GUIDELINES INTERNSHIP
Master of Educational Sciences
2nd Master of Educational Sciences 2017-2018

Internship Coordinator: Prof. dr. Koen Lombaerts
Internship Coaches: Jaël Muls & Karen Triquet
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GENERAL INFORMATION

1. Context

The internship (equally termed placement within the guidelines) is a fundamental component in training to become a master in Educational Sciences. It aims to introduce students, in their second year of the Master of Educational Sciences Programme, to the realities of the pedagogical and educational working field.

It is expected that throughout this training period, the student will utilize the theoretical underpinnings, skills, methods and attitudes acquired throughout the programme thus far, in addressing and interacting with situations within their chosen professional working field.

Furthermore, these practical applications and experiences serve to develop students as true educationalists within diverse educational specialisations. The trainee can be expected to have the pedagogical and educational insights and attitudes at his/her disposal to assimilate the already acquired scientific knowledge and contribute constructively.

2. Actors

2.1. The University

The internship-coordinator (prof. dr. Koen Lombaerts) carries the academic responsibility. He is also responsible for the approval, evaluation and oversees the internship monitoring process.

The internship coaches (Jaël Muls & Karen Triquet) supervise and coach the trainees throughout the course of their placements. They are responsible for incoming registration, internship administration, co-evaluation and mediation with mentors in the eventual case that a problem might occur. Each student is assigned to one of the aforementioned internship coaches respectively, for the duration of their internship. This is communicated following registration.

2.2. The Placement

The placement mentor is employed at the trainee’s post and is directly responsible for the coaching and guidance of the trainee onsite. The mentor has a masters’ degree in educational science or equivalent background and/or comparable expertise. The mentor is in charge of making placement arrangements with the student, both content wise (with regards to the elaboration of the internship and all other duties and assignments), and practically (regarding internship period and working days). In case of any problems, the mentor can contact the placement coach. The mentor will also evaluate the trainee on the basis of an evaluation form (elaborated further in the guidelines) halfway through (Half-term Evaluation) and at the end of the
2.3. The Trainee

The trainee is the master student in his/her 2\textsuperscript{nd} year of the MSc in Educational Sciences. Although students are guided prior to and during the internship, by the placement coach, the final responsibility for the success of the internship relies on the student. More specifically, this means that students themselves are responsible for finding a placement, defining and agreeing to a placement proposal that meets the expectations, and arranging and submitting the necessary documents on time (elaborated further in the guidelines). Students completing an internship are also responsible for reporting an absence, accident, as well as identifying and voicing potential issues or problems during the development and realisation of the internship (elaborated further in the guidelines).

3. Placement requirements

The placement consists of 480 hours of practice. This is \( \pm 60 \) days of 8 hours, which in the case of a full-time internships results in an active period of 3-4 months (12-16 weeks).

Depending on the discussed and agreed days/weeks, between the placement mentor and the student, the internship is preferably organised as one continuous period (12 full time weeks), but can be spread over an extended period if required. Regardless of the agreed timespan, students must complete their internship in order to successfully graduate from the Masters programme.

Furthermore, if students choose to be at the placement full-time, they must take into account and be responsible in planning alongside other VUB programme requirements, such as their thesis, lectures and possible course-related appointments.

* Note for the following portions of the guidelines the terms: ‘Placement’ and ‘Internship’ will be used interchangeably in referring to where you will undertake your internship, and ‘student’ and ‘trainee’ in referring to the individual undertaking the internship.

INTERNESHIP PROCESS

1. BEFORE your internship

1.1. Registration

\textit{Course Registration: PointCarré}
The trainee ensures that he/she is registered for the Official PointCarré course, where all subsequent communication for internships will take place.

**Internship Notification: Google Form**
The trainee completes and submits the Google Registration: Incoming Internship Student to acknowledge and notify the coaches that he/she will be undertaking an internship as part of his/her programme in the coming academic year.

![Google Form](https://docs.google.com/forms/d/e/1FAIpQLSdxwFsTB-WTX9bZxoFkqqmXePwBwuDzYNi6CN3N9wlheDOWIg/viewform)

### 1.2. Finding a Placement

**Placement request**
The trainee writes a **motivation letter** to the placement of his/her choice. The motivation letter is the first point of contact with the trainee’s placement. Following a successful response, the trainee notifies the placement coach and agrees a meeting date with the placement mentor.

**Placements:** Think broadly about the possibilities that entail roles and functions an educational scientist would undertake within the daily world of work. Reflect back to the Information brainstorm and the MES courses you have (what they equip you for) in your search for a placement. Some ideas beyond working in a school setting might include: Developmental NGOs and educational organisations, training centres, adult learning centres, educational publishing houses, serious games development companies with the objective of improving learning outcomes, technology centres working on e-learning and tools, communes and educational outreach work etc.

### 1.3. Administrative Formalities: Placement Information Form

**Placement Information Form**
The student (trainee) completes the Placement Information Form in communication and collaboration with the placement mentor. More specifically, this implies that the student makes the necessary arrangements with the mentor regarding the tasks he/she will undertake, work timing, expectations and feedback sessions. These details are then expressed in written form in the **Placement Information Form** (Appendix 1).

