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

Internship Coordinator: Prof. dr. Koen Lombaerts
Internship Coaches: Karen Triquet, Júlia Griful Freixenet & Jaël Muls
Table of Contents

GENERAL INFORMATION ........................................................................................................... 4
1. Context .................................................................................................................................. 4
2. Actors ..................................................................................................................................... 4
   2.1. The University .............................................................................................................. 4
   2.2. The Organization ......................................................................................................... 4
   2.3. The Trainee ................................................................................................................. 5
3. Internship requirements .................................................................................................... 5

INTERNSHIP PROCESS .......................................................................................................... 5
1. BEFORE your internship .................................................................................................... 5
   1.1. Registration ................................................................................................................ 5
   1.2. Finding an Internship ................................................................................................. 6
   1.3. Administrative Formalities: Internship Information Form .................................. 6
   1.4. Administrative Formalities: Internship Agreement ............................................... 7
2. DURING your internship .................................................................................................. 8
   2.1. Process Phases ............................................................................................................ 9
   2.2. Scheduled Appointments ........................................................................................ 9
   2.3. Internship Documentation ....................................................................................... 10
      2.3.1. Internship Journal (Appendix 6) ................................................................... 10
      2.3.2. Evaluation Forms .............................................................................................. 10
      2.3.3. Internship Reflection: SOAR Framework (Appendix 7) ........................... 11
   2.4. Online Documentation: The PointCarré E-portfolio ............................................. 9
3. AFTER your internship ..................................................................................................... 11
   3.1. Meeting with VUB internship coach ...................................................................... 11
   3.2. Overall Critical Reflection ...................................................................................... 11
   3.3. Submitting the Portfolio ......................................................................................... 12
      3.3.1. The hardcopy .................................................................................................... 12
      3.3.2. The e-copy of the portfolio .............................................................................. 12
   3.4. Feedback Survey ..................................................................................................... 13

Evaluation procedure .......................................................................................................... 13
1. Terms .................................................................................................................................. 13
2. Evaluation ........................................................................................................................ 13

PRACTICAL INFORMATION .................................................................................................. 14
Absences ............................................................................................................................... 15
Internship Locations .......................................................................................................... 15
Alternative study routes ..................................................................................................... 15

APPENDICES ........................................................................................................................... 16
Appendix 1: Internship Information Form .......................................................................... 17
Appendix 2: Internship Agreement ...................................................................................... 20
Appendix 3: Half-term Evaluation Form ............................................................................ 21
Appendix 4: End-term Evaluation Form ............................................................................ 25
Appendix 5: Rating Scale .................................................................................................... 30
To be used for the half-term and end-term evaluation rating by the mentor and trainee respectively. 30
Rating ...................................................................................................................................... 30
Guiding Criteria .................................................................................................................. 30
Excellent ................................................................................................................. 30
+++ ......................................................................................................................... 30
Very Good .................................................................................................................. 30
++ .............................................................................................................................. 30
Good ......................................................................................................................... 30
+ ............................................................................................................................... 30
Fairly Adequate .......................................................................................................... 30
+/-. ............................................................................................................................ 30
Sufficient .................................................................................................................. 30
- ............................................................................................................................... 30
Insufficient ............................................................................................................... 30
-- .............................................................................................................................. 30
Appendix 6: Internship Journal .................................................................................. 31
Appendix 7: SOAR Framework ................................................................................... 32
Appendix 8: Trainee Timeline .................................................................................... 33
Appendix 9: Trainee Checklist ................................................................................... 34
Following the Information Day .................................................................................. 34
Before my internship ................................................................................................. 34
Appendix 10: E-portfolio ‘How to Guide’ ................................................................. 35
Appendix 11: Student Internship Evaluation Overview ............................................. 37
GENERAL INFORMATION

1. Context

The internship 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, evaluations and oversees the respective internship monitoring processes.

