

**Appendix 5. Assessment form**  
**Internship Master Biomolecular Sciences**



**Part 1 VU supervisor**

*This assessment form is to be submitted to the master coordinator and has to be completed in full, signed and bearing the stamp from the department/institute.*

**Student details**

Name: ..... Student no:.....  
 Address: .....  
 Postal code: .....Town/city:.....  
 E-mail: ..... Tel. or Mobile: .....

**Internship details**

Title of internship: .....  
 Specialization: ..... Number of ECTS ..... (check Applications and Agreements form!)  
 Name of VU supervisor: ..... Tel.: ..... E mail:.....  
 Department: .....  
 Name of on-site supervisor\*:..... Tel.: ..... Email:.....  
*\* if other than VU supervisor*

**Assessment**

The checklist below is used for the final assessment that leads to the final grade; see the criteria for assessment in the placement manual. All items have to be marked using 4 levels: insufficient (I); sufficient (S); good (G); excellent (E), and the “overall grades” need to be graded from 1 tot 10. *For the parts concerning attitude and professional development, execution and report the on-site supervisor is consulted and also for the final presentation if this was held “on-site” and the VU supervisor was present.*

<b>Attitude and Professional development</b>		
Motivation and scientific curiosity		Overall grade for <b>Attitude and Professional Development</b> (1-10)
Initiative and creativity		
Independence		
Ownership of project during internship		
Development of insight		
Cooperation		
Responsiveness to feedback		
<i>Comments on Attitude and professional development</i>		

<b>Execution</b>		
Work pace and planning		Overall grade for <b>Execution</b> (1-10)
Practical research skills		
Safety and accuracy		
Quality of labjournal		

<i>Comments on Execution</i>	
------------------------------	--

<b>Report</b>		
Problem and context analysis (setting out framework, background –literature, formulating research problem)		<b>Overall grade for Report (1-10)</b>
Methods used, design and choice of variables		
Data collection, processing and presentation		
Discussion (structure of argument, conclusions, link to research problem, context with literature)		
Summary		
Readability and use of English language		
Layout		
<i>Comments on Report/Article</i>		

<b>Oral Presentation</b>		
Presentation skills: narrative technique, use of media, time management		<b>Overall grade for Oral presentation (1-10)</b>
Scientific content , structure, build up, thread of argument, clarity of conclusion		
Discussion and ability to deal with questions		
<i>Comments on Oral Presentation</i>		

<i>Assessment in words (e.g. strengths, points for improvement)</i>	
<i>Name VU supervisor</i>	<i>Signature and stamp</i>
<i>Date</i>	

**Appendix 6. Assessment form**  
**Internship Master Biomolecular Sciences**



**Part 2 Second assessor**

*This assessment form is to be submitted to the master coordinator and has to be completed in full, signed and bearing the stamp from the department/institute.*

<b>Student details</b>	
Name: .....	Student no:.....
Address: .....	
Postal code: .....	Town/city:.....
E-mail: ..... Tel. or Mobile: .....	

<b>Internship details</b>	
Title of internship: .....	
Specialization: .....	Number of ECTS ..... (check Applications and Agreements form!)
Name of second assessor: .....	Tel.: ..... E mail:.....
Department: .....	
Name of on-site supervisor*:	Tel.: ..... Email:.....
<i>* if other than VU supervisor</i>	

**Assessment**

The checklist below is used for the final assessment that leads to the final grade; see the criteria for assessment in the placement manual. All items have to be marked using 4 levels: insufficient (I); sufficient (S); good (G); excellent (E), and all aspects need to be graded from 1 tot 10. In order to obtain a grade of 6 or higher, all elements should at least be 'sufficient'.

<b>Report</b>		Overall grade for <b>Report/article</b> (1-10)
Problem and context analysis (setting out framework, background –literature- . formulating research problem		
Methods used, design and choice of variables		
Data collection, processing and presentation		
Discussion (structure of argument, conclusions, link to research problem, context with literature)		
Summary		
Readability and use of English language		
Layout		
<i>Comments on Report/Article</i>		

*Assessment in words (e.g. strengths, points for improvement)*

--

<i>Name Second assessor</i>	<i>Signature and stamp</i>
<i>Date</i>	

## Appendix 7. Final Assessment form

*This document is part of the Student Placement (Internship) and Research Project Regulations.*



### Administrative details of the student

Name		Student no.	
e-mail		Phone no.	
MSc programme	Biomolecular Sciences	Specialization	
Course code		EC	

### Assessors

*The assessors must meet the requirements as set in the placement manual*

Name of the VU supervisor: .....

