INTERNSHIP GUIDELINES
2nd Master of Educational Sciences
2de Master Onderwijskunde
2019-2020

Internship Coordinator: Prof. dr. Koen Lombaerts
Internship Coach: Dr. Jaël Muls
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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 and evolve 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 and evaluations, and oversees the respective internship monitoring processes.

The **VUB internship coach** (Jaël Muls) supervises and coaches the trainees throughout the course of their internships. She oversees the incoming registrations, internship administration, co-evaluates and mediates (if necessary) with mentors in the eventual case that a problem might occur.

2.2. The Organization

The **internship 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 sciences or equivalent background and/or comparable expertise (e.g., pedagogue, educational psychologist, expert in educational policy). 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 2nd 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

 Internship Notification

The trainee sends an e-mail to Jaël Muls (jael.muls@vub.be) to acknowledge and notify that he/she will be undertaking an internship as part of his/her programme in the coming academic year.

Course Registration: Canvas

The trainee ensures that he/she is registered for the Canvas course entitled ‘Internship Educational Sciences’, where all subsequent communication for internships will take place. If you are not able to subscribe yourself, send an e-mail to your internship coach who will make sure you are invited to the course on Canvas.

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 should be of a more personal nature, or a so called soft skills (e.g., creativity, time management, stress resistance, and many, many more). 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.

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 one or more target dates, the “by when” to guide your goal to successful and timely completion (include deadlines, dates and frequency).

**Appointment with VUB internship coach**

Following the initial discussion at the organization of choice and mentor respectively, the student e-mails the VUB internship coach (Jaël Muls) 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 Form (Appendix 1), 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 Canvas 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 (i.e., 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 2019.

Once these signatures are obtained by the student, the student should hand over all 6 copies (3 of Appendix 1 and 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 or if it is closed, then at the Educational Sciences Secretary’s office (3B255) addressed to Jaël Muls (Internship coach).

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:**
2.2. Scheduled Appointments during your internship

At the placement

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, these scheduled moments will allow the student to gain insight and discuss his/her overall strengths and weaknesses during the course of the internship.

At VUB

During the internship process, students are invited to a group intervention. During this group intervention they present their internship activities to each other and reflect on their approach, under the supervision of the internship coach. The moments for the intervention will be communicated in time. Participation in the intervention is mandatory; in the event of a valid reason for absence, an individual moment will be arranged in consultation with the internship coach. Inform your placement in time when you will be absent to attend the intervention moment and take this into account in the planning of your internship activities. For students with a foreign internship, this group moment takes place either through Skype or after your return to Belgium (to be communicated by the internship coach).

2.3. Internship Documentation

Throughout the internship, the student has to keep track and collect various documents, which must be stored in the (e-)portfolio (more details on page 9).

2.3.1. Internship Journal

The trainee is required to keep an internship journal (time and activity log) (Appendix 6), throughout the course of his/her internship. The following should be uploaded at least every two weeks within the trainees e-portfolio. Furthermore, mentors must sign the journal (documented hard copies filled out by the intern), at the end of every
month, confirming these days/task/hours to be accurate. The signed journals should be added to the hardcopy portfolio (more later).

2.3.2. Evaluation Forms
During the internship, there are also two separate evaluation instances shared with the mentor (half-term and end-term evaluations, Appendix 3 & 4). This involves the trainee and the mentor. Each must fill out the half and end-term evaluation form 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 (i.e., halfway and at the end of the internship). Both evaluations are completed using the provided scale (Appendix 5), and elaborated spaces for responses or additional competence remarks and/or reflections.
- The trainee makes sure to keep the hardcopy forms for the final hardcopy portfolio, as well as uploads a scanned copy in his/her (e-)portfolio.
- Following each meeting with the mentor (half and end-term), the trainee writes a short reflection (max. 1 A4) and adds this to his/her (e-)portfolio. 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.
- The student uses the half and end term evaluation moments to reflect on his/her learning goals formulated at the beginning of the internship and includes a discussion on them in the reflection page.