The VUB internship coaches (Karen Triquet, Júlia Griful Freixenet & Jaël Muls) supervise and coach the trainees throughout the course of their internships. They oversee the incoming registrations, internship administration, co-evaluate and mediate (if necessary), with mentors in the eventual case that a problem might occur. Each student is assigned to one of the aforementioned internship coaches for the duration of his/her internship. This is communicated on the PointCarre module platform following student registration.

2.2. The Organization

The 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 (e.g. pedagogue, educational psychologist, expert in educational policy etc.). The mentor is in charge of making internship arrangements with the student (equally termed the trainee), both on content matters (elaboration of the internship tasks and all other associated assignments), and practically (regarding the set internship period and working days – under the overarching mandatory programme-set required internship hours). In case of any problems, the mentor can contact the VUB internship 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 internship (End-term Evaluation).

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 their coach and mentor, the final responsibility for the success of the internship relies on the student. More specifically, this means that students themselves are responsible for finding an organization, defining and agreeing to an internship 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. Internship requirements

The internship consists of 480 hours of practice. This is ± 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 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 organization 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.

INTERNSHIP PROCESS

1. BEFORE your internship

1.1. Registration

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 an Internship**

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

Organizations: 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 an organization. Some ideas beyond working in a school setting might include: Developmental NGOs (national and/or international) 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: Internship Information Form**

**Internship Information form**
The student (trainee) completes the ‘Internship Information Form’ in communication and collaboration with the 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 Internship 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 placement they will undertake, as well as the broader roles and objectives of their programme in becoming Educational Scientists (covered during the information day session).

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:
Appointment with VUB internship coach
Following the initial discussion at the organization of choice and mentor respectively, the student e-mails his/her assigned VUB internship coach (Karen Triquet, Júlia Griful Freixenet & Jaël Muls respectively), to schedule an appointment. This first meeting allows the trainee to explain and gain approval for 1/ the organization of choice and 2/ his/her fully drafted Internship Information Forms (Appendix 1 & 2), as well as learning goals. Furthermore, the trainee has the opportunity to raise any questions and discuss his/her formulated learning goals with the internship coach. Following the meeting, the trainee adjusts his/her information form accordingly (if requested by the VUB internship coach).

1.4. Administrative Formalities: Internship Agreement
Following the appointment, if and when the VUB internship coach approves the organization proposed, and the drafted Internship Information Form (Appendix 1), the student can then proceed to complete the Internship Agreement (Appendix 2), which is found in the PointCarre Documents labelled as ‘Appendix 2’.

The Internship Information Form and the Internship Agreement 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 (yourself), the mentor, the organization management, the VUB Internship 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 internship coach):
Students must sign all the documents themselves, and get all the necessary
signatures from their chosen and approved organization (the mentor and organisation management in charge of approving the internship). In some cases the management and mentor may be the same individual. These should be handed to the VUB internship coach before the 31st of May 2018.

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 internship coach.

Note: There is no need to make an appointment to hand over the signed documents to the VUB coach. These can be dropped off at the office 3B233, 3B251a, or if it is closed, then at the Educational Sciences Secretary’s office (3B255) labelled accordingly with the intended VUB internship 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 two completed copies (one to be kept for him/herself and one to be given to the organization).

The internship cannot start before the internship coach formally agrees and all parties have signed the formal documents (Appendix 1 & 2).

2. DURING your internship

During the internship, the student puts the Internship Information Form (outlined and agreed planning – Appendix 1) into practice and begins his/her internship.

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

Consequently, during the internship 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 mentor;

3) Assignments and evaluations;
4) E-portfolio and documentation.