Name of the Second assessor: .....

### Final Grade

Report VU supervisor	mark in number (1-10)=	(a)
Report Second assessor	mark in number (1-10)=	(b)
Report Final (35 %)	Average of (a) and (b)=	
Oral Presentation (15 %)	mark in number (1-10)=	
Execution (30%)	mark in number (1-10)=	
Attitude and Professional development (20%)	mark in number (1-10)=	

<b>Final Grade</b> in number ( <i>in whole or half numbers</i> ):	
<b>Final Grade</b> in writing:	

Name master coordinator	Signature	date

All parts (Report Final, Oral Presentation, Execution, Attitude and Professional development) should be marked 5.5 or higher in order to pass an internship with a final grade of 6.0 or higher. Final grades round up to "halves" and grades between 5.0 and 6.0 are not given.

The programme secretariat registers the final grade when all files have been handed in digitally (studiesecretariaat.falw@vu.nl). This includes:

- This form with the final grade and the relevant assessment forms (by the master coordinator; all signed and scanned)
- The final report (by the student), if confidential report/article in hard copy or fist page printed + location of the full report/article (VU supervisor)

## Appendix 8. Guidelines and examples for assessment criteria of the student internship MSc Biomolecular Sciences

### Aspect Attitude and Professional Development

< 5.5 (Insufficient)	5.5 – 6.9 (Sufficient)	7.0 – 8.4 (Good )	8.5 – 10 (Excellent )
<b>Motivation and scientific curiosity</b>			
Does the scientific research because it is requested, cuts corners and is often busy with activities not related to the project. Is easily distracted from main task. Shows little interest in carrying out the research. Time spent to research is hardly sufficient.	Is clearly interested in scientific research and considers it an essential component for future employment. Is committed to the subject. Sees the conducting of scientific research as a necessity for finishing the study programme.	Works hard and sees scientific research as an essential component of his/her education. Is eager to show that he/she is committed to the field and is a source of great enthusiasm. Shows involvement as is demonstrated by an eagerness and wants to contribute to improvements in Biomolecular Science.	Shows exceptional interest in scientific research. Works hard all the time. Indicates willingness to thrive on getting a publication in a reputed journal. Demonstrates a passion for increasing knowledge. Uses this knowledge and shares it. Is able to motivate the people around him/her (incl. supervisors).
<b>Initiative and creativity</b>			
Student is indecisive and has difficulties to find his/her own way. Is reluctant to changes and does not take initiatives, e.g. based on own literature study.	Student has some own suggestions but often waits for the directions of the supervisor.	Student takes initiative to perform the research and is able to change plans when necessary. Decides what is needed to do in cooperation with the supervisor.	Student is autonomous and decisive, but keeps supervisor well informed. Takes initiatives and is looking for opportunities to learn and to develop.
<b>Independence</b>			
Student must be firmly guided by the supervisor, barely sees own weak points.	Student works rather independently, makes schemes, uses proper time planning, and generally asks advice when feeling insecure.	Student mostly works independently and plans well. Is capable of reflecting on own activities.	Student works independently, has good and realistic planning, and reflects on own activities, work processes and skills in an excellent way.
<b>Ownership of project during internship</b>			
Student entirely relies on input from supervisor, acts as some sort of research assistant.	Student shares the project and is happy to receive guidance.	Student works on "his/her" project. Obstacles are discussed with own contributions based on own observations or literature data.	Student is the driving force behind the project. The supervisor is merely needed to help making decisions and to give advice.
<b>Development of insight</b>			
Student has almost no idea whatsoever the project is about.	Student has limited insight in the embedding of the project in the group and in the research field. Knowledge of why the questions are tackled and why in such a way is present.	The student has good insight in the embedding of the project in the group and in the research field and knows what related research is conducted. Interconnections with other research are clear.	The student has excellent overview of existing knowledge relevant for the project, and a clear understanding of the research question and its novel aspects. Good knowledge of generally used experimental techniques and their limitations.
<b>Cooperation</b>			
Prefers to stay separate	Works together with others.	Student is cooperative and	Works very well with others

