IMBRSEA PROFESSIONAL PRACTICE

Guidelines
Evaluation

This document provides an overview of practicalities related to the organisation of the Professional Practice. This document is valid for academic year 2026-2027

November 2026

Contents

Professional Practice Guidelines 2

1. Objective 2

2. Roles 2

2.1 Intern 2

2.2 Professional-Practice Mentor 2

2.3 Academic Supervisor 2

2.4 Coordinator of the IMBRSea programme 2

3. Rules Governing Professional Practices 2

4. The online Reflective Portfolio 3

4.1 Portfolio tasks: detailed description 3

4.2 Portfolio tasks: overview 6

5. Preparation of the Final Report 8

6. Presentation during the summer school 9

7. Professional-Practice Evaluation 9

8. Overview of the Organisation of the Professional Practice 10

9. Agenda for report submission and presentation Cohort 2025 12

Annex 1: Competences to be obtained at the Professional Practice 13

Annex 2: Tips and tricks to define your objectives in the professional-practice portfolio 14

Annex 3: Code of Conduct – for Students 15

Annex 4: Evaluation Criteria 16

PROFESSIONAL PRACTICE GUIDELINES

1. Objective

The main objective of the IMBRSea Professional Practice (PP) is to become familiar with different workplace functions and roles expected for a particular profession related to the scope of the programme. The Professional Practice should allow the student to understand how knowledge acquired during schooling may be applied to solving problems in real-world situations. Through the Professional Practice, the student will be immersed in the working environment and will get acquainted with real-life job scenarios. They may also be engaged in NGOs or Consultancy companies, for their Professional Practice, thereby achieving gains in service learning.

2. Roles

2.1 Intern

Once the Professional Practice is approved and the agreements are signed, it is the responsibility of the student to discuss the practical aspects of the Professional Practice, as well as the coherence of the project with the educational objectives of the Professional Practice experience, with the Professional-Practice mentor. See Annex 3 for the code of conduct for students.

2.2 Professional-Practice mentor = PP supervisor

The PP mentor or PP supervisor is the one hosting one or more IMBRSea students for the professional internships. When submitting a PP topic to the IMBRSea coordination, the PP supervisor commits to the rules of the Professional Practice and to ensure those will be respected within the host organisation, including providing adequate supervision to the internship student, and ensuring work coherence with the expected educational objectives. A PP mentor may host up to four IMBRSea students per PP topic. When a supervisor proposes more than one topic and the total number of placements exceeds four, additional mentors must be assigned to provide support to the hosted students during the practice.

2.3 Academic supervisor = Responsible lecturer

The academic supervisor is the responsible teacher for the Professional-Practice module of the IMBRSea programme, including the course description, objectives and expected learning outcomes and regulations. Also teaching assistants are involved in providing support and assistance to first-year IMBRSea students during their PP. The student should stay in regular contact with the academic supervision team of IMBRSea for the PP course. The PP academic-supervision team also serves as a resource to resolve both technical and practical problems that may occur during the Professional Practice. The PP academic-supervision team is also the primary point of contact between the PP-host institutions and the IMBRSea central coordination.

2.4 Coordinator of the IMBRSea programme

The signature of the IMBRSea Programme Coordinator is required for the Professional Practice Agreement to enter into force. The Coordinator has the authority to make final and binding decisions regarding any disputes or conflicts arising during the Professional Practice that cannot be satisfactorily resolved through mediation between the parties concerned.

3. Rules governing IMBRSea Professional Practices

See IMBRSea Professional Practice

Regulations: https://imbrsea.eu/professional-

practice

Three webinars are organized to explain the scope and guidelines of the Professional Practice: one, at the second half of the first semester; a second, at the start of the second semester; and a third at the end of March, before the internships start. It is mandatory for each student to attend the webinar or check the corresponding recordings.

The first webinar will cover the main objectives of the professional practice and the process for the definition of the professional practice of each student.

