

Internship Guide

Civil Engineering (Bachelor)

Note: This is an English AI generated translation of the original internship guide in Dutch. It has not been checked for accurateness of the translation and formatting. The purpose is solely to give an example and inspiration of how to set up an internship (guide) and the elements to take into account.

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1 Frameworks

The Civil Engineering program offers its students the opportunity to undertake a profession-oriented internship. The purpose of the internship is to introduce the student to professional practice and further develop their competencies in the professional field.

Internship Objectives

The main objectives of the internship are:

- Gaining practical experience:
- Orientation to professional practice;
- Testing the mastery of competencies acquired during the study in practical situations;
- Developing competencies such as:
 - o Working independently with minimal support from supervisors;
 - o Understanding business structure and processes;
 - o Applying a professional attitude in practice;
 - o Social and communicative skills within the professional field.

Internship Implementation

The internship will be carried out at a Civil Engineering organization and will have a duration of at least 100 full working days.

Internship Admission

Participation in the internship is subject to strict entry requirements, detailed in the elaboration of Article 13 of the Saxion OER (Education and Examination Regulations). These entry requirements pertain to the student's academic progress and are set to ensure that participating students have a certain basic level. Additionally, the internship must be approved by the program's internship coordinator. Until these conditions are met or unless the examination committee has granted an exemption, the internship cannot commence. Any days worked before meeting these conditions will not count towards the day requirement.

The modules 'Career Orientation/Practice Simulation' and 'Professional Development' are closely related to the internship. The program strongly advises students to complete these modules before participating in the internship.

2 Orientation to the Internship

During the second year, the program offers the modules 'Professional Exploration,' 'Professional Development,' and 'Career Orientation.' In these modules, the student gains insight into their professional qualities and the various roles and fields within the industry. These modules provide valuable information for selecting a suitable internship.

Internship Information

If a student intends to undertake an internship, they must attend the internship information session prior to the internship. Students following the nominal study path will have this session scheduled by the internship coordinator in January or February of the second year (the academic year preceding the internship). The information session further explains the internship procedure as described in this manual.

Finding an Internship Placement

After the internship information session, the student will independently search for an internship placement. In this process, they must first determine their goals for the internship. The following questions may be supportive:

- In which direction(s) do I want to focus during the internship? See Table 1 for an indication of possible (combinations of) directions.
- What type of company/organization do I want to intern at? For example, an engineering firm, contractor, municipality?
- Where do I want to do my internship? In the region, elsewhere in the Netherlands, or abroad?

Table 1. Competency Set 2015 Focus Areas with Saxion Examples.

Focus Area

Examples

Spatial Planning and Design

landscapes, planning methods, Systems Engineering, spatial planning policies, zoning plans, long-term visions at national or international levels.

Water, Soil, and Environment

sewerage, wastewater treatment, (geo-)hydrology, dewatering, fluid mechanics, dredging, coastal and river water engineering, soil mechanics, underground construction, foundations,

earthmoving (dry), dredging, geology, eco-ducts, renewable materials, renewable energy, sustainability.

Infrastructure and Mobility

traffic flows, capacity, intensity, road design, traffic control systems, parking, public transport, cycling, aviation, automobile transport, maritime transport, rail transport, road engineering, rail technology, terrain paving, waterways.

Buildings and Technology

steel structures, concrete structures, wood structures, composite structures, prefabricated construction, site preparation, dewatering, sinking, bridges, viaducts, tunnels, locks, weirs, fish passages, utility construction (stadiums, stations), offshore (platforms, windmills), tunnel installations, soil decomposition.

People and Society

social safety, environmental psychology, LNC (Nature Conservation Law), EIA (Environmental Impact Assessment), experience, archaeology, unexploded ordnance, sustainability, innovation and ethics, stakeholder analysis, environmental management.

Governance, Policy, and Law

permits, building regulations, standards and guidelines, QHSE (Quality, Health, Safety, Environment), UAV (Uniform Administrative Conditions), contract forms.

Economics

public-private partnerships, contract formation, construction entrepreneurs framework (KOB), feasibility, risk assessment, and risk evaluation, CBA (Cost-Benefit Analysis), financial analysis, investment selection, cost/benefit, cost estimation, quotation.

