Guidelines for academic supervisors

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### Contents

* Welcome (p.2)
* Guidelines for intervision (p.2)
* Assessment procedure (p. 4)
* Administration process (p. 5)
* Appendix. Assessment matrix (p.7)

# Welcome

We welcome you as academic supervisors in the master’s program of Clinical and Health Psychology. You will have a significant role in the personal, professional and academic role of students in the program. These guidelines are meant to help you set up successful intervision, to help you with the assessment procedure and to guide you to additional sources that may be relevant for your own development as an academic supervisor.

# Guidelines for intervision

A big part of the supervision (one hour a week) already takes place at the organization where the student is learning. The academic supervisor has a complementary role in this process and therefore the choice was made to organize the learning process at the university in the form of (group) intervision. The student and the academic supervisor talk about the student’s learning process as (future) colleagues. When there is group intervision, other students can also join in as colleagues. This is not only efficient for the academic supervisor, it also enables students to learn a lot from each other. Students are expected to play a leading role during the intervision, although in the beginning the academic supervisor may start taking the lead.

To structure the intervision, at least three meetings are planned. The first meeting is meant to get to know each other, the second meeting is dedicated to the reflection on experiences that the students have had during their internship and in the final meeting writing the internship report is discussed. Of course more meetings and other subjects may be planned.

### Meeting 1: Getting to know each other

* Short round
* Who I am: The core quadrants
* Learning objectives
* Internship assignment
* Questions

*Short round.* State your name, the placement where you are and why you have chosen for this placement. Others may respond.

*Who I am: core quadrants.* The core quadrants are a way to assess one’s qualities, pitfalls, challenges and allergies. See <http://www.toolshero.com/communication-management/core-quadrant-ofman/> for an overview or <http://www.innerned.org/kernkwadranten.html> (Dutch). These character strengths are also subject of an assignment in the Academic Professional. Assignment 1.1 is about this.

#### Assignment 1.1

1. Write down three of your core qualities. Core qualities are character strengths that are typical for someone and that will be expressed in a safe environment. Sometimes these are also coined as virtues or values in action (Park, Peterson, & Seligman, 2004).
2. Tell others in the group why you think these character strengths are important to you and why they are typical of you.
3. Listen and respond to other’s accounts of importance and typicality.
4. Discuss with others why these character strengths may become pitfalls, what the challenge is that they pose and what the opposite of the character strength is (allergies). In other words, fill out the core quadrant for these character strengths.
5. Overall discussion: discuss what you need for your character strengths to be expressed at the placement, discuss how to cope with the pitfalls and allergies (challenges).

*Internship assignment.* This assignment is described in detail in the Internship manual. In the first meeting it is good to point out that this is an important vehicle for the integration of theory and practice. Interns can also be asked whether they already spoke to their local supervisor about this and how far they are. You might want to revisit the internship assignment in meetings 2 and 3.

*Learning objectives.* Have students write down their learning objectives before the meeting and ask them to read Appendix A of the Internship manual, which is about how to formulate reflective learning goals.

#### Assignment 1.2

1. Read appendix A of the Internship manual
2. Write down your learning objectives
3. Take your learning objectives to the first meeting
4. Discuss your learning objectives with others.

### Meeting 2: Reflecting on internship experiences

This meeting is scheduled about halfway the placement period. Students will then have sufficient experience to reflect on certain issues that they have encountered. These experiences can be placed in the context of what is already known about the core quadrants for each student. An interesting way to discuss matters that pose a problem is the so-called Critical Incident Technique (see <https://en.wikipedia.org/wiki/Critical_Incident_Technique>). In assignment 2.1 a procedure to use this technique is forwarded. Also, the internship assignment (or: the integration of theory and practice in a broader sense) may be a theme in this meeting.

#### Assignment 2.1. The critical incident technique

A critical incident is a recent event that posed a problem for the professional involved. The incident called for an immediate response, but the responder (problem owner) is not sure that this was the right response and wants others to offer alternatives and think with him about the problem.

