



**Honoursprogramma**

Innovators Experience

S t u d e n t   H a n d b o o k

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F i n a l   A s s e s s m e n t   H o n o u r s

Honours Programme Team Excellence in Education  
Rotterdam University of Applied Sciences  
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## Introduction

You have now come to the stage in your Honours programme when you can complete your Final Assessment Honours through the university-wide Honours Programme Team. You have spent the last few years of your degree programme working on developing competences and compiling your portfolio under the supervision of your Honours Programme tutor(s). You can now make your portfolio definitive and be tested on it in the final assessment.

As you know, the Final Assessment Honours is based on the **Learning to Innovate** Competence Profile. Rotterdam University of Applied Sciences has developed this profile specifically to set more able students a challenge and to offer them scope to advance and strengthen their professional development beyond the boundaries of their own professional sector. This profile is partly based on research into the added value of Honours in the various areas of professional practice that form the focus of the university's study programmes.

The competence profile has guided and focused all the activities you have undertaken during your Honours programme. In completing them, you have worked to internalise the following five complementary competences:

1. Innovation driven
2. Demand driven
3. Collaborative working
4. Interactive learning
5. Knowledge creation

You were introduced to the Learning to Innovate competence profile right from the start of the Honours Programme (HP). You worked on assignments and took part in activities that challenged you to develop the competences defined in the profile. Your Honours Programme supervisor and fellow students have challenged you to reflect on your activities and your own conduct. As a result, you can visualise the competences required and, all being well, you have learned to link your activities to these competences. You have developed your ability to reflect which is a necessary condition for 'lifelong learning'.

To demonstrate that you have mastered the five competences, you will compile a portfolio that includes evidence of this. We ask that you follow a particular method when drawing up your portfolio. Your final assessment will be based on your portfolio. The assessment will start with your presentation.

Your presentation, the portfolio and the assessment interview jointly constitute the final piece of all your efforts during your Honours Programme studies. To ultimately graduate with an Honours degree, you will not only have to meet the conditions your study programme has set, but also successfully complete the Final Assessment Honours (FAH).

The Final Assessments Honours are held university-wide in June and July each year and are organised by the Honours Programme Team (HP Team). The HP team assumes that you will be able to sit your final assessment from the moment you are given **the go-ahead** for your final project/thesis. By that stage you will be so far on that you can relate the competence profile to your final project/thesis and you can also make use of your final project/thesis as evidence in your portfolio.

Lecturers receive special training in conducting the final assessments. The interviews are always conducted by two assessors: one from your own department and one from a different department. This is because you are also expected to be able to convince people who are not exactly experts in your field that you have developed into an excellent professional.

This handbook gives you the information you need to know about taking your Final Assessment Honours and what will be expected of you. If you still have any questions after reading this handbook and after the annual information meeting, don't hesitate to contact the Honours Programme Team at [hpteam@hr.nl](mailto:hpteam@hr.nl)

Good luck with preparing for and taking your Final Assessment!

The Honours Programme Team Excellence in Education  
Rotterdam University of Applied Sciences

## 1. The Final Assessment Honours

The Final Assessment Honours (FAH) takes the form of an interview with two assessors. These assessors are usually lecturers involved in the development and teaching of the Honours programme who have received specialist training to become Honours assessors. The final assessment takes one hour and proceeds as follows:

- Welcome and a brief explanation of what will happen in the next hour
- 10 minutes: presentation by the candidate
- 30 minutes: interview with the assessors
- 10 minutes: the assessors confer and come to a decision (while the candidate is out of the room)
- 10 minutes: the candidate is informed of the assessors' decision and the reasons for their decision

### *The presentation*

The assessment starts with your presentation. This should be a convincing statement of what makes you an excellent professional and why you satisfy the requirements of the Learning to Innovate competence profile. You demonstrate what sets you apart from your fellow students. You are free to choose how to make this presentation – but the assessors will expect to be pleasantly surprised! Your presentation should take **10 minutes**. The assessors will thank you but will not comment further on your presentation.

### *Interview with the assessors*

The two assessors will have examined your portfolio in detail before you take the final assessment. Your portfolio is the basis on which you will be assessed, so make sure it gives the assessors a good impression of your proficiency in the competences. During the interview the assessors will ask questions about any aspects of your portfolio that give rise to queries, doubts or comments. The interview gives you the opportunity to explain and clarify your self-assessment and the evidence you have provided to back it up. The assessors will evaluate the *substance* of your arguments using the STARR interview technique. This part of the assessment lasts for **30 minutes**.

You will then be asked to leave the room while the assessors evaluate the interview and come to a decision. When they are ready you will be invited back into the room and they will tell you whether or not you have satisfied the requirements of the final assessment, what their decision is and their reasoning behind the decision.

Within 10 working days you will receive a report form by email containing the result of your final assessment and the supporting reasoning.

The HP team will send your *record form* straight to your study programme once it has been completed. Your study programme will check that you have met all the conditions for obtaining an Honours degree and if so, your diploma supplement can be prepared.

**NB:** The final assessment is recorded on video, with the camera pointed at the assessors; the candidate can be heard, but not seen. The interviews will be recorded in case the assessors cannot come to unanimous decision or in case the final decision is negative and the student appeals against it – for more information, please see section 3: the assessment procedure. Besides this, the recordings will be used for training purposes for assessors. The same applies to the use of your portfolio: we also use portfolios for training situations. To comply with the new privacy legislation, the HP team will ask you to sign a form agreeing to this before you start your final assessment.

## 2. Compiling your portfolio

To take your final assessment you must first compile a portfolio. The purpose of your portfolio is to convince experienced professionals who are *not* necessarily experts in your specialist field that you possess the five competences of the Learning to Innovate competence profile. You will find this profile in **Appendix 1**. Your portfolio should contain documents or other pieces of evidence to show that you have developed into an excellent beginning professional.

Your portfolio should consist of:

0. A table of contents
1. Your personal details
2. Three completed 360-degree feedback forms
3. A self-assessment based on the STARR method
4. A summary score sheet for 360-degree feedbacks and final conclusions
5. *Attachments:*

*Overview of evidence drawn up in accordance with your STARR situations*

*Supporting documentation (pieces of evidence) related to your STARR situations*

*A current gradebook (Osiris)*

Use the **format in Appendix 2** to compile all the elements of your portfolio as listed above. These are described and explained below in the same numbered order.