A separate and individual component of the information form equally requires students to come up with internship-related learning goals. Students are asked to clearly formulate four learning goals, of which one can be of a more personal nature. Here students are asked to reflect on the Information Day workshop outcomes, as well as the broader roles and objectives of their programme in becoming Educational Scientists.
Furthermore, the student should make use of the S.M.A.R.T. principle as a guide to better formulate his/her four learning goals:

- **Specific**: State exactly what you want to accomplish (Who, What, Where, Why)
- **Measurable**: How will you demonstrate and evaluate the extent to which the goal has been met?
- **Achievable**: stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?
- **Relevant**: How does the goal tie into your key responsibilities? How is it aligned to objectives?
- **Time-bound**: Set 1 or more target dates, the “by when” to guide your goal to successful and timely completion (include deadlines, dates and frequency)

**Appointment with VUB placement coach**

Following the initial discussion at the placement of choice and placement mentor respectively, the student **e-mails** his/her assigned VUB internship coach (Jaël Muls or Karen Triquet) to **schedule an appointment**. This first meeting allows the trainee **to explain and gain approval** for 1) the placement of choice and 2) his/her fully **drafted Placement Information Form**. Furthermore, the trainee has the opportunity to raise any questions and discuss his/her formulated learning goals with the placement coach. Following the meeting, the trainee adjusts his/her information form accordingly (if requested by the VUB coach).

**1.4. Administrative Formalities: Placement Contract**

Following the appointment, **if and when the VUB coach approves** the placement proposed, and the drafted **Placement Information Form** (Appendix 1), the student can then proceed to complete the **Placement Contract** (Appendix 2).

The **Placement Information Form** and the **Placement Contract** are then completed with signatures. Ultimately, each one (Appendix 1 & 2) has to be printed and signed in three copies each by the respective actors: the trainee, the placement mentor, the placement management and the VUB coach, the VUB Internship Coordinator and the Dean of the Faculty: Psychology and Educational Sciences.

**Important**: Students are **not** required to get all these signatures themselves.

**What students have to get signed (before bringing it to the VUB coach)**: Students must sign all the forms themselves, and get all the necessary placement signatures (mentor and management), from their chosen and approved placement.
These should be handed to the VUB placement coach before the 31st of May 2016. “

Once these signatures are obtained by the student, students should hand over all 6 copies (3 of Appendix 1 & 3 of Appendix 2) to the VUB coach.

Note: no need to make an appointment to hand over the signed forms to the VUB coach. These can be dropped off at the office 3B234, or if it is closed, then at the Educational Sciences Secretary’s office (3B255) labelled accordingly with the intended VUB coach’s name.

What the VUB coach will take care of:
The VUB coach will take care of all necessary VUB signatures (coordinator and dean). Once all documents are signed by VUB, the coach will notify the student so he/she can come retrieve 2 completed copies (1 to be kept for him/herself and one to be given to the placement).

The placement cannot be started before the placement coach formally agrees and all parties have signed the formal agreements.

2. DURING your internship

During the internship, the student puts the Information Form (outlined and agreed planning) into practice and begins his/her placement.

During this phase the trainee has no mandatory meetings with their respective VUB coach, but were assistance or feedback to be required, the trainee can email to propose and schedule an appointment with his/her VUB coach. This is possible throughout the internship period, but up to the trainee to request upon need-basis. The VUB coach, will monitor ongoing progress and internship requirements using the trainees up-to-date e-portfolio documentation (further details below).

Consequently, during the placement the trainee is required to fulfil and document several tasks. The following will be briefly elaborated upon

1) Process phases;
2) Scheduled appointments with the placement mentor;
3) Assignments and evaluations;
4) E-portfolio and documentation.
2.1. Process Phases
The placement consists of three overlapping phases:

- **Observation Phase**: The aim of this phase is to adjust to the placement demands/environment. During these weeks the trainee will get to know more about his/her specific tasks and responsibilities. The duration of this phase depends on the student and mentor’s needs.

- **Guided Phase**: During this phase the trainee is fully functioning within his/her trainee post. This phase gradually evolves from direct assistance to facilitative supervision and lastly to autonomous functioning (3rd phase).

- **Autonomous Phase**: At this point the apprentice is fully settled in and is able to complete tasks independently. He/she takes initiatives and responsibility.

2.2. Scheduled Appointments
During the internship, the student is required to have two scheduled face-to-face appointments with his/her placement mentor:

- **Half-term evaluation**: This is scheduled halfway through the internship. The student will need to plan a meeting with their placement mentor to discuss the half-term evaluation (elaborated in more detail below)

- **End-term Evaluation**: During the last week of the internship, a second meeting will need to be scheduled with the trainee’s placement mentor to discuss the end-term evaluation (elaborated in more detail below). Furthermore, this scheduled moment will allow the student to gain insight and discuss his/her overall strengths and weaknesses during the course of the internship.

2.3. Placement Documentation
Throughout the internship the various forms, assignments and required evaluation sessions will be compiled into the trainee’s e-portfolio (see Appendix 10) and later in a final hardcopy portfolio (See Appendix 9: The Trainee Checklist for a detailed step-by-step account).
2.3.1. Placement Journal (Appendix 6)
The trainee is required to keep a placement journal (time and activity log) throughout the course of his/her internship. The following should be uploaded **at least every two weeks** within the trainee's e-portfolio. Furthermore, placement mentors must sign the journal at the end of every month.