1. For the problem owner: write down an incident from your own experience at your placement that called for a response, but was complicated enough to warrant the question whether another response would also have been appropriate. Also write down your own response, but do not present it to the other members of the group immediately.
2. Tell others from your intervision group what the incident was, without stating the response that you gave yourself. This is very important to give your fellows the opportunity to think freely about the situation.
3. When there are more incidents, decide which one would be the most interesting for everyone.
4. Question round: Clarify the incident, take notes.
5. Analysis round (the owner of the incident should not be involved here): how do we interpret this situation?
6. Advice round: the fellows give an advice: “when I were you, I would have …”. Write down the advice(s).
7. Evaluation: what was the actual response by the owner of the problem. How useful were the interpretations and advice?

### Meeting 3: Writing the internship report

In meeting 3 students should be quite far in the writing process. They can ask questions and let others read parts of their report. Also, there is a specific Assignment (3.1, see below) that academic supervisors may use to encourage students to connect theory and practice. This assignment may also be used in an earlier phase of intervision. The integration of theory and practice may be revisited during this meeting.

#### Assignment 3.1. Connecting theory and practice

An important goal of the internship report is that it shows a connection between (previously or recently acquired) knowledge and practice. Of course, the internship assignment aims to realize just this. However, the following questions could be useful for students to strengthen their thinking about the relationship between academic knowledge and professional practice:

1. What is the rationale behind the interventions that I come across in this organization? Why was the choice made for this rationale?
2. What does the psychological (empirical) literature learn us about important processes in this organization (for the clinical track: psychopathology, treatment, diagnostics; for the health promotion track: the development of interventions)?
3. What are currently the most relevant discussions or (empirical) contributions that could be meaningful for professional practice in this organization?
4. By what arguments are important decisions underpinned?

# Assessment procedure

The overall assessment procedure is already described in paragraph 5.3 of the Internship manual. Here, we will get into more detail and we are aimed at the role of the academic supervisor. It is important to distinguish between the feedback phase and the assessment phase. During the learning process the local and academic supervisor have given their feedback, to improve the skills, attitude and knowledge of the student. In the assessment phase there is an end product that will have to be assessed and graded. This end product consists of a professional learning process and an internship report . The professional learning process is assessed and graded by the local supervisor, the internship report by the academic supervisor and a second assessor. All three fill out an assessment matrix (see appendix 1) covering these areas. For the complete assessment procedure, see Table 1 below.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Action*** | ***Actor*** | ***For*** | ***Form*** |
| Request for learning process assessment | Academic supervisor (AS) | Local supervisor (LS) | Assessment matrix A-D (see appendix 1), by e-mail |
| Assessing learning process | LS | AS | Assessment matrix A-D (see appendix 1), by e-mail |
| Assessment internship report | AS | all | Assessment matrix I-IV (see appendix 1), add to A-D |
| Request for second assessor (SA) | AS | Internship coordinator (IC) | Via e-mail |
| Assigning SA | IC | AS, SA | Via e-mail |
| Send Assessment matrix A-D/I-IV and internship report, one week for collegial assessment | AS | SA | Via e-mail |
| Complete Assessment matrix, possibly discussion As-SA when marks differ >0.5 | AS | AS | - |
| Fill out assessment form | AS | SA, LS, student, IC | See <http://www.formdesk.com/universiteitutrecht/beoordeling_stage_kgp> |
| Assessing final mark | IC | student | OSIRIS |

Table 1: Assessment procedure

# Administration process

For academic supervisors it is good to know something about the administration with regard to the internship. As you can read in the Internship manual, there are three important phases in the internship Preparation, Internship and Wrap up. In the *Preparation phase* students should find a placement, come to a learning agreement and fill out the internship enrolment form (<https://fd8.formdesk.com/universiteitutrecht/inschrijving_stage_kgp>). This form is then sent to the student, the local and academic supervisor and the internship coordinator. If the student does not fill out this form, they will have no supervision rights. Also, the student will not be counted as an 11-hour supervision that you have given. During the *Internship phase*, there is an interim evaluation with the student, the local supervisor and the academic supervisor. Interns or academic supervisors should then send an interim evaluation form to the local supervisor and plan a meeting (physically or through Skype). The student also writes an interim evaluation of their learning objectives as a preparation for the interim evaluation meeting. Ahead of the meeting, this will be sent to both the local and academic supervisor. These forms may be found on Blackboard. Finally, during the *Wrap up phase*, the academic supervisor should complete the assessment, see the guidelines above.