0. A table of contents

1. Personal details

2. Completed 360-degree feedback forms

Your portfolio must contain three completed and signed 360-degree feedback forms. Ask a

- fellow student
- a lecturer/honours programme supervisor
- someone working in professional practice

who have seen you work during the Honours programme to fill in a 360-degree feedback form and make sure to ask them well in advance so they have enough time. Choose people who know you well enough to have a proper impression of your development into an excellent professional. Make sure these people provide a written explanation of the scores they give you. The arguments they give to back up their scores will make this feedback more convincing, valuable and useful to your assessors (and also to yourself for your learning process. *Put the feedback on each competence next to the relevant competence!*

3. Self-assessment using the STARR method

In your self-assessment you must give yourself scores for the five 'Learning to Innovate' competences. For each competence you must justify your scores by describing one or two situations, using the STARR method. These descriptions should clearly show that you have acted in the required way and displayed the appropriate professional behaviour in various situations. The situations that you describe should not have taken place more than *three* years ago. *Your sample situations must all be different; you cannot use the same situation to describe all five competences.* You can also use the feedback from others as starting points for critical self-reflection. For more information on the Reflection part of the STARR method, see **Appendix 3**. Put your STARR descriptions for each competence under the feedback collected for that competence!

#### 4. Summary score sheet for 360-degree feedbacks and final conclusions

After you have collected and examined all your 360-degree feedback forms and completed your self-assessment, fill in the summary score sheet and final conclusions form. This first

gives an overview of your scores for each competence. You must then conclude what the three most important findings are and write them down. From your scores and findings, you draw three conclusions. It may be useful to ask yourself how far you think you have come in developing each competence.

#### Final Conclusion

From these scores, findings and conclusions, you should then draw a *final conclusion* on where you stand at the moment. In no more than half a page, explain why you are an excellent professional and what sets you apart from your fellow students.

#### 5. Attachments

You should attach the following:

- A list of your pieces of evidence referring to the relevant competence
- The pieces of evidence themselves
- A current gradebook (OSIRIS)

For each STARR situation you describe you can include **one** or **two** supporting documents as evidence – one for each competence – but no more than **10** pieces of evidence in total (so a maximum of two per competence). Your evidence should not be older than three years! Be sure to include a variety of different types of evidence.

The pieces of evidence demonstrate that you have truly mastered the competence profile Learning to Innovate. Include some pieces of evidence that illustrate this well. Make a selection, in other words, and don't hand in whole projects!

If you wish to use your thesis as a piece of evidence, only include the parts that effectively illustrate the relevant competence(s). Fragments of video recordings or sound recordings of activities, feedback from practice or from lecturers can also serve as evidence. Proof of attendance, such as a photo of a certificate, is not sufficient; they do not demonstrate your contribution to the results.

Make sure that you guide your assessors through your portfolio so that they do not have to search unnecessarily.

After receiving your portfolio, the assessors will establish whether you have convinced them of your development into an excellent professional on the basis of your STARR accounts, self-assessment and final conclusions. They will also decide what they want to question you on to give you the opportunity to provide additional information and strengthen your evidence. Assessors may therefore also ask about other/new situations than those described in your portfolio. And finally, the assessors will establish whether you have indeed been able to convince them orally and whether you satisfy the conditions of the Final Assessment Honours.

### 3. The assessment procedure

The rules for the assessment are as follows:

- The purpose of the final assessment is to evaluate your proficiency in each of the competences *as a whole*, not your proficiency in the individual behavioural indicators that make up the competences. The Learning to Innovate competence profile is included in Appendix 1 and contains descriptions of what these behavioural indicators are.
- Each competence is assessed individually; any deficiencies in one competence cannot be compensated for by a better performance in another competence.
- You must obtain sufficient scores for your portfolio, presentation and interview separately; deficiencies in one of these cannot be compensated for by a better performance in another.
- For each competence you receive a score of 1, 2 or 3:
  - 1= *Demonstrates little or none of the required behaviour*
  - 2= *Demonstrates some elements of the required behaviour, but overall ability in the competence is not fully convincing*
  - 3= *Demonstrates full proficiency in the required behaviour; the candidate fits the competence description.*
- You must receive a score of **3** for the **Innovation driven** competence (Innovator).
- You must receive a score of **3** for *at least three* of the five competences.
- You must **not** receive a score of **1 for any competence**.

*Possible outcomes*

#### Route 1:

- You have had your portfolio *screened as regards formal requirements by an HP lecturer or HP coordinator attached to your study programme/institute – take note of the requirements for this set by your study programme/institute.*
- You may now submit your portfolio digitally to the assessors assigned to you, with a cc to [hpteam@hr.nl](mailto:hpteam@hr.nl)
- In preparation for the interview, the assessors will study your portfolio and will individually make a provisional assessment according to the rules above.
- The assessors *are convinced by* the quality of your portfolio.
- The assessors prepare the interview together and jointly decide which topics to ask more in-depth questions about in the interview.
- The interview has reinforced the assessors' conviction and they jointly come to a unanimous decision: *pass*.
- Congratulations, you have passed your FAH; you can graduate with an Honours degree if you meet all the conditions set by your study programme!

#### Route 2:

- You have had your portfolio *screened as regards formal requirements by an HP lecturer or HP coordinator attached to your study programme/institute – take note of the requirements for this set by your study programme/institute.*
- You may now submit your portfolio digitally to the assessors assigned to you, with a cc to [hpteam@hr.nl](mailto:hpteam@hr.nl)
- In preparation for the interview, the assessors will study your portfolio and will individually make a provisional assessment according to the rules above.



- The assessors are *not yet entirely convinced* by the quality of your portfolio.
- The assessors prepare the interview and jointly decide which topics to ask more in-depth questions about in the interview.
- The content of your presentation and the content of the interview ultimately convince the assessors of your qualities.
- The assessors come to a unanimous final decision: *pass*.
- Congratulations, you have passed your FAH; you can graduate with an Honours degree if you meet all the conditions set by your study programme!

### Route 3:

- You have had your portfolio *screened as regards formal requirements by an HP lecturer or HP coordinator attached to your study programme/institute – take note of the requirements for this set by your study programme/institute*.
- You may now submit your portfolio digitally to the assessors assigned to you, with a cc to [hpteam@hr.nl](mailto:hpteam@hr.nl)
- In preparation for the interview, the assessors will study your portfolio and will individually make a provisional assessment according to the rules above.
- The assessors are *not yet entirely convinced* by the quality of your portfolio.
- The assessors prepare the interview and jointly decide which topics to ask more in-depth questions about in the interview.
- *The assessors still have doubts about the quality of your portfolio, the quality of the interview and the quality of your presentation.*
- *You have not (yet) passed your Final Assessment Honours*

The assessment process in route 3 can now be followed in two ways:

#### Outcome A

The assessors **cannot come to a unanimous** decision, in other words they reach the decision **Undecided**.