The second webinar will cover tasks and practicalities related to the planning and start of the professional practice, such as defining the start and end fates with the PP mentor and uploading the Risk Assessment and PP agreement documents.

The third webinar will focus on the online portfolio, the final reflective portfolio and the Pp exhibition.

4. The online reflective portfolio

The importance of Reflection to transform tasks and experience into long-lasting knowledge

The goal of the professional practice is for student to bridge acquired knowledge into practice, to learn on how it is to perform tasks related to a specific position within the context of marine biological resources, and to reflect on the overall experience. Such reflection shall prepare students for any future career opportunities, will increase their own self-awareness and impact future career choices.
For a dedicated reflection, each IMBRSea student must carefully plan their professional-practice objectives and expected learning outcomes, as well as to plan and execute the mandatory professional-practice tasks (see below).
To support dedicated reflections and allow the learning outcomes to be measured, each student must:

- compile an online reflective portfolio during the professional practice ;
- Design and communicate about their professional-practice experience in an interactive exhibition, open to the public, where fellow students and IMBRSea researchers are the main audience;
- Write and submit a final reflective report;

The compulsory tasks described above must be carried out according to the instructions provided further. In this document, and/or through any remarks communicated during the course by the responsible lecturer.

Both accuracy of the portfolio tasks and their punctual submission in the Matix platform will be considered for the evaluation of the portfolio.

4.1 Portfolio tasks: detailed description

The online reflective portfolio is managed through the Matix platform. Some elements will require validation by the PP mentor/supervisor. Other elements will also involve peer students. Via the online platform, all actors will be able to easily follow- up on their tasks.

Week 1:

- An initial meeting is organized between the student and the Professional Practice mentor. Before this meeting, each student must define their personal objectives, corresponding with the Professional-Practice end competences (see table below for examples). During this meeting, the objectives are discussed and finalized. The work plan for the entire Professional Practice should also be decided.
    - **Portfolio task 1: Initial meeting report / Work plan / Learning objectives**
        - Submit a **report** of this **initial meeting** and make an extensive list of all the objectives you wish to achieve. Be as detailed as possible and allocate each of your personal objectives to the overall Professional-Practice end-competencies. Ensure that, for each end-competence, at least one specific objective is specified.
            - Agenda points for the initial meeting should at least include:
                - Work plan
                - Who has what tasks and responsibilities?
                - Safety issues
            - **Learning objectives** should be specific, challenging, proximal and meaningful. They should help you to identify learning opportunities. (Extra reading: " Setting Goals: Who, Why, How?" by Turkay, 2014).
            - Add a personal reflection on this first meeting and on the objectives you wish to achieve.
        - PP personal **work plan**: If you are doing a Professional Practice together with other students, make sure that your individual tasks and responsibilities have been well defined.

	End competence	Examples of personal objectives
1	Describe how their Professional Practice experience has improved their professional competence (e.g. through an improved ability to: • communicate and work effectively with others; • show initiative and work independently; • organise their workload and set priorities; • respond to new challenges and changing situations).	*During my previous professional experiences my tasks were always pre defined, so I never had to ask what work needed to be done. With this Professional Practice I hope to improve in taking initiative and assessing the situation to examine what tasks need to be done, without hesitating to ask questions when needed to my mentor.*
2	Critically evaluate how they have contributed to their host organisation's objectives	*The host institution aims to increase knowledge about biodiversity of organisms and understand their functions and interactions, and aims to use this knowledge gained to determine management actions. During my Professional Practice I aim to contribute to this by investigating population dynamics of invasive species, which will help to improve management actions to control their populations.*
3	Explain how they applied previously acquired theory and practical knowledge to their professional duties in the host organisation.	*During the Fundamentals Module in the course Quantitative Methods in Marine Science, I first started learning to use R, and I would like to improve my R skills during the course of this Professional Practice.*
4	Explain how their Professional Practice experience has modified their career aspirations.	*In order to have a better idea of which direction I want to go in after I graduate, I want to get to know the organisation I'm working for and what projects they have running, even the ones not directly relevant to my Professional Practice. This will give me an idea of the possibilities out there.*
5	Assess the effect of their Professional Practice on their future employment prospects.	*To improve my chances of finding work after IMBRSea, I want to take the opportunity during this Professional Practice to get to know the research field and the people working in it so that when I want to work within this area of research, I already have some background knowledge and contacts.*

Table 1. Examples on translating learning outcomes to personal objectives – Task 1. See Annex 2 for tips and tricks to define your personal objectives.

