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**Research internship master Biomedical Sciences**

**Assessment form first assessor – internship supervisor**

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| **Name student** |  |
| **Internship title** |  |
| **Date assessment** |  |
| **Host institute/department** |  |
| **City and country** |  |
| **Internship supervisor** |  |
| **E-mail address internship supervisor** |  |

**INSTRUCTIONS**

* To be completed by the Internship Supervisor, in consultation with the daily supervisor (if applicable).
* This form needs to be uploaded to Osiris Case after the student submitted the report.
* It is required to include written feedback in the assessment form in each feedback section.
* The student makes an appointment with the Supervisor to receive feedback on the grading and will be able to view the assessments via Osiris Case.
* For technical questions during the upload/assessment in Osiris Case you may contact: osiriscasesupport.rha@radboudumc.nl

## Assessment

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

1. Performance: professional attitude, research skills, research activities (40%)
2. Internship report, written in the format of a concept scientific paper (20%)
3. Oral presentation and defence (10%)

The internship report (concept scientific paper) is also assessed by an independent second assessor from the Radboud University Medical Center (30%).

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|  | **QUESTIONS TO BE ADDRESSED BEFORE ASSESSMENT** | **Yes** | **no** |
| 1 | Does the Urkund similarity report give rise to suspicions of potential plagiarism/fraud? (In case plagiarism is suspected, please contact the Board of Examiners Fredie.deVries@radboudumc.nl ) |  |  |
| 2 | Is the internship performed within the time period as written in the internship proposal?  |  |  |
| If the answer is ‘no’, please provide the reason for the time extension:  |

**Part A. Assessment of Performance: professional attitude, research skills, research activities (40%)**

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 1 | The student is able to systematically review the literature and, on this basis, identify relevant information |  |  |  |  |  |  |
| 2 | The student is able to explain the goal and the relevance of the research project and is able to formulate a relevant research question / aim. |  |  |  |  |  |  |
| 3 | The student can develop an appropriate study design to answer the research question. |  |  |  |  |  |  |
| 4 | The student is able to plan and organize the empirical study and demonstrates project and time management skills  |  |  |  |  |  |  |
| **Motivation and feedback 1 - 4 (*required*)** |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 5 | The student is able to employ the appropriate methods and techniques to perform measurements and obtain data.  |  |  |  |  |  |  |
| 6 | The student is able to analyse data systematically and interpret the results in view of prior knowledge and/or working mechanisms involved. |  |  |  |  |  |  |
| 7 | The student shows the ability to critically reflect on the course of the internship and knows his/her strengths and weaknesses. |  |  |  |  |  |  |
| **Motivation and feedback 5 - 7 (*required*)** |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 8 | The student demonstrates punctuality in presence, participates well, shows commitment, and assumes responsibility for the study.  |  |  |  |  |  |  |
| 9 | The student is able to work with study participants respectfully and productively (*if applicable*). |  |  |  |  |  |  |
| 10 | The student conducts him-/herself properly in contact with other persons involved, particularly when it comes to teamwork and approaching stakeholders. |  |  |  |  |  |  |
| **Motivation and feedback 8 - 10 (*required*)** |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 11 | The student shows a high level of independence.  |  |  |  |  |  |  |
| 12 | The student shows a high level of analytical skills and problem-solving capacities. |  |  |  |  |  |  |
| 13 | The student is able to improve him-/herself on the basis of feedback and self-reflection. |  |  |  |  |  |  |
| **Motivation and feedback 11 - 13 (*required*)** |

**Personal learning objectives** (if applicable)

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| **Personal learning objectives**  |
| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 14 |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |  |
| **Motivation and feedback 14 - 16 (*required*)** |

**Part B. Assessment of the internship report - format of a concept scientific paper (20%)**

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **excellent** |
| 1 | The article complies with academic standards concerning its contents, i.e. |  |  |  |  |  |  |
| 1a | * Includes a clear and structured abstract
 |  |  |  |  |  |  |
| 1b | * includes a background explaining the problem definition and an overview of prior knowledge
 |  |  |  |  |  |  |
| 1c | * includes one or more research questions, the relevance of which follows logically from the background
 |  |  |  |  |  |  |
| 1d | * clearly describes the methodological approach for each research question
 |  |  |  |  |  |  |
| 1e | * clearly and objectively describes the results in text, and correctly presents results in tables and figures
 |  |  |  |  |  |  |
| 1f | * includes a discussion section, in which results are interpreted against hypotheses and rival claims of other researchers, discussion of bias and validity, reporting of strengths and weakness, and drawing of appropriate conclusions
 |  |  |  |  |  |  |
| 1g | * correctly includes references to literature supporting claims where appropriate
 |  |  |  |  |  |  |
| 2 | The student reflects on data management according to the FAIR data principles  |  |  |  |  |  |  |
| 3 | The internship report includes appropriate appendices to provide additional information about methods and/or results *(if applicable)* |  |  |  |  |  |  |
| ***Motivation and feedback 1 – 3 (required)*** |

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **Excellent** |
| 4 | The article complies with academic standards and layout is used to emphasize the structure of the paper and important claims’ |  |  |  |  |  |  |
| 5 | The article includes clear tables and figures |  |  |  |  |  |  |
| 6 | The article is grammatically well-written |  |  |  |  |  |  |
| 7 | The concept scientific paper is as concise, transparent, and persuasive. |  |  |  |  |  |  |
| ***Motivation and feedback 4 – 7 (required)*** |

**Part C. Oral presentation and defence (10%)**

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| **Nr** | **objective** | **insufficient** | **doubtful** | **sufficient** | **fair** | **good** | **Excellent** |
| 1 | Scientific quality of the presentation |  |  |  |  |  |  |
| 2 | Quality of slides and/or other audio-visual aids |  |  |  |  |  |  |
| 3 | Presentations skills |  |  |  |  |  |  |
| 4 | Quality of defence  |  |  |  |  |  |  |
| ***Motivation and feedback 1-4 (required)*** |

**OVERALL ASSESSMENT GRADES**

**Explanation of the Dutch grades for internships**

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| ***Grade*** | ***Explanation*** |
| ***≥9*** | ***excellent****, demonstrating confidence and insight in handling the subject, showing excellence and own ideas (A+ US/Canada/UK grades)* |
| ***8*** | ***good*** *performance, good overall ability and grasp of subject* *(A/A- US/Canada/UK grades)* |
| ***7*** | ***fair/average****; reasonable level of performance, unexceptional with average grasp of the subject (A-/B+ US/Canada; B/B- UK)*  |
| ***6*** | ***sufficient*** *performance, with scope for improvement (B/B-/C US/Canada; C/D UK)* |
| ***≤5*** | ***insufficient*** *performance (F US/Canada/UK)* |

This numeric grading system applies only to the overall assessment grade for performance, report and presentation. The scores on the separate criteria should not be converted to these numeric grades and should not be used to calculate a numeric mean score. The scores on the criteria are meant as a guideline for the final grade and not as a calculation tool.

Grades are expressed on a numerical scale of 1 to 10 and rounded off to one decimal place

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| **Grade A (40%):** **Performance**  |  |
| **Grade B (20%):** **Report**  |  |
| **Grade C (10%):** **Oral presentation** |  |

**OVERALL ASSESSMENT FEEDBACK, TIPS AND TOPS**

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| **Tops *(required)*** |
| **Tips *(required)*** |