Management

construction site management, project organization, project-based work, cost overruns, chain management, supply chain management, risk management, asset management, BI (Business Intelligence) management, data management, information system.

3 Applying and Writing an Internship Proposal Finding an Internship Once the student has formed an idea of their ideal internship, they can start looking for a suitable internship placement. The search for an internship can be done in various ways:

1. Offered internship assignments on BlackBoard. These are predefined tasks provided by companies that students can directly apply for.
2. Previous internship providers: Contact information is available for companies that have previously guided students and have indicated a regular need for interns. These companies are pre-approved for internships (though approval of the specific task is not automatic). Students can inquire about suitable internships at these companies, which may have internship assignments listed on their website, or they can submit an open application.
3. Students can independently search for an internship company. However, they must first check with the internship coordinator to confirm if the company is suitable for an internship. This may require further investigation.

Internship Abroad? Refer to Chapter 0 for additional information. The general guidelines outlined in this internship handbook still apply.

After the information session, the student creates a cover letter along with a resume. The cover letter substantiates the preferences for the internship. Both documents are integral parts of the application. Based on the cover letter and resume, the company determines whether to invite the student for an on-site interview.

Outcome of the Application After each job interview, the student creates an interview report. If the application is not successful, the student must apply to another company for an internship. If unsuccessful after several attempts, the student should contact the internship coordinator.

Personal Development Plan (PDP) The PDP serves as a communication and steering tool before, during, and after the internship. Therefore, the program requires all students going on an internship to write a PDP. If the student has taken the "Career Orientation/Practice Simulation" course, they have already established a good foundation for their internship PDP. This foundation can be adapted to fit the internship task, but students are also free to write an entirely new PDP. An example structure for the PDP is included in Appendix 2.

The objectives of a PDP are: • Provide structure to articulate study goals; • Specify internship competencies, which will be considered in the internship assessment; • Identify activities during the internship (SMART objectives); • Reflect on personal development concerning chosen competencies.

The following are the components that must be included in a PDP. Students are free to make additions that contribute to the above objectives.

Who am I? The student introduces themselves through a brief description. In this description, they highlight what defines them as a person and as a young professional. Use insights gained during the past study period.

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What do I want? Specify concrete internship goals. The student describes how they perceive the profession and what aspects are of interest to them. Which direction is attractive to choose during the internship? What professional (and possibly personal) goals do they set for their internship? What goals does the student aim to achieve to consider the internship a success? Motivate why these goals align with their current development.

What can I do? The student states what talents they have discovered in themselves over the past two years and which talents they want to utilize during their internship. They also mention less strong skills or pitfalls they want to further develop during the internship. The student then links their talents and development points to achieving their goals.

What will I do? Based on the selected internship task, the student chooses between three and six technical competencies to work on during the internship. Using their talents and development points, they translate these into concrete goals. They try to apply the SMART principle as much as possible to specify their goals. The student then describes, for each goal, the role they envision in working on it and the tasks or activities that would be suitable.

Choosing Technical Competencies Regardless of the internship task, the internship is assessed on three general competencies: Research, Communication & Collaboration, and Management & Innovation. The student must choose at least three of the six technical competencies to explicitly work on during their internship. If the student has found a versatile internship, they can also choose to be assessed on four, five, or even all six technical competencies.

Table 2. Mandatory (general) competencies.

Competency Explanation Applied Research • You can analyze a problem and identify the question. • You can set up and conduct practice-oriented research.

Communication and Collaboration • You convey professional information to the professional field, colleagues, and the target groups to be determined (customers, clients, stakeholders). • You can communicate both internally and externally in a manner suitable for the target audience.

Management and Innovation • You provide

direction and guidance to processes to achieve goals. You are self-directed and reflective on your own functioning. • You are proactive, take initiative, and can think and work outside the box.

Table 3. Technical competencies of the Civil Engineering program.