# Appendix. Assessment matrix: internship objectives, dimensions, rubrics

The aim of this assessment matrix is to enable a reliable and transparent assessment of the internship. There are six main learning objectives for the internship. At the end of the internship, the students should have …

1. … integrated previously acquired theory, methodology en empirical data with the practical experiences at the placement;
2. … acquired professional skills
3. … acquired a professional and academic attitude
4. … learned to reflect on the professional practice and experiences, academically, professionally and personally
5. … acquired and shared new knowledge for the placement and their own professional development
6. … learned to write a concise and professional report about their skills and their own academic, professional and personal development

These learning objectives are expressed both in the learning process and in the internship report. The internship will be assessed according to four assessment dimensions for the learning process (A-D) and four assessment dimensions for the internship report (I-IV). For each of these eight dimensions there is a description of the level of functioning (0=fail, 1 =pass, 2=good). The learning process at the placement is assessed by the local supervisor. The internship report will be assessed by the academic supervisor and the second assessor.

Assessment dimensions for the learning process:

1. Professional autonomy (learning objectives 2 and 3);
2. Learning attitude (learning objectives 3 and 4);
3. Cooperation (learning objectives 2 and 3);
4. Professional skills (learning objective 2).

Assessment dimensions for the internship report:

1. Autonomy with regard to writing the internship report (learning objectives 3 and 6);
2. Academic foundation (learning objectives 1, 3, 4, 5 and 6);
3. Writing style (learning objectives 2 and 3);
4. Internship report, by chapter (learning objectives 3 and 6).

Assessors (when the areas are colored in gray, they should not be assessed by that specific assessor):

1. Academic supervisor (AS);
2. Local supervisor (LS);
3. Second assessor (SA).

A final grade will be given by AS, looking at the grade by LS and SA. The final grade should be at least 5.5. Although a 10 is possible, this will almost never be given. The meaning of separate grades is (Dutch grading system):

5,5: The student has met the minimum requirements for the internship, which was laborious in the sense that local supervision required more than average efforts. Despite these efforts progress was slow and the student needed constant feedback. The student should seriously think about the career options that they aim at.

6: The student has met the minimum requirements for the internship. Student needed a lot of supervision and has shown minimal but adequate development. The student should think seriously about the career options that they aim at, in the sense that they should work in a setting with low demands and good supervision.

7: The student functions at a level that could be expected from an average student. The student has reached a reasonable amount of autonomy with the usual amount of supervision. The student may function relatively independently in the future, but would still need sufficient supervision to develop well.

8: The student functions above the average. The learning process went smoothly and the student functioned well at the placement. The student picked up new skills quickly and functioned autonomously in almost all respects. The student was able to reflect critically, both academically, professionally and personally. The student may function independently in the future, with some supervision.

9. The student performed extremely well on all dimensions, especially with regard to the academic level of functioning. They have developed an independent vision on the professional setting and their own role in it. The student was able to reflect critically, both academically, professionally and personally. The student is ready to function autonomously in a professional organization, with minimal supervision.