2.4. Continuous Online Documentation: The (E-)Portfolio & Google site
Throughout the internship the various forms, assignments and required evaluation sessions will be compiled into the trainee’s e-portfoilo and later in a final hardcopy portfolio.

During the internship, the trainee documents his/her internship process by aggregating his/her work in a e-portfoilo on Google Drive. This is a professional collection of the documents that prove and document the trainees ongoing learning process and justify the development of his/her competences. Your e-portfoilo is a shared digital folder with your VUB internship coach you will continue to supplement and develop further throughout the internship. The e-portfoilo consists of a collection of evidence of your learning process (archive). The archive of your e-portfoilo is located in a Google Drive environment (drive.google.com) which is managed by the internship coach (more information on the E-portfoilo see Appendix 9).

Components that must be included in the e-portfoilo include: 1) The internship journal (Appendix 6) updated accordingly every two weeks, 2) The half-term evaluation (students & the mentors) and student reflection (including reflection on learning goals), 3) The end-term evaluation (students & the mentors) and student reflection (including reflection on learning goals), 4) Proofs of work: additional documents (ex. PPTs, reports, work and tasks the student has been assisting with and completing) + 5) (link to) your Google site.

Your internship process should also be presented through a Google Site (more information on creating the Google
A Google site allows you to present your internship process, proofs of works, pictures, videos, links to other websites etc. in a more dynamic and connected way. The Google sites are not required to follow any particular ‘look’, so feel free to discover and play around in order to create a Google site that matches what you want to tell.

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 digital copy), the student emails his/her 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 (about 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: 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?), the placement/organisation, but also their practice within the greater field of the educational sciences, and how it can be related to your studies, your programme, the respective roles of an Educational Scientist, and current educational and/or societal discourses.

3.3. Submitting the Portfolio
Maximum one month after finishing 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 portfolio
The double side printed hardcopy portfolio is bound, ordered and page numbered. 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 page
Both End-term Evaluations (Appendix 4)
- The student’s end-term reflection page
- A critical reflection (Written about 3 - 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). Or upload them in the e-portfolio and refer to the e-portfolio/ Google Site when documents are containing too many pages (think about the environment!).

**Hint:** Keep your portfolio to the point!

The compiled portfolio has to be submitted **maximum one month** after terminating the training period! The ultimate deadline to hand in the Portfolio is **01.06.2020** (in case your internship last until e.g. May 24th, 2020).

To see examples of past final portfolio’s 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).

3.3.2. **The digital version of the portfolio**
The digital copy of the portfolio will consist of the exact same components as the final hardcopy detailed above. Students are expected to add this final digital version of the hardcopy portfolio in their Google Drive folder.

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/1FAIpQLScRhJUgDQkPrQpYo98xr3toSI1aZYfoSfstmSz2n3RTgyadaQ/viewform)
Evaluation procedure

See Appendix 8 for the Trainee Checklist for a detailed step-by-step procedure and associated requirements.

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.

Group intervision. During the group intervision, the willingness to share experiences with other students and the quality of the interactions (spontaneity, relevance, usability for fellow students, critical sense,...) are taken into account.

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)
- Participation group intervision
- Ongoing maintenance and timeliness of (e-)portfolio / Google Site
- 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 10: 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.be

VUB Internship coach
(Room 3B233)
Dr. Jaël Muls  E-mail: Jael.Muls@vub.be

For appointments during the course of students’ internship students must email to schedule and agree on a date/time respectively with the VUB internship coach.

Secretariat
(Room 3B255)
+32 2 629 13 10
Karina Van Den Berghe E-mail: kvbergh@vub.be
Siegrid D’haeseleer E-mail: sdhaesel@vub.be

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.
ALL APPENDICES CAN BE FOUND SEPARATELY ON CANVAS.