2.1. Process Phases
The internship consists of **three overlapping phases:**

**Observation Phase**
The aim of this phase is to adjust to the internship 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 mentor:

**Half-term evaluation:** This is scheduled halfway through the internship. The student will need to plan a meeting with their 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 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. Continuous Online Documentation: The PointCarré E-portfolio
During the internship, the trainee documents his/her internship process 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 trainees ongoing learning process and justify the development of his/her competences.
Components that **must be** included in the e-portfolio include: 1) The internship 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.*

### 2.4. Internship 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 procedure and associated requirements).*

#### 2.4.1. Internship Journal (Appendix 6)

The trainee is required to keep an internship 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, mentors must sign the journal (documented hard copies filled out by the intern), at the end of every month. Therefore, at the end of 4 weeks, one of the hardcopies uploaded should have been signed by the mentor – confirming these days/task/hours to be accurate.

#### 2.4.2. Evaluation Forms

During the internship, there are also two separate evaluation instances shared with the mentor (half-term and end-term evaluations). This involves the trainee and the 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 internship 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 internship 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 internship period 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.

**2.4.3. Internship Reflection: SOAR Framework (Appendix 7)**
Halfway through the internship 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.

### 3. AFTER your internship

#### 3.1. Meeting with VUB internship coach

After the internship and before submitting the final portfolio (both necessary in hardcopy and e-copy), the student emails his/her assigned VUB internship coach to schedule a final face-to-face meeting day/time. During this concluding meeting the trainee will have the opportunity to elaborate and reflect upon the internship experience, his/her learning goals and receive feedback on his/her internship. Problems, difficulties, frustrations, dilemmas as well as successes can be discussed. This post-internship discussion is intended 1/ deepen the trainee’s perspective and reflections about the overall internship experience, and 2/ provide an opportunity for him/her to elaborate on dimensions that may be more challenging to do in the portfolio.

#### 3.2. Overall Critical Reflection

Following the final meeting the VUB internship 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 internship 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 respective roles of an Educational Scientist)?

3.3. Submitting the Portfolio

At the end of the internship the trainee hands in (hardcopy) and submits online (e-copy) versions of his/her compiled portfolio to the VUB internship 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
- Internship Information form (Appendix 1)
- Internship Agreement (Appendix 2)
- A short description of the organization (±1/2 - 1 page): The trainee briefly describes the internship 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.
- Internship 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:

Important: These are merely examples to give you an idea of what we expect. Nevertheless, keep in mind that the portfolios adhered to slightly different guidelines – i.e. last year’s (therefore not exactly the same expectations and/or format).

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/1FAIpQLScRhJUgDQkPrQpYo98xr3toSI1aZYfSfstmSz2n3RTgvadaQ/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 Internship Information Form and signed Internship Agreement (Appendix 1 and 2) before starting their internship.
2. The trainee meets the required internship 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 internship 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 mentors and trainee half and end-term evaluations respectively.

Between the trainee and mentor there are two evaluation moments: halfway through the internship period (half-term evaluation) and at the end of the internship 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 internship tasks outlined herein
- Students’ self-evaluations and reflections (half and end-term)
- Mentors’ evaluations (half and end-term)
- Ongoing maintenance and timeliness of e-portfolios
- Proofs of work: Learning documentation and reflection
- The final compiled and submitted hardcopy and e-copy portfolio
- Initial and post-internship meetings and discussions with the VUB internship 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  
Koen.Lombaerts@vub.be |
| **VUB Internship coaches** *(Rooms 3B233 and 3B251a)* | Karen Triquet E-mail: Karen.Triquet@vub.be  
Jaël Muls E-mail: Jael.Muls@vub.be  
Júlia Griful Freixenet. Email: Julia.griful.freixenet@vub.be |
| **Secretariat** *(Room 3B255)*  
+32 2 629 13 10 | Karina Van Den Berghe E-mail: kvdbergh@vub.be  
Siegrid D’haeseleer E-mail: sdhaesel@vub.be |

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 internship coach.
Absences
Absences concerning the master thesis or specific holidays are permitted. The trainee will compensate for and discuss these absences with his/her 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 mentor (via email) respectively. Any accident (that occurs at the internship post or on the way to/from the internship organization) should be reported within 24 hours to the mentor and coach.