|  |
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| **INFORMATION ABOUT THE INTERNSHIP** Student and Student ID:Placement and local supervisor (LS):Academic supervisor (AS):Second assessor (SA): |
|  | ASSESSMENT OF STUDENT'S LEARNING PROCESS | Check boxes: mark a box with a cross (X) to indicate the level attained. Areas colored in dark grey do not need to be filled in by the person indicated. | Local super-visor (LS) | Academic super-visor (AS) | Second assessor (SA) | Rationale (LS): |
|  | Assessment dimension | Fail (level 0) | Pass (level 1) | Good (level2)  | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 |  |
| A | **Professional autonomy** the degree to which students function autonomously during the internship (learning objectives 2 & 3) | The student shows difficulty in acting as a future professional, e.g. failure to meet deadlines, failure to keep to agreements, poor social conduct, failure to adhere to ethical codes, etc. The student is passive about improving his/her own performance and does not seem to be open to learning or discovering. A fail is only given if it is indicated in the interim assessment that the student was at risk of failing and the local supervisor provided adequate feedback to enable the student to improve his/her performance. | The student functions at a relatively independent professional level, as evidenced by (among other things) keeping to agreements, delivering work of (very) satisfactory quality, and being sufficiently aware of his/her own (professional) position and the position of others. The student is sometimes passive and sometimes active about improving his/her own performance but is open to learning and discovery. | The student is mainly self-directing, sometimes even making an active contribution to improving the functioning of his/her organizational unit by, for example, offering suggestions to improve existing work processes. The student is able to identify, classify and signal problems and dilemmas in his/her work and to think about and propose (creative) solutions. |  |  |  |  |  |  |  |  |  |  |
| B | **Attitude towards learning** Ability to apply and and learn from feedback, insight into one’s learning process (learning objective 3 & 4) | The student does not show a sufficient attitude towards learning, e.g. barely speaks his/her mind or not at all, finds it difficult to show vulnerability, does not seem to pay proper attention to feedback, and does not have a good understanding of his/her own learning process or place in the organization. The student may be a passive learner, is not comfortable asking questions, and takes little, if any, initiative. | The student clearly communicates his/her thoughts and feelings, is capable of showing vulnerability and often takes feedback on board. The student is aware of his/her own learning process and place in the organization. The student is generally an active learner and occasionally takes initiatives as part of the learning process. | The student is eager to learn, clearly communicates his/her thoughts and feelings, is capable of showing vulnerability and actively applies feedback. The student is aware of his/her own learning process and place in the organization, actively seeks new learning experiences and challenges, and knows how to benefit from them. The student presents and applies ideas in a constructive manner. The student shows initiative and makes a distinct and useful contribution to their own and other’s learning process. |  |  |  |  |  |  |  |  |  |  |
| C | **Cooperation: establishing and maintaining work relationships**(learning objective 2 & 3) | The student fails to cooperate with others, is highly dependent on others during collaboration, takes few initiatives in professional relationships and is afraid to reveal too much about himself/herself. For clinical internships, the student seems incapable of establishing a beginner-level professional relationship with a client. | The student demonstrates a certain degree of independence, takes initiatives in professional relationships and is capable of showing his/her self. For clinical internships, the student seems capable of establishing a beginner-level professional relationship with a client and viewing this relationship in a process-oriented way. The student is sometimes capable of performing interventions to improve communication in professional relationships. | The student shows plenty of initiative in professional relationships and is highly capable to show his or her self. For clinical internships, the student is capable of establishing a beginner-level professional relationship with a client and viewing this relationship in a process-oriented way. The student is capable of systematically performing interventions to improve communication in professional relationships. |  |  |  |  |  |  |  |  |  |  |
| D | **Professional skills**Ability to communicate in a professional way (both orally and in writing), to structure work well and work in a conscientious way (learning objective 2) | The student has poor communication skills, structures work poorly, and can be negligent or inaccurate.  | The student usually communicates in professional way, both orally and in writing. Most of the time, the student seems able to structure the work adequately. The student is basically accurate and caring about the tasks that they perform. | The student shows excellent communication skills, acts professionally both orally and in writing. Planning skills show proactivity and insight into the tasks. The student is meticulous in the execution of tasks and can be trusted to perform them well. |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Grade for the learning process:\_\_ *[*🡫 *transport to final assessment]* |