Competency Explanation Initiating and Directing • You can identify and inventory socially relevant infrastructural (project) challenges. • You can formulate objectives, conditions, requirements, and wishes in a project definition. You can place technical challenges in a broader social context and market orientation. • You can describe, monitor, and adjust the process. Designing • From a project definition, you can phase, conceptualize, weigh, dimension, visualize, detail, and verify an infrastructural challenge. You can develop an efficient organization with aspects of cost planning, quality, and information. Page 7 of 28 Competency Explanation Specifying • For defined infrastructural challenges, you can translate and elaborate on the objectives in permit, tender, and contract documents. You do this from the perspective of stakeholders. Realizing • Based on the design and specification of an infrastructural challenge, you can prepare, enforce, monitor, and adjust the execution. • You can align and lead the interests of involved parties effectively. Managing • You create an infrastructure management and maintenance plan to maintain the achieved quality. Monitoring, Testing, and Evaluating • Monitoring, testing, and monitoring project results against intended functional goals, sustainability, safety, and ethical conduct. • You can objectively evaluate chosen solutions and achieved results, possibly supported by quantitative and qualitative data. You can indicate the effectiveness and efficiency of the chosen solutions. Subsequently, you can make adjustments and improvement proposals and submit them.

Submitting Internship Documents After successfully finding an internship placement, four documents must be submitted: the interview report, the application form, the internship agreement, and the Personal Development Plan (PDP). All documents must be submitted simultaneously via Blackboard.

Table 4. Important dates for approval applications.

Number of pages: 10 pages Professional products: • Interview report application; • Internship application form; • Internship agreement; • Personal Development Plan (PDP). Deadline: At least 4 weeks before the planned start of the internship, precise dates on Blackboard Submission format: Digital PDF format Where to submit: Digitally via the submission point on the Blackboard environment 'Internship'

Internship Approval Within ten working days after submission, the internship documents will be assessed. If approved, the internship can commence. Also, a Saxion internship supervisor will be assigned to the internship, and the student will

receive a confirmation email. The internship company will receive a confirmation letter and, if desired, more information about the program and the internship.

Table 5. Evaluation criteria Internship Proposal.

The proposed internship should:

1. have a clear client/problem owner and sufficient societal relevance;
2. contain enough substantive elements to meet the internship learning objectives;
3. include (parts of) topics not previously addressed in an internship;
4. include activities that can be carried out within the frameworks set by the program (e.g., research periods, resources such as guidance and software, and confidentiality).

Note! The internship can only begin after all internship documents have been approved. Days worked before approval do NOT count toward the 100-day requirement!

During the Internship Recording Activities Once the student has started the internship, several things need to be documented in the portfolio. Firstly, the student needs to periodically maintain their weekly reports. In these reports, they record various activities carried out at the internship company during a specific week. It is advisable to keep these documents continuously updated and have them signed by the company supervisor at the end of the internship. The weekly reports can be requested at any time by the Saxion supervisor and/or the internship coordinator. A template for the weekly reports can be found on BlackBoard and in Appendix 2.

Intermediate Contact The student has at least one monthly contact with their Saxion supervisor and/or the graduation coordinator. This can be initiated by either the student or the Saxion supervisor and always takes the form of a phone call. Based on the contact moments with the Saxion supervisor, the student can request changes regarding the number and nature of competencies. These changes are submitted by the student for evaluation by the internship coordinator.

Intermediate Evaluation Approximately halfway through the internship, an intermediate evaluation takes place in the form of a meeting with the company supervisor and the Saxion supervisor. The meeting typically occurs at the internship location. The student is responsible for scheduling an appointment with the company supervisor and the Saxion supervisor. During the meeting, the activities so far will be assessed. If necessary, adjustments can be made to the upcoming activities. Therefore, it is crucial to schedule the meeting in a timely manner to ensure sufficient time to make the internship a success. When the student is interning abroad, the intermediate meeting will take place via video conference if possible.

During the intermediate evaluation, the progress on the chosen competencies is also discussed. To prepare for this, the student fills out their competency assessment on the 'Competence Evaluation' form (see Appendix 4). This form contains the chosen competencies with a description. For each competency, the student indicates point by point which tasks were performed and which elements still require additional attention.

The student should prepare for the meeting by creating an agenda. They ensure that the competency assessment forms and related evidence are available for the supervisors during the meeting. Having an intermediate evaluation is a prerequisite for completing the internship.