2.3.2. Evaluation Forms
During the internship, there are also two separate evaluation instances shared with the placement mentor (half-term and end-term evaluations). This involves the trainee and the placement mentor. Each must fill out the half and end-term evaluation forms independently first and then meet to discuss them. The trainee then needs to complete a short post-evaluation reflection (max. 1 A4). These various components are aimed at helping the trainee explore his/her placement experience formatively and in-depth. Therefore, specifically the trainee must cover the following components:

- The trainee completes and gets his/her mentor to complete individually the (half & end) **evaluation forms** respectively at the appropriate times (Appendix 3 & 4) and adds these to his/her e-portfolio (to be elaborated upon).
- Following each mentor evaluation, the trainee writes a short **reflection** (max. 1 A4) and adds this to his/her e-portfolio (to be elaborated upon).

**Half-term evaluation (Appendix 3)**
Halfway through the training period the trainee will plan a half-term evaluation with the mentor.
- The trainee asks the mentor to complete the half-term evaluation form.
- The trainee him/herself completes the half-term evaluation form.

The trainee then makes sure to keep the hardcopy forms for the final hardcopy portfolio, and also uploads a scanned copy in his/her e-portfolio.

**End-term evaluation (Appendix 4)**
At the end of the placement the trainee will plan an end-term evaluation with the mentor.
- The trainee asks the mentor to complete the end-term evaluation form.
- The trainee completes the end-term evaluation form.

The trainee then makes sure to keep the hardcopy forms for the final hardcopy portfolio, and also uploads a scanned copy in his/her e-portfolio.

**Reflection Page (post-mentor evaluation)**
After each meeting with the mentor (half and end-term), the trainee writes a **reflection** (max. 1 A4). Through this reflection the trainee explains:

- What was discussed and understood during the meeting.
- What has been learned/solved through the discussion.
- What questions remain unsolved.
- How the trainee plans to address what has been learned/discussed.
2.3.3. Placement Reflection: SOAR Framework (Appendix 7)
Halfway through the training period, the trainee completes the SOAR framework, in reflecting on respective Strengths, Opportunities, Aspirations and Results. The trainee then makes sure to keep the hardcopy forms for the final hardcopy portfolio, and also uploads a scanned copy in his/her e-portfolio.

2.4. Online Documentation: The PointCarré E-portfolio
During the internship the trainee documents his/her placement by using aggregating his/her work in a e-portfolio (see Appendix 10). This is a professional collection of documents that prove and document the trainee’s ongoing learning process and justify the development of his/her competences.

Components that must be included in the e-portfolio include: 1) The placement journal (Appendix 6) updated accordingly every two weeks, 2) The half-term evaluation (students & the mentors) and student reflection, 3) the SOAR Framework, 4) the end-term evaluation (students & the mentors) and student reflection, 5) Proofs of work: additional documents (ex. PPTs, reports, work and tasks the student has been assisting with and completing)

E-portfolios are not required to follow any particular ‘look’ as long as all components are included and clearly labelled.

3. AFTER your internship

3.1. Meeting with VUB placement coach
After the internship and before submitting the final portfolio (hardcopy and e-copy), the student emails his/her assigned VUB coach to schedule a meeting day/time. During this concluding face-to-face meeting, the trainee will have the opportunity to elaborate and reflect upon the placement experience, learning goals and receive feedback on his/her placement. Problems, difficulties, frustrations, dilemmas as well as successes can be discussed. This post-internship discussion is intended to deepen the trainee’s perspective and reflections about the overall placement experience.

3.2. Overall Critical Reflection
Following the final meeting the VUB coach, and before handing in the final portfolio (hardcopy and e-copy), the student takes the time to write (3-5 pages) or create (via an alternative medium of choice) a critical reflection piece on the internship.

Through this reflection, the student is expected to reflect on: their practice within the greater field of the educational sciences, the internship tasks (and product/s, if any), the placement process and expectations (e.g., which evolution do you see, did you progress on and achieve the predefined learning goals and targets – why/why not, strengths/weaknesses, what would you have done differently? How does this fit within your studies, your programme, the roles of an Educational Scientist).
Note: If alternative mediums of documentation are chosen, these are accepted and encouraged, but must be professional and quality outputs detailing your placement experience and reflections comprehensively. Additionally, if an alternative medium is used, it should be supported with a small introductory paragraph.

3.3. Submitting the Portfolio

At the end of the placement the trainee hands in (hardcopy) and submits online (e-copy) versions of his/her compiled portfolio to the placement coach.

3.3.1. The hardcopy

The printed hardcopy portfolio is bound, ordered and page numbered. The compiled portfolio has to be submitted maximum one month after terminating the training period!

The hardcopy portfolio will consist of the following elements:

- Title page
- Table of Contents
- Placement Information form (Appendix 1)
- Placement Contract (Appendix 2)
- A short description of the placement (±1/2 - 1 page): The trainee briefly describes the placement organization. The trainee elaborates on the goals and operations of the organization; he/she adds if possible an educational frame to the organization, organisational and unit specific goals and working objectives in allowing for a richer understanding of the field of practice that the internship was carried out in.
- Placement Journal (Appendix 6): Final completed account
- Both Half-term Evaluations (Appendix 3)
- The student’s half-term reflection
- SOAR framework (Appendix 7)
- Both End-term Evaluations (Appendix 4)
- The student’s end-term reflection page.
- A critical reflection (Written min. 3 – max. 5 pages or alternative medium of choice)
- Proofs of Work: Output/s of his/her internship: papers written, presentations, proof of projects, conference reports – note this does not include lists of participants or other administrative tasks).

Hint: Keep your portfolio to the point!

3.3.2. The e-copy of the portfolio

The e-copy of the portfolio will consist of the exact same components as the final hardcopy detailed above.