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|  | ASSESSMENT OF INTERNSHIP REPORT | Check boxes: mark a box with a cross (X) to indicate the level attained. Areas colored in dark grey do not need to be filled in by the person. | Local super-visor (LS) | Academic super-visor (AS) | Second assessor (SA) | Rationale  |
|  | Assessment dimension | Fail (level 0) | Pass (level 1) | Good (level2)  | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 |  |
| I | **Autonomy in writing a sound internship report** (learning objective 3 & 6) | The student was unable to independently submit a well-structured and readable internship report. The student mainly depended on feedback from others to write the report. | The student drafted the final report relatively independently and submitted a well-structured and readable internship report, making good use of the feedback that the academic supervisor provided. The report might be somewhat detailed in places. | The student independently drafted an internship report that is well structured, concise and readable. Practically no spelling or grammatical errors occur.  |  |  |  |  |  |  |  |  |  | AS:  |
| II | **Academic substantiation** (includes the internship assignment, learning objectives 1, 3, 4, 5 and 6) | The student is barely capable of integrating theory and practice. The student's reference list is not according to APA and contains less than 20 references, or is of poor quality. The student's textual references often do not fit the report and he/she frequently cites the same sources. The internship assignment reveals an inadequate link between theory and practice. The end product of the internship assignment is perfunctory and seems to make (barely) no contribution to the organization or the development of the student. | The student is capable of integrating theory and practice. The student's literature list is according to APA and contains at least 20 varied references that are appropriate to the report and are of satisfactory quality (handbooks and empirical literature). The internship assignment reveals that the student is able to make connections between theory and practice. The final product seems useful for the student’s development as an academic professional and for the organization.  | The student works at a high academic level, as shown by 20 or more recent, varied, mainly scientific and empirical references according to APA that are appropriate to the relevant sections of the report. In addition to standard works, the student also demonstrates that he/she has studied recent empirical literature in detail. The student demonstrates that he/she understands the importance of properly substantiated arguments, decisions and descriptions. The internship assignment is a well corroborated project that demonstrates the student's excellent understanding of the relationship between theory and practice.  |  |  |  |  |  |  |  |  |  | AS:SA: |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| III | **Writing style** (learning objectives 2 and 3) | The title page does not meet the requirements set out in the internship manual. Language and structure of the report show important shortcomings. The report seems disjointed and enumerative without any help for the reader to understand the text. A great deal of feedback is required to make the report a readable piece of work. The internship report is either too short (important parts are missing, language is poor) or too long (>15.000 words).  | The title page meets the requirements set out in the internship manual. The language use and structure of the report are of sufficient clarity. The report is coherent and sometimes wordy. Not much feedback is required to turn this report into a readable piece of work. The report respects the word limit of a maximum of 15,000 words. | The title page meets the requirements set out in the internship manual. The language use and structure of the report are not only clear but also concise, resulting in appropriate information density and readability. The report is very coherent and a pleasure to read, while still going into sufficient depth. Little, if any, feedback is required to turn the report into a readable piece of work. The report respects the word limit of max. 15,000 words, but is often way shorter than this. |  |  |  |  |  |  |  |  |  | AS:SA: |
| IV | **Assessment, by chapter** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Chapter 1  | **Description of placement** Independent, adequate and relevant description of the placement and its professional processes, as well as the placement's relationships in its wider context (learning objectives 3 and 6).  | The student's description of the placement is poor or summative, it may sometimes even appear to have been copied. Also, it may be that the structure of the chapter is not clear.*For clinical internships: it remains unclear whether the student has a proper understanding of client intake and outflow during the internship.* | Placement and professional processes inside and outside the placement are satisfactorily structured and described in detail. The information most relevant to the internship has been provided.*For clinical internships: the student has clearly described the client intake and outflow process during the internship.* | Meets criteria for previous mark. However, the student shows that he or she has studied the placement well and has gained additional insights. Tables and figures are used where necessary. *For clinical internships: the student provides a concise and in-depth description of client intake and outflow during the internship.* |  |  |  |  |  |  |  |  |  | AS:SA: |
| Chapter 2 | **Learning objectives and internship assignment** Adequate description of student's learning objectives and internship assignment. | The student's learning objectives and internship assignment are described poorly, e.g. learning objectives are generic – especially regarding behaviors or skills – they are sometimes too simplistic, too easy or too hard to achieve. It can also be that little variation is present in the learning objectives, or that they are not formulated in accordance with the SMART principles (concrete and specific). The internship assignment is described poorly.  | The student's learning objectives are described adequately, e.g. they mostly relate to (higher) cognitive functions, and sometimes to behaviors or skills. They are formulated in accordance with the SMART principles (concrete and specific). They are written down coherently and show adequate variation.  | The student's learning objectives are described well, e.g. they relate to higher cognitive functions (understanding, explaining, applying). They are in accordance with SMART principles (concrete and specific). They are written in a concise and coherent manner. The variation in learning objectives shows that the student seeks to develop himself/herself academically, personally and professionally in multiple dimensions. |  |  |  |  |  |  |  |  |  | AS:SA: |
| Chapter 3 | **Activities performed during the internship**A professional, clear and well-structured description of activities during the internship(learning objectives 3 and 6), including a description of the internship assignment. The activities are clearly related to the learning objectives in chapter 2. *For clinical internships: it is clear that the student has actively participated in client contact.* | The student's activities are not described sufficiently, e.g. they seem poor in quantity and quality, a systematic approach is lacking, there is no link with the students learning objectives, the internship assignment is worked out poorly and shows no clear relationship between theory and practice.  | The student's activities are described in detail and indicate that the student has made an optimal use of the learning opportunities that the placement offered. The activities are linked to the learning objectives in chapter 2. The internship assignment is substantial and shows sufficient relationship between theory and practice. | The student's activities are described concisely and systematically (e.g. using tables. There is an indication that the student has made maximum use of the learning opportunities that the placement offered. The structure of the chapter is clear and well-considered. The internship assignment is of high academic quality and its outcomes seem useful for the placement organization. The relationship between theory and practice is strong in the description of the outcomes. |  |  |  |  |  |  |  |  |  | AS:SA: |
| Chapter 4 | **Case studies (for the Clinical Psychology track only)**Three case studies are presented. They are varied and presented in a structured way. They are related to the learning objectives | The case studies are insufficiently varied or do not follow the preferred structure of concrete factual descriptions, followed by interpretations and academic substantiation. There is no relation to the learning objectives. | The case studies are sufficiently varied and described systematically; they follow the preferred structure of concrete factual descriptions, followed by interpretations and academic substantiation. There is an adequate relationship with the learning objectives. | The case studies are varied and described concisely and systematically; they follow the preferred structure of concrete factual descriptions, followed by interpretations and a sound academic substantiation: the student examines the case studies in depth using scientific literature and demonstrates an ability to go beyond simple descriptions. Despite this added depth, the structure of the chapter remains clear. |  |  |  |  |  |  |  |  |  | AS:SA: |
| Appendices | **Appendices**The appendices are complete and show the (reflections on) the learning process of the student. | (only for informative purposes) Appendices are lacking. | (only for informative purposes) Appendices are present. | (only for informative purposes) Appendices are present. |  |  |  |  |  |  |  |  |  | The local supervisor (LS) has already graded the learning process under dimensions A-D. Remarks AS (only when something is missing here): |

