**Communication profile 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

**Assessment**

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

1. Performance (50%)
2. Internship report (20%)

The internship 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) |  |  |
| 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 (50%)**

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 1 | The student is able to plan and manage a project. |  |  |  |  |  |  |
| 2 | The student is able to conduct him-/herself properly when meeting stakeholders. |  |  |  |  |  |  |
| 3 | The student is able improve him-/herself on the basis of feedback and self-reflection. |  |  |  |  |  |  |
| 4 | The student is able to consult with a client to define the goal of a communicative intervention, and on this basis develop a clear and feasible project that should help to realize this goal. |  |  |  |  |  |  |
| 5 | The student is able to identify and employ appropriate communicative models, instruments, methods, and theories. |  |  |  |  |  |  |
| 6 | The student is able to work in an organization with a specific structure and culture without compromising his/her own integrity and expertise. |  |  |  |  |  |  |
| 7 | The student is able to communicate the results of a communicative project in a way that is scientifically sound, to all persons involved. |  |  |  |  |  |  |
| 8 | The student is able to deliver a concise, persuasive, and transparent oral presentation to communicate his/her findings to persons involved. |  |  |  |  |  |  |
|  | **Motivation and feedback 1 - 8 (*required*)** |

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

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 1 | **The report complies with academic standards concerning its contents, i.e.** |
|  | 1a. is well structured |  |  |  |  |  |  |
| 1b. includes a background explaining the problem definition and an overview of prior knowledge, or the goal of the communication project |  |  |  |  |  |  |
| 1c. includes one or more research questions or project goals, the relevance of which follows logically from the background |  |  |  |  |  |  |
| 1d. clearly describes the approach taken for each research question or project goal |  |  |  |  |  |  |
| 1e. clearly and objectively describes the results (i.e. answers to research questions or communication products) |  |  |  |  |  |  |
| 1f. 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 |  |  |  |  |  |  |
| 1g. correctly includes references to literature supporting claims wherever appropriate |  |  |  |  |  |  |
| **Motivation and feedback 1a-1g (*required*)**  |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 2 | **The report complies with academic standards concerning style and layout, i.e.** |
|  | 2a. is grammatically well-written |  |  |  |  |  |  |
| 2b. stylistically conforms to reader expectations |  |  |  |  |  |  |
| 2c. includes tables and figures to summarize important findings or present communication products |  |  |  |  |  |  |
| 2d. uses layout to emphasize the structure of the report and important findings or outcomes |  |  |  |  |  |  |
| **Motivation and feedback 2a-2d (*required*)** |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 3. | The student is able to analyse the societal context of a communicative problem and on this basis explain the relevance of a communicative intervention. |  |  |  |  |  |  |
|  | **Motivation and feedback 3 (*required*)** |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 4. | The student is able to explain how communicative interventions match the needs, perspectives, characteristics, and contexts of target groups. |  |  |  |  |  |  |
|  | **Motivation and feedback 4 (*required*)** |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 5. | The student is able to demonstrate how the quality and effectiveness of communicative interventions can be improved.  |  |  |  |  |  |  |
|  | **Motivation and feedback 5 (*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)*** |