Students are expected to submit this e-copy on PointCarré within the Internship Course >> Assignments Section – labelled as following: Student Name_MESInternship_2017/18
To see examples of past final portfolio for your internship - a selected few can be consulted at ATOM. IMPORTANT: These are original copies and in order to enable all students to benefit from them and respect portfolio holders’ privacy: these reports cannot leave ATOM, nor can they be copied in any way.

ATOM opening hours:

These are merely examples to give you an idea of what we expect. Nevertheless, it is important to keep in mind that they adhere to slightly different guidelines - last year’s (therefore not exactly the same expectations and/or format as yours).

3.4. Feedback Survey

Following the completion and submission of all internship components, the trainee fills out and submits respectively the short Google Survey: Internship Feedback Form.

Google Survey: Internship Feedback Form
https://docs.google.com/forms/d/e/1FAIpQLScRhJUgDQkPrQpYo98xr3toSI1aZYf0SfstmSz2n3RTgvadaQ/viewform

Evaluation procedure

1. Terms
The trainee has to complete and adhere to several requirements before he/she can be evaluated. When the trainee does not fulfil these conditions the evaluation will receive the code ND (didn't participate).

   1. The trainee submits the Placement Information Form and signed Placement Contract (Appendix 1 and 2) before starting their placement.
   2. The trainee meets the required placement working hours.
   3. The trainee is present at his/her appointments and at the final performance review discussion.
   4. The trainee respects the various deadlines and completes the respective assignments outlined herein.

2. Evaluation
The placement evaluation is conducted in a comprehensive manner informed by several factors: the trainee’s ongoing documentation of learning and reflection (e-portfolio and final portfolio), overall professionalism, the various discussion moments with the coach, and the placement mentors and trainee half and end-term evaluations respectively.
Between the trainee and placement mentor there are two evaluation moments: halfway through the training (half-term evaluation) and at the end of the training period (end-term evaluation). Both evaluations are completed using the provided scale (Appendix 5), and elaborated spaces for responses or additional competence remarks and/or reflections.

The VUB coach therefore uses the aforementioned documents and proceeds to a final evaluation, alongside the internship coordinator, by means of:

- Timeliness and quality of the various required placement tasks outlined herein
- Students’ self-evaluations and reflections (half and end-term)
- Placement mentors’ evaluations (half and end-term)
- Ongoing maintenance and timeliness of e-portfolio
- Proofs of work: Learning documentation and reflection
- The final compiled and submitted hardcopy and e-copy portfolio
- Initial and post-placement meetings and discussions with the VUB coach

A more detailed and informative overview of the evaluation procedure can be found attached (Appendix 11: Student Evaluation Rubric)

**PRACTICAL INFORMATION**

| Contact | Faculty of Psychology and Educational sciences  
|         | Department of Educational sciences  
|         | Pleinlaan 2 1050 Brussel |
| Lecturer-in-charge | Prof. dr. Koen Lombaerts E-mail: Koen.Lombaerts@vub.ac.be |
| Placement coaches (Room 3B234) | Jaël Muls E-mail: Jael.Muls@vub.ac.be  
|         | Karen Triquet E-mail: Karen.Triquet@vub.ac.be |
| Secretariat (Room 3B255) | For appointments during the course of students’ internship students must email to schedule and agree on a date/time respectively with his/her assigned VUB coach.  
|         | +32 2 629 13 10  
|         | Karina Van Den Berghe E-mail: kvdbergh@vub.ac.be  
|         | Siegrid D’haeseleer E-mail: sdhaesel@vub.ac.be |

**Absences**

Absences concerning the master thesis or specific holidays are permitted. The trainee will compensate for and discuss these absences with his/her placement mentor accordingly.
Absences in the case of illness should be confirmed by a doctor’s note. The trainee should announce his/her absence to the placement mentor respectively. Any accident (that occurs at the placement post or on the way to/from the placement) should be reported within 24 hours to the placement mentor or the secretary.

**Placement Locations**
For placements that may fall under the following categories (listed below), the same guidelines apply then those given towards regular students.

*Placements at your current workplace:*
For students wishing to complete their placement within their initial work environment the following criteria should be matched.
- The function falls within the scope of the educational sciences.
- The function is different from the student’s current job.
- There is qualitative support by a mentor foreseen.
- The mentor and team are different, they cannot be your existing boss and/or direct colleagues.

*Placements abroad (outside of Belgium):*
Students who want to complete their placement abroad, the same hours and regulations apply as for Belgian-based students. However, given the possible distances and inability to schedule face-to-face appointments (if needed), alternative forms of meetings (via Skype) will be adapted accordingly given students circumstances.

**Alternative study routes**
For all other study routes and related questions, an appointment should be made with the trainees assigned VUB coach.

**APPENDICES**

NOTE: All appendices can also be found separately on PointCarré.

Appendix 1: Placement Information Form  
Appendix 2: Placement Contract  
Appendix 3: Half-term evaluation form  
Appendix 4: End-term evaluation form  
Appendix 5: Rating Scale  
Appendix 6: Placement Journal  
Appendix 7: SOAR Framework  
Appendix 8: Trainee Timeline  
Appendix 9: Trainee Checklist  
Appendix 10: E-portfolio ‘How to Guide’  
Appendix 11: Student Evaluation Rubric
Appendix 1: Placement Information Form

PLACEMENT INFORMATION FORM

Information placement
Name of the placement:

Address:

Department:

Name management:
Tel. management:

Name mentor:
Function mentor:
Tel. mentor:
E-mail mentor:

Information trainee
Name student:
Tel. student:
E-mail student
Address student:
Task Description

My main tasks during the internship will be:

Period and Planning

My main tasks explained above will proceed and be completed in the following way:

Start of your Observation Phase

Following entry days: Guided Phase

Last month/s of your internship: Autonomous Phase
Learning Goals
My four learning goals (using the SMART principle as a guide) are:


In agreement,

On behalf of the placement

Signature management

.........................................