|  |  |  |  |
| --- | --- | --- | --- |
|  | FINAL ASSESSMENT | (in deze kolommen hoeft niets ingevuld te worden) | Final grade |
|  | The student's internship cannot be graded ‘sufficient’ when he or she receives a 0 in any of the categories. In that case, the student has failed the internship. A mark between 5.5 and 7.5 is given in accordance with the explanations given for the 'pass' category (1). A mark of 8 or higher can only be given if the student has attained level 2 in all categories. A mark of 9 or 10 can only be awarded in exceptional cases and with the explicit approval of the internship coordinator. The second assessor checks for the validity of the grading by the academic supervisor. When grading differences are half a point or lower, the academic supervisor decides about the final grade for the internship report. Grading differences of one point or higher between AS and SA should be discussed, first amongst themselves. When they cannot reach agreement, the internship coordinator takes a decision. |  |  |  |  |  |  |  |  |  | INTERNSHIP REPORTMark by academic supervisor (AS) \_\_Mark by second assessor (SA) \_\_ Please note here how the marks of AS and SA were aligned and if there were major differences in assessment and marking:Final mark for internship report\_\_ |
|  | The grade for the learning process should be 5.5 or higher. When it is 5 or lower, there will be no assessment of the internship report. The learning process grade will then be the final grade. There is an important condition, namely that the student has received word earlier (preferably at the interim evaluation) that the internship might be a fail. Also, at that point in time feedback should be provided to the student to improve his or her functioning at the placement.The (the mark for the practical phase is compared to the mark for the final report). If the mark for the practical phase is (more than) half a mark higher than the mark for the final report, add half a mark to the final combined mark. If the mark for the practical phase is (more than) half a mark lower than the mark for the final report, deduct half a mark from the final combined mark. |  |  |  |  |  |  |  |  |  | LEARNING PROCESSMark for the learning process \_\_The mark for the learning process is compared to the final mark for the internship report). If the mark for the learning process is (more than) half a point higher than the mark for the internship report, add half a point to the mark, thus reaching the overall mark. If the mark for the learning phase is (more than) half a point lower than the final mark for the internship report, subtract half a point from the mark for the internship report, thus reaching the overall mark. |
|  | When the final grade for the internship report is lower than 5.5, the student is entitled to an additional opportunity to write a sufficient report. The student - then being dependent on feedback by the academic supervisor or the second assessor - can get a mark that can be no higher than 6. |  |  |  |  |  |  |  |  |  | FINAL MARK FOR THE INTERNSHIP \_\_ |