Week 2:

- Get to know the institute you will work at during the 6-8 weeks of PP via introduction meetings, by talking to staff members, by research on sources, etc.
    - **Portfolio task 2: Describe the institute**
        - Describe the overall scientific and professional objectives, tasks and characteristics of the institute. This can be accompanied by pictures/diagrams/videos. Identify the most attractive characteristic of the institute in terms of your own personal development. Discuss why you chose this characteristic.

Example question	***Example Answer***	***Example Reflection***
What type of organisation is it? (NGO, company, university…)	*BREEN is a commercial aquaponics company.*	*I chose this Professional Practice to learn how it is to work in a company environment. I want to know how BREEN approaches research when the objective is to be profitable rather than publish papers.*
Is the organisation organized into different research groups?	*IUEM is a research institute that does research on multidisciplinary themes.* *Laboratories from different disciplines combine forces to investigate topics from different angles.*	*I would like to know how this is organized practically because I am interested in multidisciplinary research.*

Table 2. Potential features to use when characterizing your institute – Task 2.

From Week 1 to 6:

- **Portfolio task 3:** Every week, **upload max. 2 pictures** that illustrate yourself (or someone else), in a relevant PP activity in which you were involved in and explain the context in which this picture was taken. You should not always be visible in the picture, but at least demonstrate that you were present. When possible, link the pictures to your personal objectives from task 1.
- **Portfolio task 4:** Every week, **comment on at least one skill** you acquired or worked on during the past weeks and upload proof that shows this. Proof can be of any form: a report, a movie, an interview, … Link these skills to the original defined objectives of your Professional Practice. Check the following link for some tips to identify your skills: http://www.sciencemag.org/careers/2012/09/so-you-think-you-have-skill

  Note that you are allowed to use the same pictures selected for completing task 3, on the task 4.

  Important remark: Note that the proof uploaded in tasks 3 and 4 will be the only accepted proofs that you can use when writing your final reflective report. Keep in mind that the final report should represent the activities you document on weekly. Those proofs of evidence will make your Appendix list of your online reflective portfolio in Matix.

Week 2-3:

- **Portfolio task 5: Follow-up questionnaire from the IMBRSea coordination office**

  At the end of week 2, an online questionnaire will be available in Matix. In this questionnaire, a list of questions that relate to the flow of the professional practice are asked.

  From week 3 onwards:

- **Portfolio task 6**: **Peer review by a fellow student**
  - Every student will be assigned to another student who will act as peer to assess how the Professional Practice is going. Via a virtual meeting, students will discuss the flow of the Professional Practice. To guide these peer assessments, the interviewer must devise a set of questions based on the five end competences of the Professional Practice (see Annex 1).
  - The aim of this task is to ensure that, for each interview question, both the respondent's answer and a critical reflection by the interviewer are documented. This should subsequently be shared with the interviewed student.

    Tips for devising a relevant set of questions:
    - First, focus on the interview goal: define beforehand what you want to learn (e.g. skills gained, supervision quality, career impact) and ensure every question serves that goal;
    - Use clear, neutral language: avoid jargon or leading wording so respondents can answer easily and honestly;
    - Prefer open-ended questions: ask questions that invite reflection and examples (e.g. "Can you describe…" rather than "Did you like…");
    - Focus on concrete experiences: encourage respondents to talk about specific tasks, challenges, learning moments, or interactions during their internship;
    - Respect privacy and sensitivity: avoid questions that pressure respondents to name internship colleagues, or disclose confidential information from their PP host institute. Keep it short and simple: limit the number of questions so people do not get tired and can give better, more thoughtful answers.