The *HP team* will be informed and will call in a third assessor. The third assessor will reach a decision within **5** working days *on the basis of your portfolio and the video of the assessment interview*. The third assessor will inform the HP team of his/her decision. If the third assessor's decision is pass, then the final decision will be *belated pass*.

If the third assessor's decision is fail, then the final decision will be *fail*. The HP team will inform the student of this final decision. Because you have not met all the conditions in this case, you cannot graduate with an Honours degree.

#### Outcome B

The assessors come to a **unanimous** final decision: **Fail**. *Because you have failed the Final Assessment Honours, so you have not met all the conditions and you cannot graduate with an Honours degree.*

It is possible to appeal against the unanimous Fail. However, students can only appeal if they feel that the assessors did not give them sufficient opportunity to highlight their qualities, i.e. if *the assessors have not performed the **procedure** correctly*. Students can send a substantiated appeal to [hpteam@hr.nl](mailto:hpteam@hr.nl)

The appeal will be examined by the HP team. The HP team will look at the video. If the HP team comes to the conclusion that the assessors performed the procedure properly, the appeal will be declared *inadmissible*.

If the HP team comes to the conclusion that the assessors did not perform the procedure properly, the appeal will be declared *admissible*. The student will be given the opportunity to take a second assessment on the basis of the existing portfolio – the portfolio may *not* be altered in the meantime. The HP team will bring in two new assessors for the second assessment.

In case of an objection the exam commission will be consulted

#### **4. Award of the Honours degree**

The two assessors determine whether you have passed the final assessment and therefore satisfy the requirements of the Learning to innovate competence profile.

In order to conclude the Honours Programme with the conferral of an Honours degree in addition to your diploma, you must satisfy the conditions set out below:

- You have participated in and met the conditions for the honours programme as specified by your study programme/institute
- You have passed the university-wide Final Assessment Honours
- You have met all the conditions for the Bachelor programme in your own study programme and attained 240 EC.

The Honours Project Coordinator at your institute/study programme will check whether you have met the conditions set out above and will see to it that you receive an Honours degree as a supplement to your diploma through your own institute/study programme. A note will be added on the back of your diploma to say that you have passed the Honours Programme.

The supplement to your diploma will contain a note that makes it clear to outsiders what exactly an Honours degree entails.

Once again we wish you good luck and a lot of fun preparing and completing your Final Assessment Honours!

*Honours Programme Team Excellence in Education*

## 5. The final assessment step by step

### Keep an eye out for email from [hpteam@hr.nl](mailto:hpteam@hr.nl) starting in January

To take the Final Assessment Honours you must follow the following procedure:

1. With the agreement of your HP supervisor, you can start compiling your portfolio for the Honours final assessment during your third year of the programme at the latest.
2. For this you must use the **Format Portfolio in Appendix 2**.
3. In November/December the HP Team will ask the departmental project managers for a list of the names of the students who are thinking of taking the Honours final assessment.
4. The HP Team will contact you by email, with the subject: '*Application for the final assessment*'. HP Team wants to hear from you personally whether you want to take a final assessment.
5. Within a week you must then inform the HP team whether or not you are applying to take the final assessment by sending an email to [hpteam@hr.nl](mailto:hpteam@hr.nl)  
*If you decide not to go for Honours, we would like to know the reasons for your decision.*
6. From then on, correspondence about final assessments will take place *directly* between you and the HP team.
7. The HP team will draw up a timetable.
8. The timetable will take account of the date of the graduation ceremony and the last meeting of the exam board before summer holidays in your institute/study programme so that the paperwork can be done in time.
9. The assessments will be held as far as possible between *mid-June and mid-July*.
10. Make sure that the 360-degree feedback forms are distributed **well before mid-May**. Period four is a very busy time for lecturers; also people from professional practice may need more time or will be difficult to get hold of.
11. Make sure that you agree **which** HP lecturer/coordinator will screen your portfolio and **when!** He or she will establish whether your portfolio meets the formal requirements as laid down in the portfolio format. If your portfolio is not (yet) in order, they will provide advice.
12. *In all cases, you will only be allowed to sit the final assessment once your Honours Programme supervisor has given you the go-ahead.*
13. You will receive an invitation from the HP Team to take your final assessment, mentioning the date, time and location as well as the names of your assessors.
14. You will receive the definite timetable in **the first week of June**.
15. Send your screened portfolio by email to your appointed assessors - their addresses can be found on Hint – and cc to [hpteam@hr.nl](mailto:hpteam@hr.nl) **at least 10 working days** before the date of your final assessment. The HP team files all portfolios in a secure digital environment.
16. Send your portfolio as a Word document and not by WeTransfer.
17. Remember, you can only take the final assessment if you have submitted your portfolio on time!
18. Prepare a presentation lasting **no more than 10 minutes** which demonstrates in a refreshing manner that you are developing into an excellent professional. Your presentation will be supported by the evidence in your portfolio.
19. Make sure you turn up for your final assessment at the right place and on time. The FAH takes place at **Rochussenstraat 198**.

20. Your FAH will be filmed but only the assessors will be visible.
21. The HP team will ask you to sign a form indicating whether or not you give permission for this film to be used for training purposes. You will be asked the same question about the use of your portfolio for training purposes.
22. At the end of the final assessment you will be told whether or not you have passed.
23. Your study programme will receive your assessment form within 24 hours and will check whether you have met all the conditions to be eligible to graduate with an Honours degree.
24. If everything is in order, you will receive an *Honours degree* supplement with your diploma.
25. Within **10 working days** you will receive a report by email containing feedback on the main findings of your assessment.

## Appendix 1 Competences for Innovative Working – “Learning to Innovate”

The competences required for the honours programme are described below. Besides the qualifications from your bachelor’s profile, in the honours programme you will be assessed on your Innovative Working skills, as described by the following five competences:

1. Innovation driven
2. Demand driven
3. Collaborative working
4. Interactive learning
5. Knowledge creation

### 1. Innovation driven

**Role:** Innovator  
**Domain:** Professional practice  
**Specification:** Innovation and research

#### Competence

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.

#### Context

In working life we come up against stubborn problems, problems for which there are no ready-made solutions. There can be various reasons for this: the complexity of the issue, a lack of sufficient, wide-ranging and up-to-date expertise, and sometimes simply the speed at which developments take place. In such situations innovative capacity is needed to produce creative solutions.

