PORTFOLIO PHASE 4

BACHELOR ARCHITECTURE

N. MONSENGO

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NCOI - 4844777

HBO Architecture

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INTRODUCTION

My name is Nadia Monsengo, I am 34 years old and I am studying Architecture with a specialization in Architecture. I started the course at NCOI in 2021. I wanted to combine my passion for architecture and technology with my ambition to design sustainable, climate-adaptive and water-resistant buildings in Congo-Kinshasa.

During my studies I have developed into an architect who can approach projects not only aesthetically, but also technically and organizationally. My interest lies mainly in innovative and future-oriented construction methods, such as the application of sustainable materials with an eye for the environment and climate.

Within my work and studies I have gained experience in the technical development of architectural designs and the management of construction projects. I gained this experience during projects within my studies and in practice, where I was responsible for, among other things, drawing up technical drawings, analyzing construction details and coordinating design and implementation processes.

For this portfolio I focus on the following two learning outcomes:

- Technical elaboration of buildings
- Managing architectural projects

The other learning outcomes are assessed within my graduation assignment and are therefore not included in this portfolio. Any exemptions or previously achieved results, such as the assessments of previous portfolios, are included in the appendices.

With this portfolio I provide a substantiated account of my professional development as a future architectural engineer, and I demonstrate that I have mastered the required competencies at the final level.

LEARNING OUTCOME 1: TECHNICAL ELABORATION OF STRUCTURES.

VRAAK criteria

For the supporting documents, with which you demonstrate the control indicators of the learning outcomes, it is important that they meet the VRAAK criteria. VRAAK stands for Variation, Relevance, Authenticity, Actuality and Quantity. These criteria help you to ensure that the supporting documents are well aligned with the learning outcomes. It is therefore important to test the supporting documents against the questions below before submitting the supporting documents.

Supporting document 1: Program of Requirements

Variation:

In the Program of Requirements, I show variation by elaborating and naming different technical parts of a structure, such as functional requirements, spatial requirements, sustainability, safety and climate adaptations (floodproof). The PvE shows that I can apply technical points for multiple parts of a building (construction, comfort, safety and use). This shows that I can technically approach the structure from different angles.

Relevance:

The Program of Requirements is relevant for the learning outcome “Technical elaboration of structures”, because the document forms a basis for the technical design and further elaboration of the structure. In the PvE, I record the technical requirements and preconditions that the structure must meet. This shows that I can translate requirements into parts that are used for technical elaboration, detailing and design choices.

Authenticity:

The PvE was drawn up by myself for the Floodproof Future project (orphanage project in Congo). I myself investigated the requirements and put them in order in a clear document. This shows that the supporting document is based on my own technical reasoning and my own role in the project.

Actuality:

This Program of Requirements was recently created within my current education and is in line with current themes within the construction sector, such as climate-adaptive construction, water safety and sustainability. Moreover, the PvE is written in the context of a realistic and relevant project, which demonstrates that I can apply my technical knowledge and skills when elaborating structures.

Quantity:

The Program of Requirements has sufficient content and depth to show that I master the learning outcome. The document contains requirements that serve as a basis for technical elaboration, such as space requirements, performance requirements and preconditions for implementation. In addition, the PvE shows that I am able to systematically record technical requirements, which is necessary for the technical elaboration of a structure in the other phases of the project.

[1] NCOI - PDF file; VRAAK Criteria

Conclusion: My piece of evidence 'Programme of Requirements' meets the VRAAK criteria and is relevant to the learning outcome “Technical elaboration of buildings”, because I hereby demonstrate that I can draw up technical requirements and use them as a basis for further design and implementation during the project. The piece of evidence is added in the appendix.

Evidence 2: Sketch design Orphanage

Variation:

With this sketch design, I show diversity by elaborating the structure from multiple technical perspectives. The design incorporates the spatial layout (floor plan of the children's unit), the layout of the cluster (6 units around a communal garden) and facade views. In addition, I also show constructive and material choices (such as concrete construction, columns on foundation piers and a raised ground floor at +1500 mm). This shows that I can technically elaborate several parts of a building in one design.

Relevance:

This sketch design is relevant to the learning outcome "Technical elaboration of buildings", because it shows that I can translate an architectural concept into a technical and spatial design. I indicate how the building functions (layout and use), how it is placed in the whole (cluster layout), and how it is technically constructed (construction, heights and material choices). This evidence therefore forms a clear picture for further technical elaboration.