Signature mentor

.........................................

On behalf of the student

Signature student

.........................................

On behalf of VUB

Signature coordinator internship (VUB)

.........................................

Signature internship coach (VUB)

.........................................
Appendix 2: Placement Contract

To be added shortly.

In the meantime, equally accessible as a separate appendix in the folder ‘Appendices’ in the meantime
Appendix 3: Half-term Evaluation Form

Half-Term Evaluation

Halfway through the internship both the trainee and the mentor evaluate the trainee’s performance by each completing the half-term evaluation independently. The evaluation form is completed using the Rating Scale provided (Appendix 5) with any additional remarks and/or comments provided in the allocated spaces.

Completed by (student or mentor name): ________________________________

Completed on (date of evaluation): ________________________________

The trainee’s performance will be evaluated by means of 5 competence clusters:

1. Professional attitude
2. Project based work
3. Educational expertise
4. Communication
5. Cooperation

One scale value (+++, ++, +,+/-, -, --) must be given for the overall competence cluster e.g. Professional attitude (note this is an overall scale value and not an average of the sub-cluster components). Additionally, a scale value must be awarded for each sub-cluster component and any additional comments and working points provided in the blank spaces provided.

Scale Values:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fairly Adequate</th>
<th>Sufficient</th>
<th>Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>+++</td>
<td>++</td>
<td>+</td>
<td>+/+</td>
<td>-</td>
<td>--</td>
</tr>
</tbody>
</table>

1. Professional attitude

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflective attitude towards his/her own approach and insight</td>
<td></td>
</tr>
<tr>
<td>2. Willingness to self-adjust</td>
<td></td>
</tr>
<tr>
<td>3. Flexibility</td>
<td></td>
</tr>
<tr>
<td>4. Innovation-oriented</td>
<td></td>
</tr>
<tr>
<td>5. Independent worker</td>
<td></td>
</tr>
<tr>
<td>6. Cooperative willingness</td>
<td></td>
</tr>
<tr>
<td>7. Studiousness and willingness to permanently actualize his/her own knowledge.</td>
<td></td>
</tr>
<tr>
<td>8. Self-motivated and motivating towards others</td>
<td></td>
</tr>
</tbody>
</table>

Overall Value: ............
2. Project based work

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Overall Value: ..........</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Innovative attitude: willingness to be self-reliant in constantly actualising his/her own knowledge.</td>
<td>Value</td>
</tr>
<tr>
<td>2. Analysing complex problem posing and defining them in learning questions by functionally using professional literature.</td>
<td>Value</td>
</tr>
<tr>
<td>3. Insights in the evolution of the whole and specific fields of the educational frame of reference.</td>
<td>Value</td>
</tr>
</tbody>
</table>

Additional Comments:

3. Educational expertise

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Overall Value: ..........</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analysing and assessing educative contexts, learning processes, learning environments, learning material and assessment in an authentic educational context.</td>
<td>Value</td>
</tr>
<tr>
<td>2. Developing, in dialogue with stakeholders, educational applications, learning processes, learning environments, learning material and assessment in an authentic educational context.</td>
<td>Value</td>
</tr>
<tr>
<td>3. Assessing, developing or act as a process supervisor in the development of Curricula and/or training courses.</td>
<td>Value</td>
</tr>
</tbody>
</table>
### 4. Communication

**Overall Value:** ...........

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Willingness to adapt one's language to the target group.</td>
<td></td>
</tr>
<tr>
<td>2. Use of correct business and scientific jargon.</td>
<td></td>
</tr>
<tr>
<td>3. Build a well structured written report.</td>
<td></td>
</tr>
<tr>
<td>5. Structuring an oral elucidation/argumentation.</td>
<td></td>
</tr>
<tr>
<td>6. Illustrating theoretical insights by using tangible examples out of the practice.</td>
<td></td>
</tr>
<tr>
<td>7. Using ICT as a visual support in a presentation in which ICT will be an added value to the presentation.</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Cooperation

**Overall Value:** ...........

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Willingness to declare one's insights and arguments.</td>
<td></td>
</tr>
<tr>
<td>2. Willingness to listen to insights and arguments declared by others.</td>
<td></td>
</tr>
<tr>
<td>3. Willingness to find solutions based on the best available arguments (made by oneself or others)</td>
<td></td>
</tr>
<tr>
<td>5. Assuming an experimental attitude.</td>
<td></td>
</tr>
</tbody>
</table>
7. Dealing with conflicts and problems.
8. Obtaining insights in the dynamics of groups.
9. Obtaining openness, focus in contacts with others and building of relation networks.
10. Integration and teamwork.

Additional Comments:

General Commentary/Remarks:

Strengths of the trainee (in comparison to the beginning of the placement period)

Working points/ issues (in comparison to the beginning of placement.)