After the meeting, the intern creates a report, and the company supervisor and the Saxion supervisor assess this report. This report must be submitted on Blackboard. The approved report must also be included in the final portfolio.

Table 6. Important dates for the intermediate evaluation. Number of pages: 20 pages
Professional products:

- Weekly reports;
- Competency development including assessment by the company supervisor;
- Agenda for the intermediate evaluation;
- Approved report for the intermediate evaluation. Deadline: Maximum 10 working days after the intermediate evaluation Submission format: Digital PDF format Where to submit: Digitally via the submission point on the BlackBoard environment 'Internship'

Internship Return Days During the internship period, the student is required to participate in a return day at Saxion. The date and program of the internship return day will be announced via BlackBoard. The student may be asked to give a short presentation of their internship during the internship return day.

5 Completion of the Internship To complete the internship, a portfolio must be submitted, and a final interview will take place. The portfolio includes documents produced during the internship. The internship portfolio must be submitted no later than six months after the last worked day of the internship.

Competency Development During the intermediate evaluation, the student received feedback from their company supervisor on the development of the competencies chosen for the internship. This feedback serves as the starting point for a description of the development per competency. For each competency, the student indicates in the portfolio:

1. The activities the student has performed where the competency was developed;
2. Whether the development of the competency proceeded according to plan and as desired (reflection);
3. Which pieces of evidence demonstrate the reflection and development.

Assessment by the Company Supervisor At the end of the internship, the student holds an assessment meeting with the company supervisor. In this meeting, the company supervisor assesses the student on the chosen competencies. The assessment by the company supervisor does not have a formal role in the student's assessment process: the assessment serves as advice to the Saxion supervisor and as evidence for competency development.

Reflection The internship portfolio includes a reflection on the internship as a whole. In this section, the student describes their strengths and weaknesses concerning the internship and the results, and justifies what they would do differently in a next internship or project. The student also articulates the personal and professional growth they have experienced, supports this growth with evidence, and explains the impact the internship has had on the further course of their (study) career.

Table 7. Important dates for portfolio compilation and final assessment. Number of pages: Products: 10 pages Evidence: no limit Professional products in the portfolio: Products

- Competency development (entire internship);
- Reflection. Evidence
- Personal Development Plan (PDP) including any changes during the internship;
- Weekly reports;
- Intermediate competency development (including assessment by the company supervisor);
- Approved report for the intermediate evaluation;
- Assessment by the company supervisor. Deadline: Refer to BlackBoard environment 'Internship', maximum 6 months after the last worked day of the internship. Submission format: Digital PDF format, note: the individual files must be merged into one file. Where to submit: Digitally via the submission point on the BlackBoard environment 'Internship'

Final Interview If the internship portfolio is submitted on time and meets all formal requirements, the student will schedule a final interview. The student is responsible for finding a suitable date, time, and location in consultation with the Saxion supervisor. This interview will take place in the week following the submission of the internship portfolio. During the final interview, the student's general and technical competencies will be assessed. The assessment form included in Appendix 4 will be used for this purpose. The interview lasts approximately 45 minutes in total.

The interview takes place at Saxion with the Saxion supervisor. The company supervisor is not part of the final interview and does not need to be present.

The internship portfolio will be assessed by at least the Saxion supervisor and a second Saxion supervisor.

Determination of the Final Grade Shortly after the final interview, an intervision meeting takes place between the Saxion supervisor and a second assessor from the Saxion teaching team. Prior to the intervision, the Saxion supervisor ensures that the draft assessment form is fully completed, so it is clear (a) what the assessment is and (b) how the assessment was reached. During the intervision, three questions play a central role:

1. Is the assessment form fully completed, and is the assessment adequately justified?
2. Is there consensus between the Saxion supervisor and the second assessor?

3. Do the assessors agree with the advisory assessment of the company supervisor?

If all three questions are answered affirmatively, the draft assessment becomes final. If one or more questions receive a negative answer, the assessors discuss the draft assessment, the arguments from the assessment form, and (if necessary) aspects of the portfolio. All comments, adjustments, and additional arguments related to the draft assessment are recorded in the assessment form.