Authenticity:

The sketch design was made by myself and contains my own elaboration and design choices. This can be seen by the fact that my name is mentioned as the draftsman (N.M.), including date and project data. The design shows my personal choices in both the spatial image and the technical choices (such as foundation type, raised floor and material choices for floodproof construction).

Actuality:

This sketch design is current because it was recently drawn up (15-10-2025) and corresponds to current construction themes such as climate-adaptive and water-resistant construction. Floodproof measures have been applied in the design, such as a raised ground floor (+1500 mm), an open space under the house and the use of concrete because of water resistance and high compressive strength. This shows that I apply my current knowledge in a relevant project.

Quantity:

The sketch design contains sufficient information and content to demonstrate that I can technically elaborate a building at sketch level. It consists of a floor plan, cluster layout and facade views (front and rear view), including height dimensions (ground level P+0, ground floor +1500, 1st floor +3000 and roof +6000) and constructive parts. As a result, the evidence is sufficiently substantive to show that I can convert the building into a technical plan.

Conclusion: My evidence 'Sketch design Orphanage' meets the VRAAK criteria and supports the learning outcome "Technical elaboration of buildings", because I demonstrate that I can translate a building into a technically substantiated sketch design with clear spatial, constructive and climate-adaptive choices. The evidence is attached in the appendix.

Exhibit 3: Preliminary Design Orphanage

Variation:

In this preliminary design, I show variation by further developing the structure technically at various levels: Spatially (ground floor and 1st floor), structurally (layout, patios, roof penetration) and technically (material choices and construction such as reinforced concrete, EPS insulation and ICF walls). In addition, I show variation by approaching the design partly at a detailed level with, among other things, dimensions and levels, with which I combine several parts of technical elaboration.

Relevance:

This preliminary design is relevant to the learning outcome "Technical elaboration of buildings", because it shows that I can convert a sketch design into a technically concrete design. In the VO, I elaborate the building with floor plans, technical aspects and a clear materialization, making the design suitable as a basis for further elaboration towards a definitive design and execution.

Authenticity:

The preliminary design was drawn up by myself for the Flood Proof Future project (orphanage project). This is evident from the project data and the statement that I made the drawing myself ("Drawn: N.M."), including my name and date. The technical choices, layout and elaboration show my own architectural way of thinking and design process.

Actuality:

Actuality:

The preliminary design is current. It was made during my education period (date: 01-11-2025). In addition, the design fits in with modern architectural themes such as climate adaptation and water-resistant construction within a floodproof context. This can be seen in the technical material choice (water-resistant reinforced concrete) and in the level choice where the ground floor is raised (+1500 mm).

Quantity:

This preliminary design contains sufficient technical information to show that I can elaborate a building at VO level. The document contains several floor plans (ground floor and 1st floor), a roof plan (warm roof), technical indications such as ICF walls, EPS insulation and dimensions. The heights and levels have also been added, which shows that I can technically draw and substantiate the design and prepare it for further detailing.

Conclusion: My exhibit Preliminary Design (VO) Orphanage meets the VRAAK criteria and the learning outcome "Technical elaboration of buildings", because I demonstrate that I can elaborate a building from concept to a technically concrete design with floor plans, dimensions, material choices and structural parts. Exhibit is added in the appendix.

LEARNING RESULT 2: MANAGING ARCHITECTURAL PROJECTS.

Proof 1: General Checklist

Variation:

With this checklist, I demonstrate diversity because I show different aspects of project management, such as risk assessment (flooding/erosion), accessibility, stakeholder/environment (social involvement), permits, legal control (land title), technical feasibility, and transfer/payment. This shows that I can manage multiple situations within one project that can often cause problems in real construction projects.

Relevance:

The checklist is relevant to the learning result “Managing architectural projects” because the document is a good instrument with which you can steer the initiation phase and preparation phase of a construction project. It helps to bring structure, prevent risks (such as double sales of land), and to assess whether the project can be started in a feasible and responsible manner.

Authenticity:

The checklist has to do with my own functioning, because the document was created as a tool within the Flood Proof Future project of the A Better Kongo Foundation. The content shows a concrete and project-oriented approach, in which I, as project manager, pay attention to points that are important in order to properly supervise the project.