  - Schedule: plan the interview and reach out to your peer when you reach week 3. However, note that the interview itself can take place in later weeks of the PP, as it can be that the student you will interview is just starting the PP when you reach week 3. That's why this task is set to happen "from week 3 onward".

Week 3-4: Mid-term meeting

- A mid-term meeting should be organized between the student and the PP mentor. During the meeting, the progress of the Professional Practice is discussed. This will involve, after a first self-reflection, asking for feedback from the mentor on how you are doing with your personal objectives. The original list of objectives is evaluated and adapted where needed.
- **Portfolio task 7: Mid-term meeting report**

  A report of the meeting is uploaded. The PP mentor will be asked to confirm that this meeting happened. The report should include reflection by the student and feedback from the PP mentor on the personal objectives.

Final week (i.e. end of week 6, or week 8):

- **Portfolio task 8:**

  Final meeting between the Professional Practice mentor and the student. At the end of the Professional Practice, a final closing meeting should happen between the student and the PP mentor. The student must then upload a jointly agreed meeting report that shows the outcome of this final meeting - the PP mentor/supervisor will receive a copy of the uploaded file.

  Preparing the Appendix list in Matix: here you should select from the uploaded material for tasks 3 and 4 to build your online appendix in Matix. Those are the proofs of evidence you can cite in your final report to support the PP reflection (see section 5).

  You should select a **maximum of 10 annexes**. Carefully select the annexes that best support and provide evidence for your final reflective report.

  When making the online Appendix make sure to add an explanation, of maximum 500 words, why a particular evidence was included in the Appendix, i.e. what evidence shows that you have been achieving the competences of the module?

Final Reflective report: see section 5 for detailed instructions on how to prepare and structure your final PP reflective report.

4.2 Portfolio tasks: overview

Deliverable	Description	Person responsible
Task 1	- Report initial meeting - Work plan - Learning objectives	Student and Professional Practice mentor
Task 2	Describe your institute	Student
Task 3	- Every week, upload max. 2 pictures that illustrate an activity in which you were involved	Student
Task4	- Every week, comment on at least one skill you acquired or worked on during the past weeks	Student
Task 5	- Follow-up questionnaire	Student
Task 6	- Peer review assessment	Student
Task 7	- Mid-term meeting report	Student and Professional Practice mentor
Task 8	- Final meeting report - Preparing the online Appendix - Preparing and submitting the Final Meeting Report	Student and Professional Practice mentor

5. Preparation of the final report

At the end of the Professional-Practice period the electronic Portfolio is completed with a final report. **This final report should be based on the elements collected for the portfolio throughout the Professional Practice.**

Format of the final report:

- **Font, size and spacing**: The report should be written using font Arial, size 11 and spacing 1,5.
- **Cover page**: This must include the name of the student; the name of the host organisation; the name of the Professional-Practice mentor; the start and end dates of the Professional Practice; the title of the Professional Practice; and the IMBRSea logo.
- **Introduction**: Include information about your host organisation and details about the type of work that you carried out for the organisation. Maximum: 1 page (use information from task 2).
- **Reflection on the Professional Practice experience**: In each of the following sections (1-5) you should provide a reflective account of how the Professional Practice has allowed you to meet the expected learning outcomes. Maximum 2 pages per section.
  Besides a descriptive account of the experience, it should also include your opinions and reflections. For example, if you provide information on a task you completed for the host organisation, you should explain why it was done in a particular way, provide an opinion on the effectiveness of the approach, and add thoughts on what could be done differently in the future.
  You should make reference to the online portfolio annexes to support the reflection provided at each corresponding section. You should do so by adding between brackets the annex in question , indicating the assigned Annex number (according to the order listed in the "List of Evidences" section, see below) and ID .
  At the end of the final report, the selected annexes, cited in the final report, should be listed under the section "List of Evidences" - see further.