As an innovator, you recognise this complexity and experience it as an opportunity, as a challenge to reflect on and discuss potential solutions with professional colleagues from your own and other disciplines. You dare to put your neck on the line and share your ideas with others. You know how important a solution is and also that it is no good trying to avoid difficult situations. You investigate the problem using your own particular expertise, always looking for ways to uncover new insights, for example by combining existing concepts to create new solutions. You are bold and decisive and as an innovator you are enterprising and pro-active. You actively look for opportunities, know how to turn them into effective actions, and experiment with new methods and scenarios – always working from a well informed and well thought-through vision. Your insight, attitude and work are valued. You are increasingly involved in innovation. You notice that you can be an equal and critical discussion partner.

#### To

Contribute to innovation

#### You must

1. be pro-active and resourceful in complex professional situations;
2. investigate problems and potential solutions;
3. be bold and dare to experiment;
4. be creative when looking at both the issue and the solution

**So that**

Your innovation-driven approach leads to the development of innovative professional products.

**Behavioural indicators and descriptions***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.

*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.

## 2. Demand driven

**Role:** Critical observer  
**Domain:** Professional practice  
**Specification:** Awareness of the environment

### Competence

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.

### Context

As a developing professional you will learn as much as you can about working practice. You will follow developments in your field. You are interested in why certain developments take place and what forces drive them, enabling you to place trends and developments in practice within a broader context. You notice that this allows you to identify cause and effect relationships more easily. You also see that certainties are fast disappearing. You realise that change is sometimes so rapid it makes tasks more complex, raising the bar for professionals.

At the same time, you see great potential in this dynamic environment and actively seek opportunities to contribute, with others, to making a difference. You want to make a worthwhile contribution to a social issue. You explore the possibilities and discuss these with relevant stakeholders and other groups, but without jumping straight to the solution. You show your worth as a well-informed and equal discussion partner. Your preparation has given you a thorough grounding in the dynamics of the situation and you can explain and justify why you think the situation is promising. At the same time, you listen closely to what you discussion partners say. You maintain a dialogue and make sure the problem is clearly defined by asking critical questions of the client and other stakeholders, equipping you to assess the context in even greater depth. You know this exploratory phase is essential if you are going to help deliver feasible solutions or, if necessary, come up with good arguments for abandoning them.

### To

Cultivate an awareness of what is going on around you, both generally and in innovative professional practice in particular,

### You must

1. be aware of your environment
2. identify and describe issues relevant to professional practice
3. be able to translate theory into practical action

### So that

Your analysis of the situation leads to the identification of issues recognised as important to professional practice, and practical steps can be taken towards solving them.

## **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.
- You 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



### 3. Collaborative working

**Role:** Team player  
**Domain:** Innovative professional practice  
**Specification:** Communication and collaborative working

#### Competence

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.

#### Context

Working effectively in a team on solutions to real problems demands a broad range of competences. In effect, they are tools that enable you to understand the innovative context and make you an equal discussion partner. Innovative professionals are real team players; they learn from each other and share ideas.

Learning and working in real-life situations is a social process in which cooperating and networking with others is essential. Not only does it spread knowledge and experience, but it gets people more involved. As a team player you know how important collaborative working is. You are not out to 'steal the limelight'. The real value of collaborative working is that you can fill in each other's ideas, 'spar' with each other, discuss your ideas and suggestions for strategies and solutions, and scrutinise them critically – to say nothing of the added value of being open to possibilities for giving and receiving feedback. Effective professional communication prevents any unnecessary 'noise' from clouding the collaborative working process.

#### To

Work effectively with others on improvements, new developments and innovations

#### You must

1. be willing to work with others and let shared goals take precedence over individual ones
2. contribute to developing a network of experts and make strategic use of this network
3. make correct and well-timed use of a variety of communication skills

#### So that

Team players with complementary personal and professional skills can work together and communicate with each other during a development or innovation process.

#### 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

## 4. Interactive learning

**Role:** Learning

**Domain:** Communities of practice in innovative professional practice

**Specification:** Interactive learning

### Competence

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

### Context

The world of work is changing rapidly. Many different demands will be made of you and you run the risk of not keeping pace with events. Education faces the same problem. Despite doing our best to keep your vocational course as up-to-date as possible, it is not always possible to cover the latest developments. This means you have to prepare yourself for work in a rapidly changing professional environment. You will not just be expected to solve problems you have prepared for in your degree and which you know well enough to be able to implement real solutions; you will also encounter problems that are new to you, problems that cannot be solved using current know-how. These new problems may require new knowledge, knowledge yet to be acquired and new contexts within which existing knowledge has to be used in different ways.

You will also increasingly collaborate with people qualified in other subjects. In such a working and learning setting you will be challenged to learn with and from each other, actively, effectively and focused on getting results. As you work jointly in this innovative process, your desire to learn will often come from within – you come across problems you really want to solve. This makes you the one with a desire to learn ‘something’, or even to ‘unlearn’ something.

The complexity of the situation does not scare you. You see a challenge, and you take it up. You throw yourself into it, and don’t give up. You know you will regularly hit a wall and have to pick yourself up again – but you will soon discover that you are learning more than you thought possible, that what at first seemed a confusing jumble now makes sense. You are much more capable of seeing the big picture.

### To

Learn from and with each other

### You must

1. show self-directed learning ability
2. be willing to learn in varied and challenging settings
3. be able to reflect on the effectiveness of your learning goal, method and result

### So that

You are capable of guiding the further development of your learning capacity.

## **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 learned what your strengths and weaknesses are (or gained a better understanding of them) and you are able to make improvements to both

## 5. Knowledge creation

**Role:** Knowledge producer  
**Domain:** Innovative professional practice  
**Specification:** Knowledge creation

### Competence

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.

### Context

With the rapid development of new information technologies, knowledge is expanding at an increasing rate and is available virtually on demand, and new knowledge can be disseminated just as fast. It is no longer enough to know your facts and know how to apply them. The knowledge you need most in an innovation setting is often called 'broad knowledge'. It is all about knowing the causes of many different phenomena, how things work, and understanding principles and processes (knowing who can provide ideas or specific know-how). This is particularly important because factual knowledge can become outdated (especially concrete findings), whereas knowledge of first principles (underlying these findings) does not date so quickly.