Conclusion of the Assessment Process After the interview, it is the responsibility of the Saxion supervisor to complete the final assessment form. The draft and final versions are the same if the assessors have adopted the assessment of the Saxion supervisor. In all other cases, the final assessment form is a new form, clearly showing the arguments and any modified parts of the assessment from the assessors. Finally, the Saxion supervisor enters the final assessment into BISON, concluding the assessment phase.

6 Interning Abroad Internship Preparation When the student considers (possibly) doing an internship abroad, they should always first contact Mr. de Lange. This can be done informally initially. If the plan for an international internship becomes concrete, the student should schedule a meeting with Mr. de Lange. In this meeting, the student discusses their preferences, existing opportunities, and potential risks. The student creates a report of this meeting, which must be added to the internship application.

The Internship: No Clear-Cut Concept Conducting an internship as part of the HBO program is common in the Netherlands and usually requires no additional explanation. However, in other countries, internships may be less common, or there may be different definitions. Mrs. Taekema-Somers can advise the student on this. Information is also available on www.wilweg.nl. It is essential to thoroughly discuss the internship in advance to ensure a quality internship. The student should communicate clearly to the internship company about this. Additionally, the internship coordinator will engage in a video conference with the intended company supervisor to discuss further necessary conditions.

Formalities Once the internship position is approved, the student needs to handle several things. These include:

- **Visa application:** For many countries (outside the EU), a visa is mandatory. Usually, a tourist visa is not sufficient. The application for a suitable visa can take a considerable amount of time, and additional documents may be required. Sometimes the internship company plays a significant role in the visa

process. On the internet, information can be found on the website of the respective embassy or the Dutch Ministry of Foreign Affairs.

- Insurances: When the student works abroad, they must check whether their insurances are sufficient (health insurance, travel insurance, etc.). This should be researched well in advance.
- Scholarship: For an international internship, the student may be eligible for a public transportation allowance, and an application can be submitted for a study grant. Information about all possibilities offered by Saxion is continuously available on MySaxion. Note: almost all study grants have strict deadlines.

For the above information on visas, scholarships, and insurance, as well as crises situations abroad, the student can make an appointment with Mrs. Taekema-Somers. She coordinates the procedures for all international activities of BBT students and teachers. Regardless of the internship and the country concerned, the student is always responsible for applying for and (timely) arranging the necessary formalities!

During the Internship For internships abroad, mandatory contact with the Saxion supervisor takes place via video conferencing around the time of the internship return day. The student creates a report of this conversation. The intermediate evaluation will also be conducted this way.

Completion and After the Internship Upon returning to the Netherlands, the student will complete their internship in the same way as students who have interned in the Netherlands.

Language Requirements In the preparation of the internship, the student makes agreements with the Saxion supervisor and the company supervisor about the language to be used during the internship. In most cases, this will not be Dutch but English. The portfolio and documents for the intermediate evaluation should be submitted in this language.

Attachment: Internship Application Form

- Student Information
- First Name
- Initials
- Insertion (if applicable)
- Last Name
- Student ID
- Address (street+number)
- Postal Code, City
- Saxon Email Address
- Private Email Address
- Phone Number
- Obtained Propaedeutic Diploma
- Yes / No
- Completed 2nd Year
- Yes / No
- Internship Information
- Academic Year
- Period
- Quarter 1/2
- Quarter 3/4
- Planned Start Date
- Planned End Date
- Name of Internship Company
- Address of Headquarters (street+number)
- Postal Code, City
- Phone Number of Headquarters
- General Email Address
- Website
- Name of Company Supervisor
- Phone Number
- Email Address
- Department Name
- Address of Internship Location (street+number)
- Postal Code, City
- Phone Number of Department
- Email Address of Department
- Additional Information
- This form was completed on:

Attachment: Competencies in Personal Development Plan (PDP)

Competencies	Role	Task Proposal/Task Agreements
1. Initiating and directing		
2. Designing		
3. Specifying		
4. Implementing		
5. Managing		
6. Monitoring, testing, and evaluating		
7. Researching		
8. Communicating and collaborating		
9. Managing and innovating		

Attachment: Format Week Reports

Week Report Number:

Period:

Name and Student ID:

Program: Civil Engineering

Name of Internship Company:

Week Number

Number of Effective Working Days:

Description of Tasks:

Week Number

Number of Effective Working Days:

Description of Tasks:

Week Number

Number of Effective Working Days:

Description of Tasks:

Week Number

Number of Effective Working Days:

Description of Tasks:

Attachment: Format Competence assessment

<p>Competence 1: Initiating and Directing You identify and inventory, from a helicopter view and broad market orientation, socially relevant (project) challenges for society. You are capable of formulating the conditions, requirements, and objectives. You can describe, monitor, and adjust the process.</p>			
Performance Indicators	Description of assignment components or performed tasks	Assessment (Fail/Sufficient /Good/Excellent)	Justification of the assessment
As used in assessment form	Filled in by student	Filled in by company supervisor	Filled in by company supervisor
<ul style="list-style-type: none"> • Societal relevance and context of the project are sufficiently elaborated. • Conditions, requirements, desires, and objectives are clearly, correctly, and sufficiently formulated. • The perspective of (almost) all stakeholders is adequately considered. • The development of requirements and conditions has been sufficiently monitored and adjusted where necessary. 			

(This form was added as an example. There are 9 of these competences in total)

Attachment: Internship Evaluation Form

Student details	•
Name:	
Student number:	•
Year:	•
Assessor(s):	•
Date assessment:	•

Threshold Criteria

Form and Content	Criteria met? (Yes/No)	Explanation
Personal Development Plan (POP) <ul style="list-style-type: none"> • Is included in the portfolio; • Has been assessed and approved; • Contains a personal choice for technical competencies. 		
(Intermediate) Evaluation Meeting <ul style="list-style-type: none"> • (Virtual) intermediate evaluation meeting has taken place; • Final evaluation meeting with company supervisor has taken place; • Evidence is included in the portfolio. 		
Weekly Reports <ul style="list-style-type: none"> • Weekly reports show that at least 100 days of internship have been completed; 		
Language Proficiency <ul style="list-style-type: none"> • Relationships as cause/effect and/or advantages and disadvantages and/or similarities and comparisons are clearly indicated; • Demonstrates a relatively good command of grammar. Occasional mistakes, non-systematic errors, and minor imperfections in sentence structure may still occur. 		

Competencies

Form and Content	Comp. #	Assessment	Weighting	Grade
Research	7	Yes, mandatory	50%	
Communication and Collaboration	8	Yes, mandatory		
Managing and Innovating	9	Yes, mandatory		
Initiating and Directing	1		50%	
Designing	2			
Specifying	3			
Realizing	4			
Managing	5			
Monitoring, Testing, and Evaluating	6			
Final Grade				

Passing Grade: Within each competency group (general/technical), the student may score a maximum of one grade 5. The other grades must be at least 6 to pass the internship. With a score of 4 or lower, the student can only score a maximum of 5 as the final grade for the internship.

Explanation Internship Evaluation Form

This explanation is related to the internship evaluation form. The form is divided into three general competencies and, depending on the student's choice, a minimum of three and a maximum of six technical competencies. For each criterion, there are seven possible ratings from 1 to 10.

For three assessments, a number of items are listed that describe that level. A rating per criterion is given as follows:

- If the work meets all the items listed under "3," "6," or "8," then the criterion receives that rating.
- If the work meets both multiple items listed under "3" and multiple items listed under "6," the rating falls in between and becomes "5." Similarly, if the work meets both multiple items listed under "6" and multiple items listed under "8," the rating falls in between and becomes "7."
- If the work does not even meet the items listed under "3," the rating is "1." This can happen if elements are completely missing.
- If the work is demonstrably better than the items listed under "8," the rating is "10." This can happen if the work is of exceptionally high quality.

Each rating also has a number assigned. This number represents the points given for the respective rating. All points are weighted and together form the final grade. No other point quantities may be given than those specified on the form!

For each criterion, a brief explanation must also be provided as to why it meets the mentioned items. Mention concrete examples from the portfolio and the final interview. Keep the following in mind:

- It is an evaluation, not extensive feedback on how it should have been done;
- Mention both positive and negative aspects (and why);
- Try to comment on as many items as possible. Do not focus on one item.