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: Trainee Timeline
Appendix 8: Trainee Checklist
Appendix 9: E-portfolio ‘How to Guide’
Appendix 10: Student Evaluation Rubric
INTERNERSHIP INFORMATION FORM
(Appendix 1)

Information trainee

Name student: .................................................................
Tel. student: .................................................................
E-mail student: ...............................................................
Address student: .............................................................

Information organization

Name of the organization: ..............................................
Address: .................................................................
Department: ...............................................................
Name management: ...................................................
Tel. management: ......................................................

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

My four learning goals (using the SMART principle as a guide) are:

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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 Canvas 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>Overall 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>

Additional Comments:
2. **Project based work**

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

   **Sub-cluster components**

<table>
<thead>
<tr>
<th>Value</th>
</tr>
</thead>
<tbody>
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   1. Innovative attitude: willingness to be self-reliant in constantly actualising his/her own knowledge.

   2. Analysing complex problem posing and defining them in learning questions by functionally using professional literature.

   3. Insights in the evolution of the whole and specific fields of the educational frame of reference.

   **Additional Comments:**

3. **Educational expertise**

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

   **Sub-cluster components**

<table>
<thead>
<tr>
<th>Value</th>
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</thead>
<tbody>
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</tbody>
</table>

   1. Analysing and assessing educative contexts, learning processes, learning environments, learning material and assessment in an authentic educational context.

   2. Developing, in dialogue with stakeholders, educational applications, learning processes, learning environments, learning material and assessment in an authentic educational context.

   3. Assessing, developing or act as a process supervisor in the development of Curricula and/or training courses.

   **Additional Comments:**
### 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>
<tr>
<td>6. Clearly phrasing his/her insights during interactions.</td>
<td></td>
</tr>
<tr>
<td>7. Dealing with conflicts and problems.</td>
<td></td>
</tr>
<tr>
<td>8. Obtaining insights in the dynamics of groups.</td>
<td></td>
</tr>
<tr>
<td>9. Obtaining openness, focus in contacts with others and building of relation networks.</td>
<td></td>
</tr>
</tbody>
</table>
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>

Additional Comments:
### 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>
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</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>

**Additional Comments:**
### 4. Communication

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

<table>
<thead>
<tr>
<th>Sub-cluster components</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Willingness to adapt his/her language to the target group.</td>
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<tr>
<td>2. Use of correct business and scientific jargon.</td>
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</tr>
<tr>
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<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. Willingness to declare his/her insights and arguments.</td>
<td></td>
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<td></td>
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<td>7. Dealing with conflicts and problems.</td>
<td></td>
</tr>
</tbody>
</table>
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 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)

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):