Actuality:

The checklist is up-to-date because it responds to realistic challenges in construction projects, such as climate risks, accessibility in the rainy season and permit procedures. This shows that I recognize current project risks and can manage them with a practical approach as a manager.

Quantity:

The checklist is substantively extensive and indicates several important project components, such as:

- Location & context
- Ownership/land title check
- Demarcation
- Destination and construction possibilities
- Local power and social control
- Permits and construction preparation
- Technical environment check
- Payment and transfer

Because of this content, the proof is extensive enough to show that I can work in a project-based manner and maintain control over important steps in the process.

Conclusion: My proof 'General Checklist' meets the VRAAK criteria and contributes to the learning result “Managing architectural projects”, because I demonstrate that I can prepare, control and minimize risks in a structured manner by using a professional instrument. The proof is added in the appendix.

Evidence 2: Global Project Planning

Variation:

With this evidence, I demonstrate variation by showing project management across multiple phases of the construction process: From initiation and feasibility to design, elaboration, realization, delivery, and management. I have named the activities per phase and added a timeline. This shows that I can organize and plan different types of project work (such as decision-making, design phases, contract formation, execution, and aftercare).

Relevance:

The evidence is relevant to the learning outcome "Managing architectural projects" because it is an essential tool for managing and tracking the time, phasing, and progress of a construction project. In this document, I show how the project is structured in phases and what activities are needed to carry out the project.

Authenticity:

The evidence was prepared by myself and relates to my role as project manager. This is evident from the mention of the project, the organization (Stichting A Better Kongo), and the fact that I am clearly named as project manager (Nadia Monsengo).

Actuality:

This global project planning is current because it was recently created (20-11-2025) and aligns with the project work and subjects within the program. In addition, the document contains project management components such as risk analysis, go/no-go moments, work preparation, and quality control. This makes it clear that I possess the skills to plan and manage a construction project in a structured manner.

Quantity:

This piece of evidence has sufficient content to convincingly demonstrate the learning outcome. The planning has a comprehensive overview of phases and activities (from the initiation phase to management) and can be linked to a global timeline in weeks. This makes it clear that I have an overview of the entire construction process and that I am able to realistically organize and plan project activities.

Conclusion: My evidence 'Global project planning' meets the VRAAK criteria and supports the learning outcome "Managing architectural projects" because I demonstrate that I can phase, organize, and plan an architectural project with a realistic timeline and a complete overview of required activities. The evidence is attached in the appendix.

Evidence 3: Risk matrix

Variation:

With this risk matrix, I show variation by listing project risks:

Climate/water problems (floods), financial risks (rising costs), logistical risks (transport, delivery times), execution risks (contractors, materials, safety), legal risks (permits), and social risks (community support). I have also included opportunities, such as subsidies and local labor, which show that I can think broadly and strategically in project management.

Relevance:

The risk matrix is relevant to the learning outcome "Managing architectural projects" because risk analysis and risk management are important parts of managing a project. In this piece of evidence, I show that I can identify risks, prioritize them with a probability-impact score, and devise appropriate control measures. This supports the management of planning, budget, quality, and safety within the project.

Authenticity:

The evidence is my own and relates to my performance as a project manager. This is evident from the title and the mention "Project manager: Nadia Monsengo". In addition, the content shows that I have independently identified risks and opportunities and created a complete risk overview with control measures.

Actuality:

The risk matrix is current because it was drawn up for the Flood Proof Future project, which responds to contemporary challenges such as climate adaptation and water-safe construction. The chosen risks and control measures also fit in with current project management work, such as working with buffers (10–20%), phasing implementation, stakeholder involvement, and safety measures on the construction site.

Quantity:

This piece of evidence is sufficiently detailed in terms of content: It has a list of 10 risks and 5 opportunities, as well as a risk table in which probability, impact, score, priority level, and control measures are indicated per risk. This complete elaboration makes the evidence convincing in showing that I can control and manage risks within an architectural project.

Conclusion: My Risk Matrix evidence meets the VRAAK criteria and supports the learning outcome "Managing architectural projects" because I show that I can analyze risks and opportunities, prioritize them, and make them manageable with clear measures that contribute to the successful execution of the project. The evidence is attached in the appendix.

AN ACCOUNT IN WHICH YOU SUBSTANTIATE THE RELATIONSHIP BETWEEN THE EVIDENCE AND THE CONTROL INDICATORS OF THE LEARNING OUTCOMES.