Date: ....../....../......
Signature:___________________________
Appendix 4: End-term Evaluation Form

At the end of the internship both the trainee and the mentor evaluate the trainee’s performance by each completing the End-term Evaluation Form independently. The evaluation form is completed using the Rubric Value Scale provided (Appendix 5) with any additional remarks and/or comments provided in the allocated spaces. Furthermore, the End-term evaluation asks trainees and mentors to briefly reflect and elaborate upon the trainee’s strengths and weaknesses in regards to being a practicing educational scientist.

Scale Values:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fairly Adequate</th>
<th>Sufficient</th>
<th>Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>+++</td>
<td>++</td>
<td>+</td>
<td>+/-</td>
<td>-</td>
<td>--</td>
</tr>
</tbody>
</table>

The trainee’s performance will be evaluated by means of competence clusters. The competences are classified in 5 clusters:

1. Professional attitude
2. Project based work
3. Educational expertise
4. Communication
5. Cooperation

One scale value (+++, ++, +, +/-, -, --) must be given for the overall competence cluster e.g. Professional attitude (note this is an overall scale value and not an average of the sub-cluster components). Additionally, a scale value must be awarded for each sub-cluster component and any additional comments and working points provided in the blank spaces provided.

1. Professional attitude

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflective attitude towards his/her own approach and insight</td>
<td></td>
</tr>
<tr>
<td>2. Willingness to self-adjust</td>
<td></td>
</tr>
<tr>
<td>3. Flexibility</td>
<td></td>
</tr>
<tr>
<td>4. Innovation-oriented</td>
<td></td>
</tr>
<tr>
<td>5. Independent worker</td>
<td></td>
</tr>
<tr>
<td>6. Cooperative willingness</td>
<td></td>
</tr>
<tr>
<td>7. Studiousness and willingness to permanently actualize his/her own knowledge.</td>
<td></td>
</tr>
<tr>
<td>8. Self-motivated and motivating towards others</td>
<td></td>
</tr>
</tbody>
</table>
### 2. Project based work

**Overall Value:** ...........

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Innovative attitude: willingness to be self-reliant in constantly actualising his/her own knowledge.</td>
<td></td>
</tr>
<tr>
<td>2. Analysing complex problem posing and defining them in learning questions by functionally using professional literature.</td>
<td></td>
</tr>
<tr>
<td>3. Insights in the evolution of the whole and specific fields of the educational frame of reference.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

---

### 3. Educational expertise

**Overall Value:** ..........

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analysing and assessing educative contexts, learning processes, learning environments, learning material and assessment in an authentic educational context.</td>
<td></td>
</tr>
<tr>
<td>2. Developing, in dialogue with stakeholders, educational applications, learning processes, learning environments, learning material and assessment in an authentic educational context.</td>
<td></td>
</tr>
<tr>
<td>3. Assessing, developing or act as a process supervisor in the development of Curricula and/or training courses.</td>
<td></td>
</tr>
</tbody>
</table>
### 4. Communication

**Overall Value:** ..........

<table>
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### 5. Cooperation

**Overall Value:** ..........

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5. Assuming an experimental attitude.
7. Dealing with conflicts and problems.
8. Obtaining insights in the dynamics of groups.
9. Obtaining openness, focus in contacts with others and building of relation networks.
10. Integration and teamwork.

Additional Comments:

Global strengths and weakness analysis:
Description of the trainee's functioning at the placement post by means of a strengths and weaknesses analysis in function of his/her future practice as an educationalist:

Strengths (in comparison to the half-term evaluation)

Working points/ issues (in comparison to the half-term evaluation)
In what capacity might the trainee’s strengths allow for him/her to successfully address the aforementioned working points successfully?

Remarks/commentary

Global trainee value (not an average of the individual clusters):

Date: ……/……/…… Signature:______________________
**Appendix 5: Rating Scale**

To be used for the half-term and end-term evaluation rating by the placement mentor and trainee respectively.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Guiding Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>The student is extraordinarily strong in this competence domain. He/she takes full responsibility for the learning process, is a strong contributor and collaborator in teamwork settings, he/she takes initiative, demonstrates an innovative approach to problems, clear communicator and demonstrates extraordinary project-based work expertise.</td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>The student is strong in this competence. He/she is driven by the work at hand. The student has done very well during the course of the placement and demonstrates continued initiative in improving with a problem-solving attitude.</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>Most factors of this competence domain are well achieved by the student. The trainee is strong in most performance measures related and required for this cluster and hasn’t got obvious learning points.</td>
</tr>
<tr>
<td><strong>Fairly Adequate</strong></td>
<td>The student functions in a fairly adequate manner. In one or more associated points, he/she is strong. In one or more competences, he/she has some necessary learning points. Feedback offered is taken on board.</td>
</tr>
<tr>
<td><strong>Sufficient</strong></td>
<td>The student functions to the expected degree. There are some doubts concerning some competences of this point in regards to the student’s functioning. He/she has no outlined strengths but equally no specific working points. Based on presented work he/she is proficient in most work at the placement post. The student functions with clear agreements and defined assignments. The feedback offered does/did not lead to significant improvement.</td>
</tr>
<tr>
<td><strong>Insufficient</strong></td>
<td>The student does not fulfil one or more points and expectations of this competence domain. The offered feedback does/did not lead to significant and sufficient improvement.</td>
</tr>
</tbody>
</table>
## Appendix 6: Placement Journal

### Placement Journal

**Month/Year:**  

**Name Apprentice:**  

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Brief description of performed duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

**Signature mentor**  

**Signed on** ……/……../ ……….
Appendix 7: SOAR Framework

SOAR stands for Strengths, Opportunities, Aspirations and Results and can be argued to be a positively re-framed version of the traditional SWOT analysis.