<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>
</table>

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

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

Signature mentor:  
Signed on ……/……/……….
### Appendix 7: Trainee Timeline

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>DURING</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The beginning</strong></td>
<td><strong>Observation phase</strong></td>
<td><strong>Guided phase - Autonomous phase</strong></td>
</tr>
<tr>
<td>Weeks 1 - 4</td>
<td><strong>Observation phase - Guided phase</strong></td>
<td><strong>End-term evaluation forms</strong></td>
</tr>
<tr>
<td><strong>Observation phase</strong></td>
<td><strong>Half-term evaluation forms</strong></td>
<td><strong>End-term evaluation forms</strong></td>
</tr>
<tr>
<td><strong>Half-term discussion with the mentor.</strong></td>
<td><strong>Mentor</strong></td>
<td><strong>Mentor</strong></td>
</tr>
<tr>
<td><strong>Trainee</strong></td>
<td><strong>Trainee</strong></td>
<td><strong>Trainee</strong></td>
</tr>
<tr>
<td><strong>Reflection page.</strong></td>
<td><strong>SOAR Framework.</strong></td>
<td><strong>Reflection page.</strong></td>
</tr>
<tr>
<td><strong>Administrative formalities</strong></td>
<td><strong>Half-term evaluation forms</strong></td>
<td><strong>End-term discussion with the mentor.</strong></td>
</tr>
<tr>
<td><strong>Internship information form (x3)</strong></td>
<td><strong>Mentor</strong></td>
<td><strong>Reflection page.</strong></td>
</tr>
<tr>
<td><strong>Internship Agreement contract (x3)</strong></td>
<td><strong>Trainee</strong></td>
<td><strong>Overall critical reflection on the internship.</strong></td>
</tr>
<tr>
<td><strong>Course registration – Canvas</strong></td>
<td></td>
<td><strong>Post internship meeting and conversation with the VUB internship coach.</strong></td>
</tr>
<tr>
<td><strong>Internship notification – E-mail</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Finding an organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Motivation letter/s</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internship proposal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meet and discuss planning and tasks with your mentor. Formulate four learning goals using S.M.A.R.T. principle).</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meeting with the VUB internship coach: Discuss organization, internship, task description and four learning goals.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Administrative formalities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Portfolio</td>
<td>Internship journal compilation.</td>
<td>Portfolio submission (max. 1 month after ending the internship)</td>
</tr>
<tr>
<td></td>
<td>Ongoing (e-)portfolio compilation.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8: Trainee Checklist

Following the Information Day
- Make sure you are registered on Canvas

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 Form and Internship Agreement – 3 copies of each
  - 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 2019)
- Write a brief description of your organization choice
- Get your e-portfolio started on Google Drive and add the completed components in

During my internship
- Keep your internship journal up to date
- 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 (Evaluations, Journal)
- Attend the group intervention
- 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, 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 within your Google Drive folder
Appendix 9: E-portfolio ‘How to Guide’

Brief Guidelines: Creating and maintaining your e-portfolio

**English explanation**

Your e-portfolio is a shared digital folder with your VUB internship coach you will continue to supplement and develop further throughout the internship. The e-portfolio consists of a collection of evidence of your learning process (archive). The archive of your e-portfolio is located in a Google Drive environment (drive.google.com) which is managed by the internship coach.

Through Google Drive, documents can easily be shared with the internship coach(es) at the VUB (as well as the internship mentor). This while the e-portfolio can also (partially and/or temporarily) be protected from the outside world. Moreover, it has the advantage that as a student you have unlimited disk space within this environment.

**Exploring and organising your Google Drive**

1/ A shared Google Drive folder

A Google Drive map (on your name) will be shared with you by the internship coach. You can find this folder in your Google Drive (go to drive.google.com) under the link “Shared with me”.

Save your documents in “My Drive”!

You can also drag this folder to your My Drive and you will see it in your Google Drive.

2/ Basic structure and Creating folders

In order to keep good overview in the shared Google Drive folder, you are expected to submit the following basic structure (folders) to your shared main Google Drive folder:

- Internship journal
- Evaluations
- Reflections
- Additional documentation
- Google Site

You can create a folder via the button NEW → Folder. The folder is created in your “My Drive”; in the folder that is open. You can create a Google Site via the button NEW → Google Site.

4/ Uploading and creating files

You can upload and create files via “NEW”

- Word / Excel / PPT files can be uploaded to Google Drive
- Creating files is only possible in Google format
- Collaborating on a file in Google Drive is only possible with google files (Docs, Spreadsheets, Presentations)

**Nederlandse toelichting**

Je e-portfolio is een deels persoonlijke, deels gedeelde digitale map die je aan het begin van je stage krijgt en doorheen de stage verder blijft aanvullen en ontwikkelen. Het e-portfolio bestaat uit een verzameling van bewijsstukken van je leerproces (archief). Het archief van je e-portfolio bevindt zich in een Google Drive omgeving (drive.google.com) die beheerd wordt door de stagebegeleider.
Via Google Drive zijn documenten eenvoudig te delen met de stagebegeleider(s) aan de VUB (alsook eventueel je stagementor). Dit terwijl het e-portfolio ook (deels en/of tijdelijk) kan afgeschermd worden van de buitenwereld. Bovendien heeft het als voordeel dat je als student ongelimiteerde schijfruimte hebt binnen deze omgeving.