LEARNING OUTCOME 1: TECHNICAL ELABORATION OF STRUCTURES - LEVEL 3

Control indicator 1: “The student substantiates the elaboration of an architectural project with architectural drawings and an account of the application of (sustainable) building materials.” (Professional and training profile HBO BA Architecture, 2025, p5)

- Relationship evidence 1: Program of Requirements (PoR)
  In the PoR, I record what the building must be able to do functionally and technically, including principles that influence material choices and performance (such as safety, sustainability and climate resistance). This forms a clear basis for the technical elaboration.
- Relationship evidence 2: Sketch design Orphanage (SD)
  In the sketch design, I substantiate my design with architectural drawings (floor plan, cluster setup and views). I also mention material choices and technical principles that fit the floodproof concept, such as concrete and a raised ground ground.
- Relationship evidence 3: Preliminary design Orphanage (PD)
  In the preliminary design, I elaborate on this further with multiple floor plans (ground floor and floor), dimensions, heights and technical materials/structure (such as ICF walls and insulation). This shows that I not only draw technical choices, but also substantive motivate by using suitable (sustainable) materials and building ideas.

Control indicator 2: “The student independently makes a systematic and technical elaboration of a architectural project (based on a 3D model), in which the student uses standardized drawing rules and regulations apply.”(Professional and training profile HBO BA Architecture, 2025, p5)

- Relationship evidence 2: Sketch design (SD)
  In the sketch design, I show a technical elaboration by drawing the building from functions, layout and architectural principles (including levels and construction principle).
- Relationship evidence 3: Preliminary Design (PD)
  In the PD I make a further elaboration visible: Multiple layers, dimensions, material structure and levels are clearly applied. This shows that I can independently create a technical can set up elaboration and give structure.

Control indicator 3: “The student elaborates complex renovation and transformation projects with a technical substantiation of the sustainability, a multi-year maintenance plan and a operating budget.”(Professional and training profile HBO BA Architecture, 2025, p5)

My evidence focuses on a new construction project (orphanage) and not on a complex

renovation or transformation project. This makes this indicator less involved in my content.

submitted evidence. However, I do show that I already use sustainable elements and climate-adaptive components within my design and material choices.

sustainability elements and climate-adaptive components.

LEARNING RESULT 2: MANAGING ARCHITECTURAL PROJECTS - LEVEL 3

Management indicator 1: “The student manages a complex architectural project, both in the preparatory and executive phase, using laws and regulations and sustainability ambitions.” (Professional and Training profile HBO BA Architecture, 2025, p6)

- Relationship evidence 1: General checklist
  In my checklist I show that I check the most important topics in advance that influence have on the feasibility and manageability of the project. Consider location, ownership/land title, permits, technical preconditions, context, risks and environment. This shows that I work project-based and carefully and take into account laws and regulations and feasibility.
- Relationship evidence 2: Global project planning
  In the global project planning I bring structure to the entire construction process. I divide it project in phases, name the activities and add a time indication. This shows that I can organize and manage the project with an overview, which is important when managing complicated projects.
- Relationship evidence 3: Risk matrix
  With the risk matrix I show that I can identify risks (such as flooding, budget, permits and safety) and opportunities and formulate control measures. With this I show that I manage project risks and that I take into account sustainability and climate adaptation (floodproof construction).

Management indicator 2: “The student applies the principles of project management of technical projects in the preparatory and executive phase of a construction project.” (Professional and training profile HBO BA Architecture, 2025, p6)

- Relationship evidence 1: General checklist
  With the checklist I use a structured project management approach. The document leaves show that I think project-based by taking critical steps in advance such as location choice, legal feasibility (land title/ownership), permits, technical preconditions and environmental factors. This shows that I control the preparatory phase of the project and that I want to prevent risks as early as possible.
- Relationship evidence 2: Global project planning
  With the global planning I apply planning and phasing techniques. I show that I can organize the construction process in phases, including activities and indicative lead times. With this I show that I can manage the project, which is essential for managing technical projects.
- Relationship Evidence 3: Risk Matrix
  With the risk matrix, I apply risk management by identifying risks and opportunities, to assess on probability and impact and formulate control measures. This shows that I as project manager think ahead and can actively manage planning, budget, quality

and safety.

CONCLUSION

My portfolio demonstrates that I can technically develop a project as well as manage it project-wise.