    - **1. Reflection on how my Professional Practice has improved my professional competences**
    - **2. Reflection on how I contributed to my host organisation's objectives**
    - **3. Reflection on how I applied previously acquired theoretical and practical knowledge to work with the host organisation**
    - **4. Reflection on how my Professional Practice has modified my career aspirations**
    - **5. Reflection on how my Professional Practice experience might impact my future employment prospects**

- **Conclusion**: This section should contain an overall summary of your Professional Practice. What were the most useful parts of the experience? Could some aspects have been better? What were the main advantages for you?
  Maximum: 1 page.
- **Bibliography**
- **List of evidence**: Please provide a list of the annexes cited on your final reflective report. For each annex assign a **number and a short title, and add the corresponding ID number as it appears in the online Appendix list in Matix**. Example:

    - Annex 1, ID 11087. Organisms'identification.
    - Annex 2, ID 12034. Meeting report #2

    - **Referencing Annexes in the report**: the correct way to reference the selected annexes in the text is to report the appendix number and ID, for example: "during my internship I had the opportunity to identify organisms (Annex 1, ID 11087)". Note that you must select the best, most coherent annexes to support your reflection sections. You can but are not obliged to cite all ten listed annexes of your online Appendix list on your Matix portfolio.

Maximum length of the final report: the final report should not exceed 12 pages, excluding the cover, the "List of Evidence" and the "Bibliography" sections.

6. Presentation during the Summer School

Exhibition guidelines

During the IMBRSea Joint Summer School, the Professional Practice experiences will be presented during a scientific exhibition. Via a poster and additional exhibition material (video, photo album, game, etc.), the student will show the experiences gained during the practice. All creative ideas are welcome and encouraged, just keep in mind that the exhibition is **individual**, each student must present one exhibition item and there are no exceptions.

If you choose to present a poster, we can print it for you but only if you consider the following specifications:

- Poster dimensions: A0 (84.1 x 118.9 cm) vertical or horizontal
- Poster content: you are free to choose the best design and content of your poster, however, you should include the following basic information: student name and UGent student number, Professional-Practice institution and location (= country), as well as the logo of IMBRSea and Erasmus Mundus.

If you choose a poster, do not forget to be creative in the way you present it. We will provide you with additional material for your presentation, depending on feasibility. Panel, tables, chairs, extension cables are examples of materials that might be needed for the exhibition set-up.

Students will be required in due time to fill-up a form that will be sent to you via email by the central coordination. Laptops will not be provided, please bring your own.

7. Professional Practice Evaluation

The evaluation of the professional practice will be based on the following elements:

1. An **online portfolio** (10%)
2. A **final reflective report** (60%)
3. An **exhibition stand** at the Joint Summer School in which the Professional Practice is presented (30%)

All elements of the portfolio will be validated and the correctness of completion of the online-portfolio tasks, as well as the respect with the timing to conclude the tasks according to the guidelines, will be evaluated. The report, as well as the exhibition presentation, will be evaluated and graded by an Examination Committee consisting of two members who belong to two distinct IMBRSea consortium partner universities. The assigned evaluators cannot belong to the PP host organisation.

All reports must be uploaded in PDF-format on the Matix platform. The pieces of evidence for the portfolio tasks must also be uploaded onto the Matix platform.

The Professional Practice mentor/supervisor will be invited to evaluate the general work performance of the student. This evaluation does not count for the final grade, unless in case of conflicts and/or large discrepancies between the two assigned evaluators.

Evaluation feedback from the Examination Committee will be shared anonymously with the students (comments + score for each item to evaluate (insufficient – sufficient – satisfactory – good – very good – excellent – see Annex 4 Evaluation criteria). The PP mentor/supervisor's feedback will also become available to the student.