You are expected to develop a 'what if...' approach to learning. This means that you dare to ask critical questions about cause and effect. You learn to comprehend the connections and patterns in what happens in professional practice, but also to have a critical, enquiring and learning attitude. You want to uncover these cause-effect relationships and are a critical user of knowledge. Above all, you measure the value of a theory by its usefulness in solving problems you encounter in your work. You do not blindly follow any particular set of ideas. You find out, working with and in dialogue with other professionals, whether something will work and how it actually works in practice. In the process, you learn how to combine your knowledge and experience with those of others and discover what works, creating new knowledge which can be put to use in professional practice. In addition, you are able to critically assess what the 'active ingredients' are, discovering the value of the chosen approach and the driving principles (which determine how it works). You quickly learn to play with your knowledge. You discover that theories and ideas from other disciplines can also be useful or made suitable for another context. You will also discover that knowledge you acquired for another purpose can also be of practical use in your work. In short, you discover, experiment, apply your knowledge, test how it works, and so generate new knowledge. This is officially called 'productive learning' and 'far transfer'.

You realise how important it is to share knowledge with others. You are also aware that others have knowledge you can benefit from. And so you look for effective and efficient ways to find the knowledge and experience others are willing to share or exchange. You already know how ICT quickly and easily opens doors to a rich knowledge environment. Social media such as Web 2.0 will become an increasingly useful platform for staying informed and sharing recently acquired new knowledge.

### To

Continually work on growing your knowledge within an innovative learning environment

**You must**

1. ability to share and access knowledge be able to learn within an application context
2. be able to use knowledge and skills at various levels of application and contexts
3. have the ability to share and access knowledge

**So that**

You can make a real contribution to furthering knowledge.

**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

## Appendix 2: Format Portfolio



**Honoursprogramma**

Innovators Experience

# Honours Programme

## Final Assessment Portfolio

Name:

Student number:

Academic year:

## Table of Contents

0. Table of Contents
1. Personal details
2. Three completed 360-degree feedback forms
3. Competence profile self-assessment and 5 to 10 situations according to the STARR method
4. 360-degree feedback score sheet and final conclusion
5. Attachments
  - Overview of evidence drawn up in accordance with the STARR method
  - Supporting documentation (pieces of evidence) in accordance with your STARR situations
  - Three signed 360-degree feedback forms: fellow student – lecturer – someone from your professional practice
  - A current gradebook (Osiris)

NB.

You can find this [Format Portfolio on Hint](#) under - Study - Honours Programme – Graduation in the form of a **separate Word document** so that you can work in it.

The 360-degree feedback forms can also be found in this format.



**1. Personal details**

Surname:	
First name:	
Date of birth:	
Student number:	
Telephone number:	
Email HR:	
Private email:	

## 2. 360-degree feedback forms

To be able to complete the 360 degree feedback form properly, the person filling in the form needs to understand the competence descriptions and preferably have access to the full specification of the Learning to Innovate competence profile. To make this easier, we have:

- put the competence profile on Hint as a separate document
- included the competence profile in this handbook as a separate appendix A
- included the behavioural indicators and their descriptions in the 360 degree feedback form

The five competences for Learning to Innovate have been set out along the following lines:

- the competence itself
- its context
- when – about – so that
- the behavioural indicators
- the description of the indicators – what we want to see that you have mastered

The complete description of the competence profile will also help you to write your self-assessment and to choose and write your STARR situations!

### Processing the 360-degree feedback forms

*You ask three people you have worked with and/or who have seen how you work to complete a 360 degree feedback form for you: someone from professional practice, a fellow student and a lecturer who is supervising you.*

*Group the feedback from the three people together under each competence. That will make it easier for you and the assessors to read in context. Certainly now that more is being read from a screen, that will mean less scrolling.*

*Encourage the people giving feedback to write their feedback in terms of **behaviour** as much as possible and to illustrate this with situations in which they saw that behaviour! Make sure that you distribute these forms in good time, certainly if you are going abroad or are already abroad! Include the completed and signed forms as an appendix.*

### Assessment scale

A three-point assessment scale should be used:

1	2	3
Demonstrates little or none of the required behaviour	Demonstrates some elements of the required behaviour, but overall ability in the competence is not fully convincing	Demonstrates full proficiency in the required behaviour; the candidate fits the competence description

<b>Name:</b>	<b>Job/Role</b>	<b>Date:</b>
<b>Signature</b>		

### 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

*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

*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

Innovation driven				
Score	tick	1	2	3
I have arrived at this assessment because I have seen the student DOING the following in this situation:				

**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.
- You 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

<b>Demand driven</b>				
<b>Score</b>	<b>tick</b>	<b>1</b>	<b>2</b>	<b>3</b>
I have arrived at this assessment because I have seen the student DOING the following in this situation:				

### 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

Collaborative working				
Score	tick	1	2	3
I have arrived at this assessment because I have seen the student DOING the following in this situation:				

**Competence 4      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 learned what your strengths and weaknesses are (or gained a better understanding of them) and you are able to make improvements to both

<b>Interactive learning</b>				
<b>Score</b>	<b>tick</b>	<b>1</b>	<b>2</b>	<b>3</b>
I have arrived at this assessment because I have seen the student DOING the following in this situation:				

**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

<b>Knowledge creation</b>				
<b>Score</b>	<b>tick</b>	<b>1</b>	<b>2</b>	<b>3</b>
I have arrived at this assessment because I have seen the student DOING the following in this situation:				

### 3. Competence profile self-assessment and situations based on the STARR method

*Your self-assessment consists of:*

1. A 360-degree feedback form you have filled in *yourself*
2. One or two sample situations for each competence, expanded on according to the STARR method
3. The situations you describe must not have taken place more than three years ago
4. Introduce variety into the sample situations you choose
5. You can decide for yourself whether you expand on one or two situations
6. Your pieces of evidence serve to substantiate your mastery of the competence in question
7. Use the competence profile when developing your STARR as a means of verification!

*Reminder:*

Choose a situation which best demonstrates your mastery of this competence to expand on for each competence. Choose the most relevant situation in other words.

*Evidence:*

If you have chosen an interview with a client or another external person, remember to ask the person concerned for a response to or confirmation of your STARR account. That will give you another piece of evidence. You could also conduct a short interview.

If you want to use your thesis as evidence, only include the part that best illustrates the competence in question.

Fragments of video or sound recordings of activities can also serve as evidence.

Proof of attendance or certificates are *insufficient* evidence. They do not show what your contribution was!