For the learning outcome 'Technical development of building structures', I prove with the Programme of Requirements, Preliminary Design and Final Design that I can translate technical requirements into a substantiated design with architectural drawings and material choices. I convincingly demonstrate that I can technically develop a building structure with architectural drawings, substantiated design choices and material applications.

For the learning outcome 'Managing architectural projects', I prove with the checklist, global planning and risk matrix that I can use these kinds of instruments to make the project manageable and well prepared to steer. With the evidence, I show that I can manage an architectural project at level 3. I show that I work project-wise by planning, checking, managing risks and taking into account relevant preconditions such as sustainability, safety and regulations.

With this, I substantiate the relationship between my evidence and the control indicators of both learning outcomes at level 3.

PERSONAL STATUS – STARTING STRUCTURAL ENGINEER (ARCHITECTURE)

My professional identity and my role as a starting architectural professional

I see myself as a starting structural engineer who looks beyond just designing or building of a building. I work on structures because I believe the built environment has an impact on people's lives, on safety, health and opportunities. For me, building is not just technology, but also design and responsibility.

During my Architecture studies, I am developing into a professional who is technically strong substantiate, but can also work with different parties. I am able to see the totality of to monitor a project. I see how design, construction, materials, costs, planning, sustainability and use go together. That makes my role broad, exactly as the profession of architectural engineer is intended.

I recognize myself in the image that a structural engineer is not only involved in technical content, but also in environmental management, contracts and organization of the construction process. I see myself therefore not only as a designer, but also as someone who provides structure, maintains an overview and the makes the project manageable step by step. I want to be a professional who makes decisions with confidence takes, can justify choices and communicates clearly with both technical and non-technical stakeholders.

My vision on the dynamics and complexity of the profession

I experience the profession of structural engineer as active and complicated, because the construction sector is constantly developing and increasingly has to deal with social and technological changes. The pressure on the housing market, urbanization and lack of space ensure that construction projects are no longer “normal”. There is less physical space and more need to exist to repurpose buildings or build smarter. That requires smart choices and good preparation.

In addition, sustainability is no longer an extra for me, but a standard part. I see that the sector is changing towards circular construction and that more and more attention is being paid to the total lifespan of a building. I therefore understand that as a structural engineer I must not only think about the completion, but also on management, maintenance, reuse and future adaptations of a building.

Climate change also makes the work complicated. Climate-adaptive construction, heat resistance and water safety are becoming increasingly important. In my projects, I not only pay attention to what a building looks like or functions, but also on how it withstands extreme conditions. I am aware that climate risks do not come “later”, but already have an influence on design decisions. This requires a different way of thinking.

I also see that technological developments are accelerating. Digitalization, collaboration in BIM models and buildings with sensors and data require new skills. The profession requires flexibility. I must not only have knowledge, but also be able to critically examine innovations and make choices that fit the project and the context.

In addition, the distribution between government and market parties is changing. Monitoring quality and legislation requires professionals to take responsibility for demonstrable quality and documentation. I realize that the execution of a construction project does not only depend on good craftsmanship on the construction site, but also on good management, control, reporting and consultation with involved parties.

For me, this means that in my profession I must not only be technically skilled, but also communicatively strong, organizationally skilled and aware of social impact. The work becomes more complicated, but I don't see that as a problem. I see it as a challenge in which I can grow.

My vision on building with social value

I believe that buildings have a social function. A building is never just an object.
It is a place where people live, learn, recover, work or come together. That is why I think it is important that a design takes into account the user and the environment.

I am attracted to projects with a meaning. I want to use construction as a means to create opportunities create. In my vision, construction is not only focused on “building more”, but also on building better, safer, more sustainable, more accessible and future-proof.

Building always has consequences. Consequences for the environment, materials, energy consumption and living environment. That is why I am critical of choices. I don't just want to build because I can, but build because it is necessary and because it adds value. I look at the long term: How does a building remain usable? How can it contribute to health and well-being?

Values, norms and ethical principles that guide me

In my actions as a starting professional, values and morality are important. I think it is important that I work with sincerity and remain professional, even if pressure arises from time, money or interests.

Safety as a basis

My first value is safety. I believe that no one should be at risk due to poor construction quality or irresponsible design. For me, safety is not only about structural safety, but also about safe routes, fire safety, healthy indoor climate and social safety.

Reliability and responsibility

I act from reliability. If I promise something, I want to make it happen. If I make a choice, I want I want to be able to justify that. I think it is important that I am transparent in what I know and do and what I

still need to figure out. I dare to ask questions because I know that ambiguity in a project later causes large risks.