and has trouble working with colleagues. Prefers to go his/her way even when problems occur.	Offers limited sharing of results/experiences.	quickly learns to take a position in the group.	and often takes the initiative.
<b>Responsiveness to feedback</b>			
Does not listen to advice or uses advice very selectively. Reacts positively to criticism and feedback but seems unable to modify his/her behaviour accordingly.	Makes use of most advice, feedback, and criticism as he/she progresses. Feedback often initiative of the advisor.	Asks for advice and stimulates others to comment on his/her work. Knows how to incorporate comments into his/her research and behaviour. Regularly shares and clarifies acquired results.	Asks supervisor and others for feedback when necessary and is open to criticism about him/herself and his/her work. Knows how to incorporate comments into his/her research and behaviour. Likes to assist others.

### Aspect Execution

<b>&lt; 5.5 (Insufficient)</b>	<b>5.5 – 6.9 (Sufficient)</b>	<b>7.0 – 8.4 (Good )</b>	<b>8.5 – 10 (Excellent )</b>
<b>Work pace and planning</b>			
Student has difficulties to keep up with the planning. Does not signal if plans need to be adjusted and is not able to make new plans. Experiences problems because of this.	Student keeps up with the planning and is flexible enough to make new plans when necessary.	Student is a good planner and well able to combine, plan, and adjust different tasks.	Student is well able to plan and perform work as scheduled and finds time to reflect on the work done and to adjust the planning as necessary.
<b>Practical research skills</b>			
Student works careless and cannot plan his/her work or reproduce methodological steps. The student works unorganized and must be regularly reminded of the importance of working with precision. Data collection may be understandable to student, but not to others.	Student collects the data necessary in a comprehensive way. Data processing needs some guidance and the methods are mostly chosen by the supervisor.	Student works precisely and decently and understands why certain methods are chosen. He/she understands generally when and how to apply these methods. Data-collection and processing is well-organized.	Student is precise, uses direct applied research skills that have been acquired in a previous phase of his/her education and quickly learns new skills. Rarely requires an explanation about the relevance of procedures. Very well-organized.
<b>Safety and accuracy</b>			
Student works unsafely and without accuracy.	Student works safely and is capable to work accurate.	Student works safely and is capable to work accurate and in time.	Student works safely and is capable to work accurate and in time. Experiments are very carefully performed at a good speed.
<b>Quality of lab journal</b>			
Lab journal hardly readable, student cannot explain what is written down and why.	Journal contains necessary data to follow experimental line, but could be more comprehensive at times.	Experiments described carefully and completely.	Experiments described carefully and completely, annotations show later reflection on the work.

## Aspect Report

< 5.5 (Insufficient)	5.5 – 6.9 (Sufficient)	7.0 – 8.4 (Good )	8.5 – 10 (Excellent )
<b><i>Problem and context analysis (setting out framework, background –literature, formulating research problem)</i></b>			
The relevance of the research problem and the scientific background are mentioned but the student is not capable to explain the scientific hypothesis. The structure of the introduction is not coherent.	Describes the context and enfoldes the corresponding scientific backgrounds to support the relevance of the research problem, but in a rather superficial manner. Student concludes with a well-defined research question.	The theoretical context and analysis of the problem is clearly presented. From this the research questions are developed and an experimental design is presented. Relevant literature is incorporated.	Thorough and creative presentation of the context and problem. Research questions and hypotheses are developed coherently and experimental design and expectations are presented concisely. References of high quality and well-interpreted.
<b><i>Methods used, design and choice of variables</i></b>			
The student demonstrates a crude understanding of the chosen methodology. Variables are not well chosen. No justification of methods.	Justifies the methodology and understands the effect of the chosen methods on the quality of data, but shows minor flaws in applying this understanding to his/her own project. Student gives explanations of relevant (interim) analyses.	Student is capable of a critical and thorough description and justification of the methods used. Study is repeatable without much further information. Clear description of treatments and sample sizes. Proper use and justification of statistical techniques.	Student grasps the link between the used methodology and data quality and acknowledges any limitations therein. Student defends and supports adjustments in methodology to increase data quality. Study immediately repeatable. Proper use and justification of statistical techniques.
<b><i>Data collection, processing and presentation</i></b>			
The presentation of the data is imprecise or incomplete. The analyses are questionably deficient. The results paragraph is not well organized. Results shown differ from what is written in the methodology paragraph.	The results are complete and adequate, but cannot be used for further research unless thoroughly checked and corroborated.	Resulting data are well presented and can be useful as a starting-point for publication, but must be validated. Tables and figures are presented in proper layout.	Student shows a complete and thorough analysis of data, with an excellent presentation thereof. Can be used for publication almost immediately.
<b><i>Discussion (structure of argument, conclusions, link to research problem, context with literature)</i></b>			
Arguments are sometimes flawed. Insufficient correspondence to relevant literature in the field of research. The structure of the discussion is mediocre. The conclusion faintly answers the research question. No attention for the strengths of the study and often exaggerated attention for limitations of methods. No evidence of understanding.	Student answers the research questions, possesses sufficient knowledge of the field to discuss the results, and uses relevant literature. Student is able to draw a sound conclusion but has a limited ability to discuss the findings in a broader context. Strengths and imitations of the study are mentioned and implications for results are clarified.	Student answers the research questions clearly, possesses sound knowledge, employs recent literature, and deals with information in a critical manner. Is able to place the findings in a theoretical context in order to answer the research question. Student draws convincing conclusions and summarizes the work in a clear take home message.	Student demonstrates a deep understanding of the value of the study for the scientific field. Student presents a concise but accomplished evaluation of his/her findings in the light of the theoretical background and the state-of-the-art literature. The student suggests new hypotheses and research plans on the basis of his/her work.
<b><i>Summary</i></b>			
Too wordy or too short and sometimes	The abstract comprises the context, the research	The abstract comprises the context, the research	The research is summarized in an excellent