Whilst addressing each component in the SOAR framework: *scanning your key strengths and opportunities* and *addressing what it is you want to move towards (desired outcomes)* and *how you will measure these*, *keep in mind this is in reference to your learning goals and current placement.*

### Strategic Inquiry and Appreciative Intent

<table>
<thead>
<tr>
<th></th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
<td><strong>Strengths</strong></td>
<td><strong>Opportunities</strong></td>
</tr>
<tr>
<td></td>
<td>What are your greatest strengths and assets?</td>
<td>What can you improve upon, where do you see this possible?</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td><strong>Aspirations</strong></td>
<td><strong>Results</strong></td>
</tr>
<tr>
<td></td>
<td>What is your preferred and envisioned future?</td>
<td>How will you know it when you see it (measurable results)?</td>
</tr>
</tbody>
</table>

Note: How you chose to reflect on the following quadrants is up to you. If that entails creating a similar box-like approach or an alternative preferred manner (mind mapping, reporting etc.), as long as the various components are touched upon you will not be penalised.

Our SOAR framework for strategic planning is adapted from The Thinbook on *SOAR: Building Strength-Based Strategy*, authored by our colleagues, Jacqueline M. Stavros and Gina Hinrichs.
## Appendix 8: Trainee Timeline

### Before
- **The beginning**
  - Weeks 3 - 4
- **Observation phase**
  - Meeting with the VUB placement coach: Discuss placement, task description and four learning goals.
  - Half-term discussion with the mentor. Reflection page.
  - SOAR Framework.
  - Placement journal compilation.
- **Start Portfolio**

### During
- **Mid internship**
  - Weeks 5 - 12
  - Observation phase - Guided phase
    - Half-term evaluation forms
    - → Mentor
    - → Trainee
  - End-term evaluation forms
    - → Mentor
    - → Trainee

### ADMINISTRATION
- Course registration – PointCarré
- Internship notification - Google Form
- Finding a placement
- Motivation letter/s
- Internship proposal
  - Meet and discuss planning and tasks with your placement mentor.
  - Formulate four learning goals using S.M.A.R.T. principle.
- Administrative formalities
  - → Placement information form (x3)
  - → Placement contract (x3)

### After
- **Last weeks**
  - Weeks 12 - 16
  - Guided phase - Autonomous phase
    - End-term discussion with the mentor. Reflection page.
- **Portfolio submission** (max. 1 month after placement)
- Post placement meeting and conversation with the VUB placement coach.
  - Overall critical reflection on the internship.
- Feedback survey – Google survey
Appendix 9: Trainee Checklist

Following the Information Day
- Make sure you are registered on PointCarré
- Fill out the Google Registration Form (in your guidelines)

Before my placement
- Search and apply for placements (motivation, cv etc.)
- Following a successful response: meet with the placement mentor
  - discuss the internship tasks and planning possibilities
  - Fill out the information form (Appendix 1)
- Email VUB coach: make an appointment with your assigned VUB coach to discuss your fully drafted documents on (i) the placement itself, (ii) the placement information form and (iii) the drafted learning goals and to get the official OK.
- Make the necessary changes to the information form if requested by the VUB coach (Appendix 1)
- Fill out and complete the placement contract – 3 copies of each (Appendix 2)
  - Sign all the documents yourself
  - Get the placement mentor to sign all the documents
- Turn both fully signed documents to the VUB placement coach (May 31st 2017)
- Write a brief description of your organisation choice
- Get your e-portfolio started on PointCarré and add the already completed components in.

During my placement
- Keep your journal up to date
- Complete the SOAR analysis (Appendix 7)
- Get your half-term evaluations (Appendix 3) completed by
  - x1 Your placement mentor
  - x1 Your self
- Meeting with your mentor (at the placement)
- Write a one page reflection on the first half and your meeting
- Add all the new components to your portfolio (SOAR, Evaluations, Journal)
- Get the end-term evaluations (Appendix 4) completed by
  - x1 Your placement mentor
  - x1 Your self
- Meeting with your placement mentor. Discuss your global strengths and weaknesses as well as your overall internship
- Write a one page reflection on the meeting
- Add all the new components to your e-portfolio
  Add proofs of work throughout the internship duration

After my placement
- Email to agree on a post-placement meeting with the VUB coach
- Make sure everything is visible and to the VUB coach before your meeting
- Write a reflection on the overall placement experience (referring back to your overall placement, SOAR, evaluations, tasks, Masters theoretical underpinnings and practice aspirations as an educational scientist).
- Compile, order, number and bind your portfolio with all required components
- Submit your portfolio (max. one month after the end of your placement):
  - 1 copy printed and bound submitted to the VUB coach
  - 1 e-copy submitted on the 'Assignment' section on PointCarré
Appendix 10: E-portfolio ‘How to Guide’

Brief Guidelines: Creating and maintaining your e-portfolio

1) Login in to the PointCarre platform
2) Hover on ‘Portfolio’ (at the top right hand menu bar on your PointCarré). This will be allow for a dropdown menu to appear (as shown below) → click on ‘My Portfolio’

3) Your Portfolio page will allow you several options
   a) Publish >> **This is the most important** and what you must create to get started on your e-portfolio
   b) Change/Create Introduction
   c) Make a bookmark

4) When you have clicked Publish >> You will get a create page (see below). You have to fill in a title/description as necessary.

