**Assessment form**

**Communication profile internship master Biomedical Sciences**

**Second assessor: report**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student number: |  |  | Name: |  |

|  |  |
| --- | --- |
| Title internship: |  |

|  |  |
| --- | --- |
| Name 2nd assessor |  |
| Date of the assessment (dd-mm-yyyy): |  |

**ASSESSMENT OF THE REPORT**

1. **The report 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 background explaining the problem definition and an overview of prior knowledge, or the goal of the communication project | | | | | | |
| **Score 1b** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes one or more research questions or project goals, the relevance of which follows logically from the background | | | | | | |
| **Score 1c** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. clearly describes the approach taken for each research question or project goal | | | | | | |
| **Score 1d** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. clearly and objectively describes the results (i.e. answers to research questions or communication products) | | | | | | |
| **Score 1e** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes a discussion section, in which results are interpreted against background theory or expectations, strengths and weakness are reported, and appropriate conclusions are drawn. When the internship involved producing communication products, the discussion section reflects upon the experiences and lessons learned. | | | | | | |
| **Score 1f** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. correctly includes references to literature supporting claims wherever appropriate | | | | | | |
| **Score 1g** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 1a-1g: |  | | | | | |

1. **The report 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. stylistically conforms to reader expectations | | | | | | |
| **Score 2b** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes tables and figures to summarize important findings or present communication products | | | | | | |
| **Score 2c** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. uses layout to emphasize the structure of the report and important findings or outcomes | | | | | | |
| **Score 2d** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 2a-2d: |  | | | | | |

1. **The student is able to analyse the societal context of a communicative problem and on this basis explain the relevance of a communicative intervention.**

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| **Score 3** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words: |  | | | | | |

1. **The student is able to explain how communicative interventions match the needs, perspectives, characteristics, and contexts of target groups.**

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| **Score 4** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words: |  | | | | | |

1. **The student is able to demonstrate how the quality and effectiveness of communicative interventions can be improved.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Score 5** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words: |  | | | | | |

**OVERALL ASSESSMENT OF THE REPORT:**

|  |  |
| --- | --- |
| Grade C Report  by 2nd assessor: |  |

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