incomprehensible. The abstract is deficient in one or more of the following items: the context, the research question, the methodology, the results and/or conclusion. The conclusions are unclear or not supported by the data.	question, the methodology used, it summarizes the results and it ends with the answers on the research question.	questions, the methodology used and it summarizes the results and it ends with a conclusion that answers the research questions. Attention for the general relevance of the study.	way, and meets criteria of a thorough scientific article. Excellent short description of methods, results, discussion and relevance of the study.
<b>Readability and use of English language</b>			
English is poor. Grammatical and punctuation errors. Paragraphs are not well written and/or connection between paragraphs not clear.. Statistics and relevance are poorly presented.	The structure of the report is acceptable. Text might contain some language errors; some sentences are ambiguous..	The structure of the report is adequate. Use of language, grammar and spelling sufficient.. English is good.	The structure of the report is adequate and concise. Virtually no language or spelling errors. High level of readability. English is of excellent quality.
<b>Layout</b>			
Poor lay-out. Figures and tables are missing or are inadequate.	Lay-out is tidy. Figures and tables are clear. Text could be more organized.	Appropriate lay-out. Figures, tables and references are clearly presented and in correct format.	Good layout that improves readability. Figures, tables and references are clearly presented and in correct format.

### Aspect Oral Presentation

< 5.5 (Insufficient)	5.5 – 6.9 (Sufficient)	7.0 – 8.4 (Good)	8.5 – 10 (Excellent)
<b>Presentation skills: narrative technique, use of media, time management</b>			
Difficult to understand and follow because of rhythm (too slow or too fast) and/or sound of voice. English as well as lay out of slides is poor.	Presentation is in time. Rhythm and tone of voice are clear. Lay-out of slides is sufficient.	Presentation is in time. Rhythm and tone of voice are pleasant. Lay-out of slides is good and discussion is informative.	Excellent presentation, informative slides, lively presented and a pleasure for the audience.
<b>Scientific content , structure, build up, thread of argument, clarity of conclusion</b>			
Structure is unclear and the presentation of question, results and conclusions is present but fragmented.	Clear structure with question, methods, results and discussion nicely summarized and logical thread of arguments.	Content of presentation is well structured and content of slides is compact and logical. Conclusion is clear and convincing. Limitations of study are well presented.	Well structured presentation with sound arguments, conclusion and discussion.
<b>Discussion and ability to deal with questions</b>			
Does not respond to questions or answers remain unclear and not to the point.	Responds on questions and gives answers using arguments based on data and literature and is to the point.	Responds on questions and gives answers by arguments from own data and literature. The answer is to the point and shows a broad view on the subject.	Responds on questions in convincing way and explores the answers in broader a context and shows thorough understanding of the subject.