



Chair and mentor support, supervise and assess process + results.

CHAIR & MENTOR

Action Items

Student prepares and executes the project.

STUDENT

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 opportunity 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 can successfully finish the project within the next 20 days.

GRADUATION

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



Agree on, and sign Project Brief (by chair).

Agree on roles, responsibilities, process, and expectations.

Evaluate the student's self-evaluation, and award a Continue, Adjust or Discontinue.

Decide on Green Light. When awarded, forward accomplishment master courses message to departmental secretariat.

Prepare assessment prior to graduation. Evaluate Graduation Project with student and award degree.

Prepare project by composing a supervisory team, and searching for, or creating a graduation assignment.

Write a Project Brief using the template.

Discuss and agree on the Project Brief with the different stakeholders. Hand-in the signed Project Brief at the departmental secretariat.

Plan Kick-off meeting.

Last opportunity to agree on the Project Brief, and get it signed by the chair.

Agree on roles, responsibilities, process, and expectations.

Schedule important meetings with chair and mentor:
 - Midterm (+/- workday 40)
 - Green Light (+/- workday 80)
 - Graduation (+/- workday 100)

Prior to meeting:
 Prepare by using the Midterm evaluation form. Hand-in prior to the meeting.

At meeting:
 Discuss feedback given by the mentor and chair.

Adapt to the outcomes of the meeting (Continue, Adjust or Discontinue)

Submit signed Midterm evaluation form to Brightspace.

1 week prior to meeting:
 Request accomplishment master courses declaration, and send 80% version of your final thesis to your supervisors.

At meeting:
 Present your project and discuss feedback of the supervisors.

If Green Light is provided: confirm graduation date, agree on showcase, deliverables and embargo. Book a room via the secretariat.
 If not: Plan new Green Light meeting (+/- 4 weeks later)

1 week prior to graduation day:
 Submit report, showcase and confidential appendix report (when applicable) to supervisory team. Upload deliverables to TUDelft repository.

Prepare public presentation.

At graduation day:
 Give a public presentation, and lead Q&A session.
 Join evaluation session with your supervisors, who will share the final mark with you.
 In presence of the audience, the MSc degree will be awarded.

RUBRIC IDE MASTER GRADUATION PROJECT (ID#X95)

	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	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		
	does not identify / acknowledges 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	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		
	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.							
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		
Project result	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		
	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	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		
	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.							
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 response 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 1 st or 2 nd Meeting / Graduation took 8 or more weeks longer, graduation grade can be maximum 8.5.	Green Light granted at 1 st or 2 nd 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.		