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

Internships at your current workplace:
For students wishing to complete their internship 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.

Internships abroad (outside of Belgium):
Students who want to complete their internships 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 internship coach.
APPENDICES

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

Appendix 1: Internship Information Form
Appendix 2: Internship Agreement
Appendix 3: Half-term evaluation form
Appendix 4: End-term evaluation form
Appendix 5: Rating Scale
Appendix 6: Internship 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: Internship Information Form

INTERNSHIP INFORMATION FORM

Information organization

Name of the organization:  

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 & Timing

Following entry days: Guided Phase & Timing

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

In agreement,
On behalf of the organization

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: Internship Agreement

Accessible as a separate appendix on PointCarré in the folder ‘Appendices’.
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>
### 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>

### 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>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adapts his/her 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>

**Additional Comments:**

### 5. Cooperation

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

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Willing to declare his/her insights and arguments.</td>
<td></td>
</tr>
<tr>
<td>2. Willing to listen to insights and arguments declared by others.</td>
<td></td>
</tr>
<tr>
<td>3. Willing 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>

**Additional Comments:**
6. Clearly phrasing his/her insights during interactions.

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 internship period)

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

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.

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.

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

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

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### Additional Comments:

### 3. Educational expertise

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

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</table>

### Additional Comments:
# Communication

**Overall Value: **

**Sub-cluster components**

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**Additional Comments:**

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# Cooperation

**Overall Value: **

**Sub-cluster components**

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6. Clearly phrasing his/her insights during interactions.
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.

**Global strengths and weakness analysis:**

Description of the trainee’s functioning at the internship 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)**

- ..........................................................................................................................
- ..........................................................................................................................
- ..........................................................................................................................
- ..........................................................................................................................
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- ..........................................................................................................................
- ..........................................................................................................................

**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 – please circle from the scale below (not an average of the individual clusters):

| Excellent | Very Good | Good | Fairly Adequate | Sufficient | Insufficient |

Date: ....../....../......

Signature: ____________________________
Appendix 5: Rating Scale

To be used for the half-term and end-term evaluation rating by the 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 internship 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 internship 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: Internship Journal

Internship Journal

Month/Year:  

Name Trainee:  

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Brief description of performed duties</th>
</tr>
</thead>
<tbody>
<tr>
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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 internship**.

### Strategic Inquiry and Appreciative Intent

<table>
<thead>
<tr>
<th>S</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td>What are your greatest strengths and assets?</td>
<td><strong>Opportunities</strong></td>
</tr>
<tr>
<td><strong>Aspirations</strong></td>
<td>What is your preferred and envisioned future?</td>
<td><strong>Results</strong></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**

<table>
<thead>
<tr>
<th>INTERNSHIP INFO DAY</th>
<th>BEFORE</th>
<th>DURING</th>
<th>LAST WEEKS</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The beginning</td>
<td>Mid internship</td>
<td>Last weeks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hours 3 - 4</td>
<td>Hours 5 - 12</td>
<td>Hours 12 - 16</td>
<td></td>
</tr>
</tbody>
</table>
| **BEFORE**          | Course registration – PointCarré | Observation phase | Guided phase – Autonomous phase | Post internship meeting and conversation with the VUB internship coach.
|                     | Internship notification - Google Form | Observation phase - Guided phase | | Overall critical reflection on the internship.
|                     | Finding an organization | Half-term evaluation forms | End-term evaluation forms | Feedback survey – Google survey
|                     | Motivation letter/s | → Mentor → Trainee | → Mentor → Trainee | |
|                     | **Internship proposal** | Half-term discussion with the mentor. | End-term discussion with the mentor. | |
|                     | Meeting with the VUB internship coach: Discuss organization, internship, task description and four learning goals. | SOAR Framework. | | |
|                     | Administrative formalities | Internship journal compilation. | | Portfolio submission (max. 1 month after ending the internship) |
|                     | → Internship information form (x3) | Ongoing (e-)portfolio compilation. | | |
|                     | → Internship Agreement contract (x3) | | | |
| **AFTER** | | | | |
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 internship
- Search and apply for organization (motivation, cv etc.)
- Following a successful response: meet with the mentor
  - Discuss the internship tasks and planning possibilities
  - Fill out the Internship information form (Appendix 1)
- Email VUB internship coach: make an appointment with your assigned VUB coach to discuss your fully drafted documents on (i) the internship itself, (ii) the internship 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
- Fill out and complete the Internship Agreement – 3 copies of each (Appendix 2)
  - Sign all the documents yourself
  - Get the mentor to sign all the documents
- Turn both fully signed documents to the VUB internship coach (May 31st 2018)
- Write a brief description of your organization choice
- Get your e-portfolio started on PointCarré and add the completed components in

