**Assessment form Qualitative research**

**Research internship master Medicine**

**A Performance + B Concept scientific article/report**

Part A and part B have to be filled out by the daily supervisor / formal responsible researcher of the internship (=internal supervisor). When these roles are played by different persons, the form has to be filled out by the formal internal supervisor after consultation of the daily supervisor.

|  |  |
| --- | --- |
| **Name student** |  |
| **Date assessment** |  |
| **Hosting department & Institute** |  |
| **City and Country** |  |
| **E-mail address daily supervisor** |  |
| **E-mail address internal supervisor** | @Radboudumc.nl |

Note: the internal supervisor has to have a PhD degree and an affiliation at the Radboudumc.

*Explanation of the Dutch grades for internships*

|  |  |
| --- | --- |
| ***Grade*** | ***Explanation*** |
| ***10*** | *exceptional ability, indicative of outstanding grasp of the subject, originality and independence* |
| ***9*** | *excellent, demonstrating confidence and insight in handling the subject, showing excellence and own ideas (A+ US/Canada/UK grades)* |
| ***8*** | *good performance, good overall ability and grasp of subject*  *(A/A- US/Canada/UK grades)* |
| ***7*** | *fair/average; reasonable level of performance, unexceptional with average grasp of the subject (A-/B+ US/Canada; B/B- UK)* |
| ***6*** | *sufficient performance, with scope for improvement (B/B-/C US/Canada; C/D UK)* |
| ***≤5*** | *insufficient performance (F US/Canada/UK)* |

**Part A:** Assessment of performance

**Learning objectives 1-5: Set-up of the internship**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. The student is able to explain the goal and the relevance of the research project, and the usefulness of the results. | | | | | | |
| **Score 1** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The student is able to systematically review and critically appraise the literature and on this basis identify relevant information. | | | | | | |
| **Score 2** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The student is able to identify a gap of knowledge and translate this into a relevant research question. | | | | | | |
| **Score 3** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The student is able to define a project that is both useful and feasible within the time given. | | | | | | |
| **Score 4** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The student can develop an appropriate study design to answer the research question. | | | | | | |
| **Score 5** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 1-5: |  | | | | | |

**Learning objectives 6-8: Planning, logistics and elaboration**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. The student is able to plan, organize, and perform an empirical study and demonstrates sufficient project and time management skills to ameliorate possible drawbacks. | | | | | | |
| **Score 6** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The student is able to employ the techniques necessary to obtain relevant data (if applicable). | | | | | | |
| **Score 7** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional | N.A. |
| 1. The student is able to systematically analyse and interpret the data. | | | | | | |
| **Score 8** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 6-8: |  | | | | | |

**Learning objectives 9-11: Work attitude and manners**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. The student demonstrates punctuality in presence, participates well, shows commitment, and assumes responsibility for the study. | | | | | | |
| **Score 9** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The student is able to work with persons enrolled in the study respectfully and productively (if applicable). | | | | | | |
| **Score 10** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional | N.A. |
| 1. The student conducts him-/herself properly in contact with other persons involved, particularly when it comes to teamwork and approaching stakeholders. | | | | | | |
| **Score 11** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 9-11: |  | | | | | |

**Learning objectives 12-14: Time management and self-reflection**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. The student shows a high level of independence. | | | | | | |
| **Score 12** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The student shows a good level of time planning. | | | | | | |
| **Score 13** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The student is able to improve him-/herself on the basis of feedback and self-reflection. | | | | | | |
| **Score 14** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 12-14: |  | | | | | |

**Learning objective 15: Assessment of oral presentation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. The student is able to give a concise oral presentation (in English) on his/her work and discuss his/her findings with peers. | | | | | | |
| **Score 15** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 15: |  | | | | | |

**Learning objective 16-18: Specific learning objectives**

Please specify each learning objective that was defined before the start of the internship and indicate whether the student reached this objective.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Learning objective 1: | | | | | | |
| **Score learning objective 1** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 16: |  | | | | | |
| 1. Learning objective 2: | | | | | | |
| **Score learning objective 17** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 17: |  | | | | | |
| 1. Learning objective 3: | | | | | | |
|  | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional | N.A. |
| Motivation in words 18: |  | | | | | |

**OVERALL ASSESSMENT OF PERFORMANCE:**

|  |  |
| --- | --- |
| Grade A: Performance |  |

*Grade is expressed on a numerical scale of 1 to 10 and rounded off to one decimal place*

**Don’t forget to complete the following pages (part B)**

**Part B:** Assessment of draft-scientific article/report

**Learning objective 1: The article complies with academic standards concerning its contents, i.e.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. is well structured, | | | | | | |
| **Score 1a** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. Includes a summary that presents the research clearly and concisely, | | | | | | |
| **Score 1b** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes a background explaining the problem definition and an overview of prior knowledge, | | | | | | |
| **Score 1c** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes one or more research questions, the relevance of which follows logically from the background, | | | | | | |
| **Score 1d** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. clearly describes the methodological approach for each research question, | | | | | | |
| **Score 1e** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. clearly and objectively describes the results, | | | | | | |
| **Score 1f** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes a discussion section, in which results are interpreted and reflected upon in the context of previous research, strengths and weaknesses are reported, and appropriate conclusions are drawn, | | | | | | |
| **Score 1g** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. correctly includes references to literature supporting claims wherever appropriate. | | | | | | |
| **Score 1h** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 1a-1h: |  | | | | | |

**Learning objective 2: The article complies with academic standards concerning style and layout, i.e.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. is grammatically well-written, | | | | | | |
| **Score 2a** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes tables and figures to summarize, illustrate or support important findings. | | | | | | |
| **Score 2b** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The article is as concise as possible, transparent, and persuasive. | | | | | | |
| **Score 2c** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 2a-2c: |  | | | | | |

**OVERALL ASSESSMENT OF THE CONCEPT SCIENTIFIC ARTICLE/REPORT:**

|  |  |
| --- | --- |
| Grade B: Report |  |

*Grade is expressed on a numerical scale of 1 to 10 and rounded off to one decimal place*