#### Assessment scale

We use a three point scale. The meaning of the scores you can read below:

1	2	3
Demonstrates little or none of the required behaviour	Demonstrates some elements of the required behaviour, but overall ability in the competence is not fully convincing	Demonstrates full proficiency in the required behaviour; the candidate fits the competence description



**Please note: Only the behavioural indicators are included in the forms below. Use the entire competence profile and the descriptions of behaviour to substantiate your own score and to be able to effectively select and expand on situations!!!**

<b>Competence 1 Innovation driven</b>	<b>Behavioural indicators</b>		
<b>Innovation driven</b>	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		
	<b>Score</b>	<b>1</b>	<b>2</b>
<b>Tick:</b>			
I have arrived at this assessment because			
<b>Describe situation 1 below using the STARR method as proof that you possess this competence</b>			
Situation			
Task			
Action			
Result			
Reflection			
<b>Describe situation 2 below using the STARR method as proof that you possess this competence</b>			
Situation			
Task			
Action			
Result			
Reflection			

<b>Competence 2 Demand driven</b>	<b>Behavioural indicators</b>		
<b>Demand driven</b>	Demonstrating awareness of surroundings – social context		
	Being able to identify and specify questions relevant to the profession		
	The ability to convert solutions into practical applications		
	<b>Score</b>	<b>1</b>	<b>2</b>
<b>Tick:</b>			
I have arrived at this assessment			
<b>Describe situation 1 below using the STARR method as proof that you possess this competence</b>			
Situation			
Task			
Action			
Result			
Reflection			
<b>Describe situation 2 below using the STARR method as proof that you possess this competence</b>			
Situation			
Task			
Action			
Result			
Reflection			

<b>Competence 3</b> <b>Collaborative working</b>	<b>Behavioural indicators</b>			
<b>Collaborative working</b>	Being prepared to collaborate and have general goals prevail over individual goals			
	Being able to make a contribution to the development of a network of experts and able to consult this network in a targeted fashion			
	Being able to make use of a variety of communication skills in the right way and at the right moment			
	<b>Score</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Tick:</b>				
I have arrived at this assessment because				
<b>Describe situation 1 below using the STARR method as proof that you possess this competence</b>				
Situation				
Task				
Action				
Result				
Reflection				
<b>Describe situation 2 below using the STARR method as proof that you possess this competence</b>				
Situation				
Task				
Action				
Result				
Reflection				

<b>Competence 4 Interactive learning</b>	<b>Behavioural indicators</b>		
<b>Interactive learning</b>	Demonstrating self-directing learning ability		
	Readiness and a will to learn in various challenging settings		
	The ability to reflect on the effectiveness of your professional actions		
	<b>Score</b>	<b>1</b>	<b>2</b>
<b>Tick:</b>			
I have arrived at this assessment because			
<b>Describe situation 1 below using the STARR method as proof that you possess this competence</b>			
Situation			
Task			
Action			
Result			
Reflection			
<b>Describe situation 2 below using the STARR method as proof that you possess this competence</b>			
Situation			
Task			
Action			
Result			
Reflection			

<b>Competence 5 Knowledge creation</b>	<b>Behavioural indicators</b>			
<b>Knowledge creation</b>	Being able to develop knowledge within an application context			
	Being able to apply knowledge and skills at various levels and in various contexts			
	The ability to share and access knowledge			
	<b>Score</b>	<b>1</b>	<b>2</b>	<b>3</b>
	<b>Tick:</b>			
I have arrived at this assessment because				
<b>Describe situation 1 below using the STARR method as proof that you possess this competence</b>				
Situation				
Task				
Action				
Result				
Reflection				
<b>Describe situation 2 below using the STARR method as proof that you possess this competence</b>				
Situation				
Task				
Action				
Result				
Reflection				

#### 4. 360-degree feedback score sheet and final conclusion

Fill in the scores from the completed feedback forms and your self-assessment in the table below:

- a fellow student (FS)
- a lecturer/supervisor at the university (UR)
- someone from professional practice (P)
- yourself (ME) – self-assessment

Competences	FS	UR	P	ME
1. Innovation driven				
2. Demand driven				
3. Collaborative working				
4. Interactive learning				
5. Knowledge creation				

The three main **findings from the 360-degree feedback forms** are:

- 1.
- 2.
- 3.

The three main **conclusions I draw** from the 360-degree feedback forms are:

- 1.
- 2.
- 3.

#### Your Final conclusion

The feedback forms give a good impression of your abilities in each competence. Explain below why you are now an excellent professional. This should be an overall picture of your performance. It essentially serves the same purpose as your presentation during the final assessment.

I am an excellent professional because ... (max. ½ A4)

## Attachments

In the table below list all the pieces of evidence you refer to in your portfolio and attach them to your portfolio. You must refer to at least 5 pieces of evidence, but no more than 10.

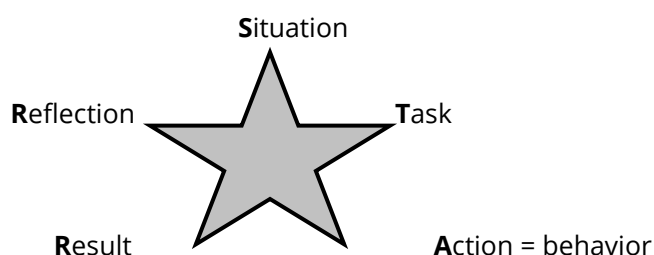
MAKE SURE YOUR ASSESSORS CAN EASILY FIND THE CONNECTION BETWEEN YOUR STARR-SITUATIONS AND YOUR PIECES OF EVIDENCE

Number	Title of the piece of evidence	Competence/STARR for which this record provides evidence	Relevant passage (e.g. page no.)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

- **Three signed 360-degree feedback forms**
- **An up-to-date print-out of your list of marks from Osiris**

## Appendix 3 The STARR method

The interview you have with the assessors during your Final Assessment Honours will be conducted according to the STARR method. Because of this, we ask you to compile your portfolio by means of the STARR method too.



STARR stands for **S**ituation, **T**ask, **A**ction, **R**esult and **R**eflection. The STARR method is mainly used to convey and analyse an experience in a learning or work environment, to demonstrate your qualities, to learn from the experience by setting new development goals and practice with it.

Applying the STARR method in a way that professionally and convincingly demonstrates the quality of your own actions is not easy. You need to first understand the method very precisely and most of all get lots of practice in compiling STARRs. You can ask other people for feedback about the quality of your STARRs, but you can also test yourself. A form has been added at the end of this section to enable you to check whether you have compiled your STARR properly.