Respect for people and context

I believe respect is an important core value in my work. I respect clients, users, contractors and local residents. I understand that each stakeholder has different interests. As a manager or engineer, I therefore want to listen, provide explanations and make clear agreements. I also have respect for the context of a project. Not every solution works the same everywhere.

Sustainability and care for the future

Sustainability means to me that I make conscious material choices and take into account reuse, maintenance and energy. I recognize that the construction sector has an impact on raw materials and emissions and I see it as my job to make better choices within my capabilities.

Honesty and fairness

Honesty means to me that I don't take shortcuts that cause problems later.
Fairness means that I have an eye for people who do not always have a voice in large projects, such as vulnerable residents or users. I want my work to contribute to dignity and quality of life.

How I continue to develop (lifelong development)

I don’t see “lifelong development” as an obligation, but as part of my identity. I know that knowledge becomes obsolete, rules change and innovations move quickly. That is why I continue to learn actively, even after my education.

I develop myself through:

1. Reflecting on my work: I look back on projects and analyze what goes well and what I can improve.
2. Asking for feedback: I ask for feedback from teachers, colleagues and clients and use that to improve myself.
3. Setting goals: I work systematically on growth, both technically and in my project management skills.
4. Applying new knowledge: I don't just want to collect information, but also directly apply it in projects.

I see professional growth as something that goes step by step. I don't have to master everything perfectly right away. I will continue to take responsibility for my development, and I dare to invest in what I don't yet fully master.

How I stay up-to-date in the field after my studies

After my studies, I stay up-to-date in the field by specifically following what is happening in construction technology, regulations, and sustainability.

Laws and regulations and quality assurance

I stay informed of changes in relevant laws and regulations. I understand that rules have an impact on design, execution, and quality control. By keeping this knowledge up to date, I can manage risks prevent and guide projects correctly.

Sustainability and circular construction

I continue to follow trends in circular construction, material scarcity, and energy-neutral construction. I want to know which innovations can be applied and what impact that has on costs, planning and maintenance.

Digitization and BIM collaboration

I continue to learn about BIM and digital collaboration. I see digital models not only as a drawing tool, but as a means of communication between disciplines. I continue to grow in this because I notice that this is the case in practice is becoming increasingly important.

Network and professional community

I build and maintain a professional network. I learn a lot by talking to other professionals and sharing experiences. I am open to collaboration and I actively seek out people who can inspire or challenge me.

My professional skills and what I take away from the training

In recent years I have developed myself in technical skills. I learn to formulate requirements, substantiate designs and make projects manageable.

Technical skills

I develop a basis in the technical elaboration of buildings. I learn materials and construction methods to assess and I can substantiate choices. I also learn that a design does not only have to be “beautiful”, but must also be feasible, safe and logical.

Project management skills

I learn to plan, assess risks and formulate actions to prevent problems. I learn that a project becomes successful through good preparation. I experience how important communication, coordination and timing are. I learn to deal with complicated projects without losing the overview.

Communication and collaboration

I learn to express and present my ideas. I get better at explaining choices and coordinating

with various stakeholders. I am aware that communication is a large part of the work, especially in projects where multiple interests come together.

Professional attitude

I develop responsibility and discipline. I see my education as a beginning, not an end point. I am not only concerned with obtaining a diploma, but also with forming a professional identity.

My ambition as a structural engineer

My ambition is to be a structural engineer who links technology to a goal. I want projects to contribute to safety and sustainability, especially in areas where climate risks and vulnerability play a role. I want to grow into a professional who is strong both in terms of content and organization. someone who can lead a project from initiation to realization, with attention to quality, sustainability and humanity.

I want to continue to challenge myself by taking on projects and taking on more and more responsibility. I am open to an advisory and managerial role, where I not only monitor the construction, but also the process and the collaboration.

Conclusion: my professional promise

I am a starting structural engineer who consciously chooses quality, safety and responsibility. I work with an open attitude, with respect for people and context, and with attention to the future. I want to continue learning, continue developing and continue building projects that have meaning.

I see the dynamics and complexity of the profession as something positive. It challenges me to be flexible, to act professionally and to increase my knowledge. I take my role seriously and I am motivated to to be a reliable and valuable professional within the construction sector.

APPENDICES

See other files for the appendices