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**Consultancy internship master Biomedical Sciences**

**Assessment form first assessor – internship supervisor**

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| **Name student** |  |
| **Internship title** |  |
| **Date assessment** |  |
| **Host institute/department** |  |
| **City and Country** |  |
| **Internship supervisor** |  |
| **E-mail address internship supervisor** |  |

**INSTRUCTIONS**

* To be completed by the Internship Supervisor, in consultation with the daily supervisor (if applicable).
* This form needs to be uploaded to Osiris Case after the student submitted the report.
* It is required to include written feedback in the assessment form in each feedback section.
* The student makes an appointment with the Supervisor to receive feedback on the grading and will be able to view the assessments via Osiris Case.
* For technical questions during the upload/assessment in Osiris Case you may contact: [osiriscasesupport.rha@radboudumc.nl](mailto:osiriscasesupport.rha@radboudumc.nl)

## Assessment

The research training period is assessed by the Internship Supervisor, who assesses

1. Performance: professional attitude, policy analyses, involving stakeholders (50%)
2. Internship advisory report (20%)

The internship advisory report is also assessed by an independent second assessor from the Radboud University Medical Center (30%).

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|  | **QUESTIONS TO BE ADDRESSED BEFORE ASSESSMENT** | **Yes** | **no** |
| 1 | Does the Urkund similarity report give rise to suspicions of potential plagiarism/fraud?  (In case plagiarism is suspected, please contact the Board of Examiners [Fredie.deVries@radboudumc.nl](mailto:Fredie.deVries@radboudumc.nl) ) |  |  |
| 2 | Is the internship performed within the time period as written in the internship proposal? |  |  |
| If the answer is ‘no’, please provide the reason for the time extension: | | |

**Part A. Assessment of Performance: Professional attitude, policy analyses, involving stakeholders (50%)**

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 1 | The student is able to describe the plan, organize, and complete an advisory project |  |  |  |  |  |  |
| 2 | The student is able to approach policy problems systematically  following the policy analytical cycle (monitoring, evaluating,  problem structuring, forecasting, recommending) |  |  |  |  |  |  |
| 3 | The student is able to find and use scientific and research-based evidence in argumentation |  |  |  |  |  |  |
| **Motivation and feedback 1 - 3 (*required*)** | | | | | | | |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 4 | The student is able to identify the relevant (intra- and interorganizational) stakeholders, to contact them (acquisition), and motivate them to participate in the project |  |  |  |  |  |  |
| 5 | The student is able to elicit, critically assess, and use stakeholder views throughout the policy analytical process |  |  |  |  |  |  |
| 6 | The student is able to bridge possible differences in stakeholder views and develop alternative solutions |  |  |  |  |  |  |
| 7 | The student is able to conduct themself properly when meeting stakeholders |  |  |  |  |  |  |
| 8 | The student is able to retain their independence towards stakeholders, including the client |  |  |  |  |  |  |
| 9 | The student is able to adequately manage possible negotiations and stakeholder resistance |  |  |  |  |  |  |
| **Motivation and feedback 4 - 9 (*required*)** | | | | | | | |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 10 | The student is able to maintain an appropriate client focus |  |  |  |  |  |  |
| 11 | The student demonstrates punctuality in presence, participates well, shows commitment, and assumes responsibility for the project. |  |  |  |  |  |  |
| 12 | The student is able to improve themself on the basis of feedback and self-reflection |  |  |  |  |  |  |
| 13 | The student is able to deliver a concise, persuasive, and  transparent oral presentation to communicate their findings  to persons involved |  |  |  |  |  |  |
| **Motivation and feedback 10 - 13 (*required*)** | | | | | | | |

**Personal learning objectives** (if applicable)

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 14 |  |  |  |  |  |  |  |
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| **Motivation and feedback 14 - 16 (*required*)** | | | | | | | |

**Part B. Assessment of the internship advisory report (20%)**

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 1 | The report includes features a clear client focus and is  concise, transparent, and compelling |  |  |  |  |  |  |
| 2 | The report clearly describes the nature and size of the policy problem, based on an analysis of the current policy (monitoring and evaluation) |  |  |  |  |  |  |
| 3 | The report includes a clear problem definition, based on  insight into relevant working mechanisms and the  identification of feasible targets for intervention (problem structuring) |  |  |  |  |  |  |
| 4 | The report clearly supports policy recommendations by  explaining the consequences of alternative policy options and a transparent set of decision-criteria (forecasting and recommendation) |  |  |  |  |  |  |
| 5 | The report correctly includes references to scientific and research-based literature and other sources supporting claims where appropriate |  |  |  |  |  |  |
| 6 | The report is grammatically and stylistically correct |  |  |  |  |  |  |
| ***Motivation and feedback 1 – 6 (required)*** | | | | | | | |

**OVERALL ASSESSMENT GRADES**

**Explanation of the Dutch grades for internships**

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| ***Grade*** | ***Explanation*** |
| ***≥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)* |

This numeric grading system applies only to the overall assessment grade for performance, report and presentation. The scores on the separate criteria should not be converted to these numeric grades and should not be used to calculate an numeric mean score. The scores on the criteria are meant as a guideline for the final grade and not as a calculation tool.

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

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| **Grade A (50%):**  **Performance** |  |
| **Grade B (20%):**  **Report** |  |

**OVERALL ASSESSMENT FEEDBACK, TIPS AND TOPS**

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| **Tops *(required)*** |
| **Tips *(required)*** |