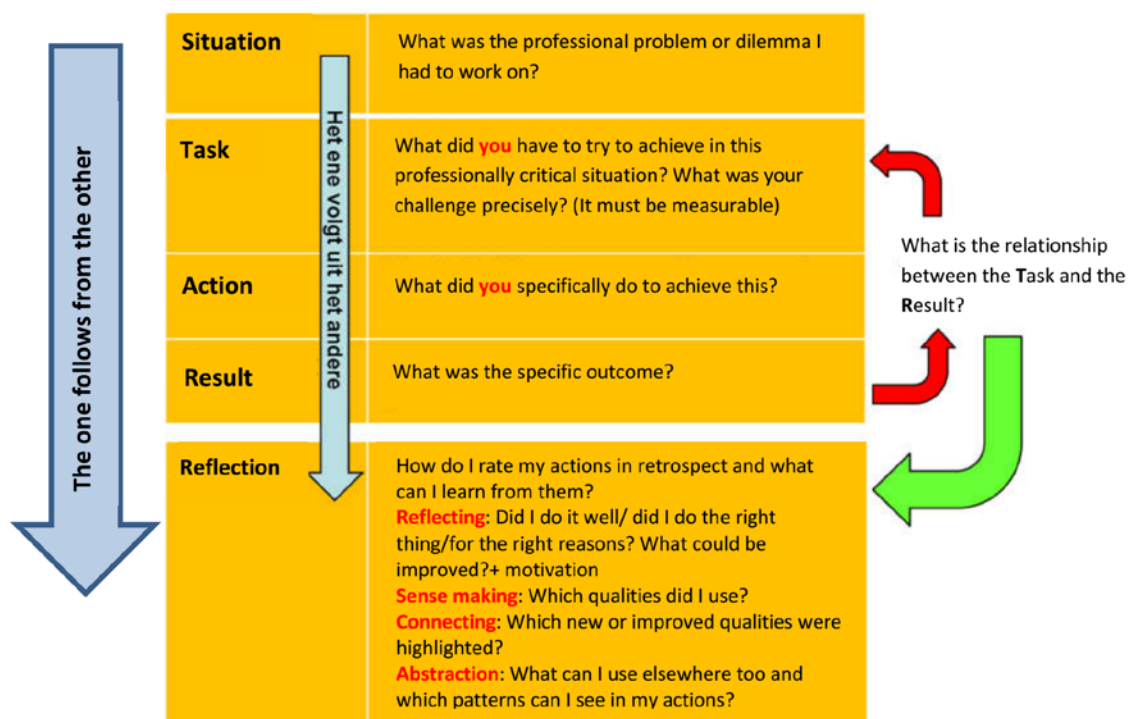
Writing a STARR starts with the description of an event you have experienced: the **S**ituation. It's best to take a situation in which you had to resolve something, a problem or a dilemma. It needs to be clear that you had to do something. An example might be a project group in which someone is not pulling their weight even though the rest of you really need that person. The problem is then the fact that the person is not cooperating. The difficult aspect of this situation is that you have to persuade someone to cooperate, with the risk that the person walks out and leaves you. That is why we call this situation professionally critical. There is a risk that you'll be even worse off if it doesn't work. So always start your STARR by describing a situation in which you had to make sure that a result was achieved and in which you really had to act. If you are working in total harmony with others in a project group, you are working as a team, but you don't have to demonstrate your collaborative ability. That collaboration already exists!

To demonstrate your collaborative qualities, you therefore need to take an example of a situation in which there was a lack of collaboration or it wasn't good enough and describe what you did to improve that collaboration. The 'difficulty' you have to try to tackle needs to become clear in the task. Show, for example, that you drew the person's attention to his behaviour, and what the effects of his behaviour were on the effectiveness of your project group; you asked why this has come about and you describe how you entered into a dialogue with the person in question about what was needed to improve the situation and what sort of agreements were made without disrupting the relationship with that person.



Afterwards, you can decide whether each of the elements in this description of the task were successful. The task can therefore be measured.

It is important to write the task down in a way that enables you to decide later on what was successful and what was not (if applicable).



Visualisation of the STARR method and how the elements it is composed of are interrelated

An example of a complete STARR description:

#### Situation:

I work as a sales assistant in a phone shop where I have to deal with customers on a daily basis. One day, an angry customer came up to me with a broken phone. She couldn't phone people and no one could phone her, but it was vital that people could get in touch with her since her child was in hospital and she needed to be able to be contacted in case anything happened to her child. Her subscription unfortunately didn't include service whereby she could be given a replacement phone and we didn't have any spare phones available in the shop. There was in fact nothing to offer the customer and yet something had to be done to ensure that she left the shop satisfied.

The **T**ask is your challenge in this situation or the aim you had to try and achieve.

In this example:

It was my task to solve the customer's problem and ensure that she could leave the shop satisfied and be able to be contacted by phone

**A**ction describes specifically how you set to work. Specifically means that you write down exactly what you did. If, for example, you write: "I tackled the problem by making creative use of my network," that isn't specific enough because your actions haven't been highlighted. You need to write it all down clearly to make what you did in this situation to achieve your aim as perceptible as it would be if it had been filmed.

In this example:

I told the customer that I found it a very unpleasant situation too. I explained that she hadn't included a replacement phone service in her subscription and that we did not have any spare phones in our shops. After that, I phoned customer service to ask if they could activate the service for the replacement phone. Meanwhile the customer was becoming very angry and upset because she hadn't expected to need the service and she didn't know anyone who had a spare phone. In the end, I consulted my friends and asked if one of them perhaps still had an old phone that wasn't being used. I discovered that a girlfriend had an old iPhone she wasn't using that still worked. I explained the situation to her and went to collect the phone from her during my break. I sent the customer's phone away to be repaired.

The outcome of the conversation appears under the **R** for **Result**.

In this example:

The customer was waiting for me in the shop and was delighted when she saw I had my friend's old phone with me when I returned. People could contact her again. When her phone had been repaired, she brought my friend's phone back and returned it to me. She said she was very pleased that there were assistants like me. I achieved my aim. I solved her problem and ensured that she left the shop satisfied and that other people could contact her by phone.

Under the **R** for **Reflection**, you indicate what you think about the way you acted by comparing the results of the conversation with what you had to achieve as specified in the task. It makes it very professional if you reflect on your task, on the process and on the underlying reasons for your actions. The same applies if you then indicate which qualities were highlighted in your actions and what you have learnt from this experience to apply in other similar situations in the future. The various elements in reflection are explained below.

The Task itself: did you conduct the conversation with the customer well and did it lead to the result you intended? The question is: *did you do it well?* The example above clearly shows that the formulated task was successfully completed.

Reflection: I would have liked to have solved the problem through the phone shop's customer service, so that the customer didn't have to wait so long. I decided to take things into my own hands to ensure that the customer could be contacted about her child.

