not identify / acknowledge the added value of generating knowledge	identifies or acknowledges the added value for generating knowledge	…and effectively generates and evaluates knowledge required for the project	… and develops this into design parameters or evaluation criteria to increase relevancy for the project		… and generates and evaluates knowledge beyond the domain of the graduation project and/or the field of industrial design engineering	
2. The student is able to justify his/her choices with respect to used methods and/or approaches used in the project.								
Methods	**Use of methods and tools**	Is unaware of / does not apply methods and/or tools relevant to the project	applies methods and tools that don't fit (or are not relevant) to the project or doesn't justify them	Applies appropriate and meaningful methods and tools while justifying his choices	… and continuously adapts methods or re-aligns tools to cater to the changing context of the project while justifying his choices		… and does this in a way that is new to experts, in the project domain or in the field of industrial design engineering	
	Dealing with project complexity	is unaware of / unable to identify or address complexity issues	identifies and addresses a limited number (or too many elements) of the project without justifying this choice	identifies and addresses the projects' complexity and justifies his choices	… and is able to shift between various levels of complexity throughout the project while justifying his choices		… and does this in a way that is new to experts, in the project domain or in the field of industrial design engineering	
3. The student can deliver a relevant project result.								
Project result	**Feasibility** (can it be done?)	Is unaware of / does not identify issues that determine feasibility	identifies the conditions for the project result to be feasible	… and demonstrates that the project result is feasible	… and develops a new way for this type of project results to become feasible		… and develops a new way for realising project results that could disrupt the field	
	Desirability (does it address the users' values and needs?)	Is unaware of / does not identify the conditions for the project result to be desirable	identifies the conditions for the project result to be desirable	… and demonstrates that the project result is desirable for stakeholders involved	… and creates new value / meaning for stakeholders		… and creates new value / meaning for the domain of the project as a whole and / or and for society in general	
	Viability (will it survive on a longer term?)	Is unaware of / does not identify the conditions for the project result to become viable	identifies the conditions or the project result to become viable	…and satisfies the conditions for the project result to be viable	… and develops a new way for this type of project results to become viable		… and (re-)develops new ethical, social and / or environmental standards that allows meaningful change in (or outside) the domain	
4. The student is able to effectively and thoroughly communicate to- and discuss with stakeholders involved in the project.								
Communication	**Academic level**	conveys content that is irrelevant or incomplete	conveys relevant content that lacks structure and/or references and uses poor language	conveys relevant and structured content with appropriate references and use of language	… and in a rich and personal way, also providing insights for those not (directly) involved in the project		…. and (part of) the work has the potential to be developed into a (scientific) publication for experts to learn from	
	Connecting to stake-holders	provides minimal communication with the supervisory team	communicates to the supervisory team in a way that doesn't allow for connection	effectively communicates to the supervisory team allowing them to connect	… and (continuously) communicates to other stakeholders allowing them to connect		… and creates a buzz beyond the scope of the project, in the domain of the project and / or in the field of industrial design in general	
5. The student is able to manage a design/research project independently within the given time.								
Project Management and planning	**Planning**	does not oversee the project and executes it in an arbitrary manner	plans activities but executes them in an incomplete, inefficient and/or ineffective manner	plans and structures activities and executes them accordingly	…. and reviews priorities while executing activities in order to create room for iterations		… and is able to deal with- and solve uncertainties and unforeseen circumstances effectively and efficiently	
	Autonomy & initiative	fully depends on guidance and does not initiate activities nor maintain the project	shows little initiative or needs significant guidance in maintaining the project	shows sufficient initiative and executes the project autonomously	… and is pro-active in managing the project and stakeholders involved		… and takes unexpected and creative initiatives that have a positive effect beyond the scope of the project	
	Response to feedback	displays no or defensive response to feedback	displays insufficient response to feedback or takes no visible action	displays sufficient responds to feedback and takes adequate actions	… and argues (not) to respond to feedback of the supervisory team, while retaining the intrinsic quality of the project		… and / or creates and uses room for failure and individual learning	
	Time spent	Green Light not granted at 1st or 2nd "Green Light Meeting"/Graduation took 8 or more weeks longer), graduation grade can be maximum 8.5.		Green Light granted at **Second** "Green Light Meeting" (= around day 100)	Green Light granted at **First** "Green Light Meeting" (= around day 80)		N.A.	