During my internship
- Keep your internship journal up to date
- Complete the SOAR analysis (Appendix 7)
- Get your half-term evaluations (Appendix 3) completed by
  - x1 Your mentor
  - x1 Your self
- Meeting with your mentor
- 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 mentor
  - x1 Your self
- Meeting with your 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 internship
- Email to agree on a post-internship meeting with the VUB internship coach
- Make sure everything is visible and to the VUB coach before your meeting
- Write a reflection on the overall internship experience (referring back to your overall internship, 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 internship):
  - 1 copy printed and bound submitted to the VUB internship 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 Point Carré). This will be allowing 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’

   ![Image of Manage Permissions component]

   b) Then for each you need to click ‘Select Groups/Users’ and complete the following

   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. Karen Triquet
   3. Júlia Griful Freixenet
   4. Jaël Muls

   *You can find people using the search function and typing in
   the name*

6) For additional help and information you can also consult the **Students Manual.** The portfolio tool
   will allow you to get further information on how to create your individual portfolios

   ![Image of Portfolio tool interface]
## Appendix 11: Student Internship Evaluation Overview

### Phases of Assessment

<table>
<thead>
<tr>
<th>Phases of Assessment</th>
<th>Areas &amp; Quality Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Interactions and Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>Respecting Guidelines &amp; Deadlines</td>
<td>Demonstrates time management skills and successfully meets set deadlines.</td>
</tr>
<tr>
<td>Preparedness &amp; Responsibility</td>
<td>Attends scheduled meetings, internship evaluations, etc. on time, with the respective forms, materials and potential documentation under discussion.</td>
</tr>
<tr>
<td>Punctuality &amp; Promptness</td>
<td>Gives adequate notice and explanation for absenteeism, demonstrates respect for the time of others.</td>
</tr>
<tr>
<td>Communication</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><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>Introductory Meeting</td>
<td>Student is present at the stage information moment/workshop.</td>
</tr>
<tr>
<td>Portfolio Preparation (Initial &amp; Revised Versions)</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>(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>
<td></td>
</tr>
<tr>
<td>Formal Documentation</td>
<td>Fully completed and submitted Internship Information Form.</td>
</tr>
<tr>
<td></td>
<td>Fully completed and submitted Internship Contract.</td>
</tr>
<tr>
<td></td>
<td>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>Mentor Meeting (VUB)</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>Learning Goals</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 organization 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>

### Below Expectations | Acceptable | Meets expectations well | Meets expectations very well | Exceeds Expectations
---|---|---|---|---
- | -/+ | + | ++ | +++
<table>
<thead>
<tr>
<th>During</th>
<th></th>
</tr>
</thead>
</table>
| **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 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 mentor and uploaded on time. |
| **E-portfoli**o (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 internship journals, proofs of ongoing work, half and end-term evaluations etc. |

<table>
<thead>
<tr>
<th>Post</th>
<th></th>
</tr>
</thead>
</table>
| **Portfolio Submission** (Online PointCarré and Hardcopy) | 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. Internship 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) |