Once you click create you will then be brought to the next step allowing you to manage permissions:
5) Importantly take note of the component: Manage Permissions.
   a) First click ‘Set Specific Permissions’

Under this component you will have to:

a. “Select groups/users” which gives you the possibility to give ‘individual rights’ or ‘rights on a group level’ to
   1) see content,
   2) view feedback and
   3) give feedback
You must enable all three above rights for the following people:
1. Koen Lombaerts
2. Jaël Muls
3. Karen Triquet
*You can find people using the search function and typing in the name

6) For additional help and information you can also consul the Students Manual. The portfolio tool will allow you to get further information on how to create your individual portfolios
# Appendix 11: Student Internship Evaluation Overview

<table>
<thead>
<tr>
<th>Phases of Assessment</th>
<th>Areas &amp; Quality Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Interactions</td>
<td><strong>Respecting Guidelines &amp; Deadlines</strong>&lt;br&gt;<strong>Preparedness &amp; Responsibility</strong>&lt;br&gt;<strong>Punctuality &amp; Promptness</strong>&lt;br&gt;<strong>Communication</strong></td>
</tr>
<tr>
<td></td>
<td>Demonstrates time management skills and successfully meets set deadlines.</td>
</tr>
<tr>
<td></td>
<td>Attends scheduled meetings, placements evaluations, etc. on time, with the respective forms, materials and potential documentation under discussion.</td>
</tr>
<tr>
<td></td>
<td>Gives adequate notice and explanation for absenteeism, demonstrates respect for the time of others.</td>
</tr>
<tr>
<td></td>
<td>Follows appropriate lines of communication, uses appropriate language and communication styles, receives feedback effectively (accepts responsibilities and constructive criticism).</td>
</tr>
<tr>
<td>Before</td>
<td><strong>Introductory Meeting</strong>&lt;br&gt;<strong>Portfolio Preparation (Initial &amp; Revised Versions)</strong>&lt;br&gt;<strong>Formal Documentation</strong>&lt;br&gt;<strong>Mentor Meeting (VUB)</strong>&lt;br&gt;<strong>Learning Goals</strong></td>
</tr>
<tr>
<td></td>
<td>Student is present at the stage information moment/workshop.</td>
</tr>
<tr>
<td></td>
<td>Pre-internship preparation documentation is completed in highest quality, reflective of the student’s best effort, and submitted by the student in a timely and professional fashion.</td>
</tr>
<tr>
<td></td>
<td>(If requested) the Pre-Internship documentation is revised and the student makes a strong effort to improve his/her work; shows positive, proactive behavior.</td>
</tr>
<tr>
<td></td>
<td>Fully completed and submitted Internship Information Form.</td>
</tr>
<tr>
<td></td>
<td>Fully completed and submitted Internship Contract.&lt;br&gt;Adherence to process: legal procedures are followed and adhered to, as well as signatures are collected from the relevant stakeholder as prescribed in the guidelines.</td>
</tr>
<tr>
<td></td>
<td>Contacted the mentor and scheduled the mandatory pre-internship meeting.</td>
</tr>
<tr>
<td></td>
<td>Attended and undertook a F2F (or Skype) meeting with the mentor.</td>
</tr>
<tr>
<td></td>
<td>Quality of goals: It is well described what students aim to be able to accomplish by the end of their internship and goals are Specific, Measurable, Attainable, Realistic and Time-based.</td>
</tr>
<tr>
<td></td>
<td>Goals are aligned and relevant to the internship placement as well as their respective program expectations.</td>
</tr>
<tr>
<td></td>
<td>Used feedback from discussion and self-assessment to significantly improve or adapt learning goals.</td>
</tr>
</tbody>
</table>
| **During** | **Half-term** | The Half-term Evaluation is completed in a timely fashion and submitted by the Student.  
The student ensures that the Half-term Evaluation is completed by their placement mentor and uploaded on time. |
| --- | --- | --- |
| **End-term** | The End-term Evaluation is completed in a timely fashion and uploaded by the student.  
The student ensures that the End-term Evaluation is completed by their placement mentor and uploaded on time. |
| **E-portfolio (Currently MES only)** | The E-portfolio is created and regularly updated by the student (min every two weeks) with the respective documents.  
All components can be found in the student’s portfolio (respective of timeframe): updated placement journals, proofs of ongoing work, half and end-term evaluations etc. |
| **Post** | **Face-to-Face Meeting** | The student communicated and undertook a required post-internship F2F (or Skype) meeting with the mentor,  
The portfolio was completed and submitted on time.  
All required components were included:  
1. Formalities & Pre-Internship Documents  
   - Internship Contract & Internship Information Form  
   - Internship Description  
2. Learning Goals  
3. Evaluation Forms (Half and End-term)  
4. Placement Journal  
5. SWOTS/SOAR  
6. Overall Reflection: the student demonstrates a strong ability to reflect on their internship in regards to the various expected program profiles. Parallels are drawn between the students learning goals and internship development. Parallels are drawn between their program courses (theoretical knowledge) and the internship practical context.  
7. Proof of Work: the student demonstrates evidence of ongoing internship tasks (ex. presentations, papers, snapshots of online work, and other relevant outputs)  
The portfolio is professional and polished: it is organised in a logical manner, structured appropriately and well presented  
The portfolio is formally and appropriately written: in a readable and grammatically correct manner. References made and sources shared and/or mentioned are recorded appropriately and in APA-style (where relevant) |