**Je Google Drive verkennen en organiseren**

1/ Een gedeelde Google Drive map

Er wordt een Google Drive map (op jouw naam) met je gedeeld door de stagebegeleider. Deze map vind je in je Google Drive (ga naar drive.google.com) onder de link “Gedeeld met mij”.

Sluit je documenten in deze map op!

Je kan deze map ook slepen naar je Mijn Drive dan zie je de map ook steeds staan in je Google Drive.

2/ Basisstructuur en Mappen aanmaken

Teneinde het overzicht in de gedeelde Google Drive map te bewaren, wordt er van je verwacht dat je onderstaande basisstructuur (mappen) aanbrengt in je gedeelde Google Drive map:

- Stagekalender
- Evaluaties
- Reflecties
- Bijkomende documentatie
- Google Site

Een map aanmaken kan je via de knop NIEUW en vervolgens Map. De map wordt aangemaakt in je Mijn Drive; in de map die geopend is. Je kan een Google Site aanmaken via de knop NIEUW → Google Site.

4/ Bestanden uploaden en aanmaken

Via NIEUW kan je bestanden uploaden & aanmaken

- Word/Excel/PPT-bestanden uploaden in Google Drive kan
- Bestanden aanmaken kan enkel in Google-indeling
- Samenwerken aan een bestand in Google Drive kan enkel met google-bestanden (Documenten, Spreadsheets, Presentaties)
# Appendix 10: Student Internship Evaluation Overview

<table>
<thead>
<tr>
<th>Phases of Assessment</th>
<th>Areas &amp; Quality Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respecting Guidelines &amp; Deadlines</strong></td>
<td>Demonstrates time management skills and successfully meets set deadlines.</td>
</tr>
<tr>
<td><strong>Preparedness &amp; Responsibility</strong></td>
<td>Attends scheduled meetings, internship evaluations, etc. on time, with the respective forms, materials and potential documentation under discussion.</td>
</tr>
<tr>
<td><strong>Punctuality &amp; Promptness</strong></td>
<td>Gives adequate notice and explanation for absenteeism, demonstrates respect for the time of others.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Follows appropriate lines of communication, uses appropriate language and communication styles, receives feedback effectively (accepts responsibilities and constructive criticism).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Meeting</strong></td>
<td>Student is present at the stage information moment/workshop.</td>
</tr>
<tr>
<td><strong>Portfolio Preparation</strong></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>(Initial &amp; Revised Versions)</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><strong>Formal Documentation</strong></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><strong>Meeting Internship Coach (VUB)</strong></td>
<td>Contacted the internship coach and scheduled the mandatory pre-internship meeting.</td>
</tr>
<tr>
<td></td>
<td>Attended and undertook a F2F (or Skype) meeting with the internship coach.</td>
</tr>
<tr>
<td><strong>Learning Goals</strong></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>
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<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 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. |
| **Group Intervision** | The student is willing to share experiences with other students and pays attention to the quality of the interactions (spontaneity, relevance, usability for fellow students, critical sense,...). |
| **E-portfolio / Google Site** | The E-portfolio is created and regularly updated by the student (min every two weeks) with the respective documents. A Google Site is created.  
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. |
| **Post** | **Face-to-Face Meeting** | The student communicated and undertook a required post-internship F2F (or Skype) meeting with the internship coach.  
The student can reflect on his/her internship during the face-to-face meeting and adequately answer to questions asked. |
| **Portfolio Submission (Online Canvas and Hardcopy)** | 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 (4)**  

3. **Internship Journal**  

4. **Evaluation Forms (Half and End-term)**  

5. **Reflection page following the evaluations**  

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) |