The Process: was the way in which you handled the issue correct? The question is: *did you do the right thing?* To answer that you need to look critically at your own performance and think about what exactly you did, what in retrospect you could have done differently or even what you ought to have done differently.

In this example: the sales assistant offers a solution by resorting to personal sources. This battle was won by so doing, but with a form of service that neither the company nor the sales assistant can justify. You could ask yourself whether this form of service is actually the right one. Viewed from the profession of sales assistant, it is not. If this sort of thing happens often, it would be better to raise the matter with management and suggest how it might be handled better in future. Such a case leads you to conclude that you cannot carry out the task within the limits the company sets on the possibilities you can offer. So, the question is: did I do it for the right reasons?

Conferring significance: which qualities were highlighted in your actions? Here you describe which qualities could be seen in your actions. This does not just mean the name of the quality but also by showing *where* in your behaviour it was highlighted.

In the example: I demonstrated that I recognise the feelings and needs of other people and that I can put myself in someone else's position by recognising that I was dealing with a mother whose child was ill in hospital and who therefore wanted to be able to be contacted. By making use of my own network to ultimately find a solution, I demonstrated that I understood the customer's needs and interests and took them into account (customer focus).

Connecting: Try to establish whether these qualities are new for you and how you can connect them to the qualities you already possess. In the example: this is not new for me. My friends also say that I always want to help people. They always come to me with their problems because I can empathise with them, they say. What is new is that I've never done it just like that for a stranger. I've also never used my personal network to provide a professional service before.

Abstraction: Here you look to see whether there is a pattern in your actions. Something that you see yourself doing over and over again. That can be something positive, but it can also be something you want to improve. You are then learning for the future: what could you take from this experience to use in other situations and what could you do even better another time in a similar situation? This discovery enables you to learn from your own actions and to consciously manage your actions. If you can do this, you can even use a description of a situation in which you did something completely wrong to demonstrate how effectively you have learnt from your experiences!

In this example: that I am a person who goes to extremes to be of service to other people is a thread that continually also runs through my other experiences. In retrospect, I thought I had taken things to extremes in providing service in the shop by offering something privately that I couldn't provide as part of my work. I can't keep on doing that sort of thing. I can't continue thinking up personal solutions to commercial problems in my work. I now think that I would only consider something like this in future if the situation was an emergency, if I could really prevent a disaster happening. That wasn't really the case here. I didn't do it for entirely the right reasons. I acted mainly on the basis of my sympathy for that lady. I could totally imagine how she felt, ...and... the feeling it gives me when someone appreciates me. In a future professional context, I will stick to the limits my work sets for providing service and I will inform and advise management if I think that something could be improved in the service we provide.

And finally:

If you look carefully, you will see that all the elements in the STARR method are connected to each other. You can therefore also check your own STARR 's for that - see the form on the next page.

## Form to help you examine your STARR description

	Requirements your STARR description must meet	Yes	Don't know	No	
S	Is the situation you have chosen professionally critical?	<ul style="list-style-type: none"> <li>There was a dilemma</li> <li>It was an issue for which no standard answer was available</li> </ul>			
T	Was the task a challenge for the person in question?	<ul style="list-style-type: none"> <li>The task shows clearly what the person in question had to try to achieve in this situation or with this issue</li> </ul>			
A	Have you described your actions with respect to the challenge?	<ul style="list-style-type: none"> <li>It refers to actions that address the task described</li> <li>It is described in terms of specifically observable behaviour</li> </ul>			
R	Have you described what the result was/results were in terms of the challenge?	<ul style="list-style-type: none"> <li>You have made it clear which specific effect or which specific results your own specific actions had <i>in relation to the task</i> you were facing</li> <li>You have made it clear what your actions led to and compared your results with your aim</li> </ul>			
R	Reflection	<ul style="list-style-type: none"> <li>You have established the extent to which you performed the task <i>well</i></li> <li>You have established the extent to which you did <i>well</i></li> <li>You have made it clear which part of your actions effectively contributed to the result achieved</li> <li>You have made it clear what you could improve or change to achieve a better result</li> </ul>			
	Conferring significance	<ul style="list-style-type: none"> <li>You have made it clear which qualities in the behaviour you have described were highlighted effectively</li> </ul>			
	Connecting	<ul style="list-style-type: none"> <li>You have made it clear which new qualities were highlighted in your actions and/or which qualities strengthened those already present</li> </ul>			
	Abstraction	<ul style="list-style-type: none"> <li>You have made it clear which aspects of a unique situation could also be used in other situations in the future and how that could be done</li> <li>You have made it clear what certainly ought to be tackled differently in future situations</li> <li>You have made it clear whether a pattern can be seen in your actions that can be identified in other situations and if so, which. You have indicated whether or not that was effective and if not, what you are going to do to break that pattern</li> </ul>			
	Interrelationship	<ul style="list-style-type: none"> <li>There is a clear interrelated line in the STARR elements</li> </ul>			

**NB.** This text is a translation and adaptation of 'Hoe vang je een ervaring' – Capturing an experience – Martin Reekers (2017)

***A number of comments and questions that may help you to compile your STARR-situations are provided below. These are the types of questions you can expect during your assessment interview.***

**Situation:**

- The sample situations you describe are professionally *critical* situations. Critical here means that a situation could not be routinely resolved and did not happen in a conventional manner: you had to make a considerable effort; you needed to be courageous; you needed to try things out; you needed to confront fellow students; you needed to ...
- Choose a sample situation and describe the *context* under **S** so that assessors understand the background.

**Task:**

- Which task or tasks did you take on in order to resolve the issue in the given context?
- Be careful not to confuse task with role. Being chair of a project group, for example, is a *role*; which *tasks* do you assign yourself in order to perform the role well?
- What did you want to achieve by carrying out these tasks? What did you expect to learn?

**Action:**

- What did you do next? What was the substance of your task? It is quite possible that you had to act differently to the way you had envisaged
- What was your individual contribution to finding answers / solutions and the approach taken?
- What was your contribution to the success of the collaborative effort?

**Result:**

- Did you (possibly through collaborating with other people) come up with answers / solutions / new ideas?
- Did all those involved, especially external partners, welcome the answers / solutions / ideas as being effective and innovative?
- Did you do the *right thing*?

**Reflection: on content, process and own development**

- Did you do the *right thing* in a right manner?
- Did you do it for the *right reasons*? Which societal, social, economic, ethical or other considerations partly determined how the situation was dealt with?
- What have you learned about your own capabilities in terms of
  - i. Your specific expertise?
  - ii. Your approach, your contribution to the process?
  - iii. Your own development here: your qualities?