The final Professional-Practice grade will be deliberated by the IMBRSea Examination Board and communicated to the Coordination Office, which is in charge of uploading the grades to the grade-management system of UGent (IMBRSea main coordinating university), and of communicating the feedback to the students.

Detailed information about the evaluation criteria is available in Annex 4.

8. Overview of the organisation of the Professional Practice

Step	**Description**
Call for Professional Practice topics – first half sem1	The coordination office launches a call for Professional Practice topics to interested parties.
Info PP webinar 1 – November sem1	The central coordination organises an info webinar to present the goals of the professional practice and the general guidelines, with focus on topics' selection and ranking by the students, and on topics' allocation
Applying for a topic from the Professional Practice catalogue – second half sem1	Students apply for 5 topics from the catalogue and write a motivation for each on the Matix platform.
Evaluation of applications – second half sem1	Students' motivations for selected topics are evaluated.
Assignment of topics to the students – second half sem1	Each student is assigned to a Professional Practice topic by the IMBRSea Coordination Office based on students' ranking & motivation, supervisors' evaluations, and the number of students allowed per topic. Both students and mentors/supervisors are then informed about the assignment by the IMBRSea Coordination Office. Supervisors are allowed to participate in the selection of the students if they indicate so when submitting a PP topic. However, they are NOT entitled to inform the students about the outcome of the topic selection process, nor they have a final decision on the topic allocation.
Info PP webinar 2 – start of sem 2	The central coordination organises a second info webinar explaining the practicalities regarding the PP. The students will learn about the process of entering the information of their tasks in the Online Reflective Portfolio such as: timelines, objectives, pictures, and so on.
Contract signature – before arriving to PP location	The Professional- Practice contract has to be signed by the student, the host organisation and the coordinator of the IMBRSea programme. The final signed contract will be uploaded by the IMBRSea Coordination office on the Matix platform and be available to all involved actors.
Arrival and installation – first week of PP	The student confirms that he/she is installed at the host organisation by notifying the IMBRSea Coordination Office via Matix,during the first week.
Portfolio – during PP period	The portfolio contains the outputs of tasks 1-8.

Final Reflective report – end PP period (exact submission date tbc)	This report contains a synthesis of the accomplished tasks and objectives during the Professional Practice and time sheets.
PP exhibition: Preparation – after PP period	Students will have to prepare a presentation about the experience they had during their Professional Practice
PP exhibition: Presentation – Summer School	Students will present their experiences in an exhibition at the Joint Summer School (JS) venue, prior to the actual start of the IMBRsea JS

9. Agenda for report submission and PP exhibition - Cohort 2026

The final report should be submitted to the IMBRSea coordination office by the **23rd of June 2026 16h00 CET**.

The Professional Practice experiences will be presented at the start of the IMBRSea Joint Summer School.

Annex 1: Competences to be Obtained during the Professional Practice

1 Describe how your Professional Practice experience has improved your professional competence e.g. through an improved ability to:

- communicate and work effectively with others;
- show initiative and work independently;
- organise workload and set priorities;
- respond to new challenges and changing situations

2 Critically evaluate how you have contributed to their host organisation's objectives.

3 Explain how you applied previously acquired theory and practical knowledge to your professional duties at the host organisation.

4 Explain how your Professional- Practice experience has modified your career aspirations.

5 Assess the effect of your Professional Practice on your future employment prospects.

Annex 2: Tips and Tricks to Define your Personal Objectives in the Context of the Professional Practice Portfolio

A useful way of making goals more powerful is to use the SMART principle. While there are plenty of variants, SMART usually stands for:

- S – Specific (or Significant).
- M – Measurable (or Meaningful).
- A – Attainable (or Action-Oriented).
- R – Relevant (or Rewarding).
- T – Time-bound (or Trackable).

For example, instead of having "to be able to communicate better with my fellow researchers" as a goal, it's more powerful to use the SMART goal "To have talked and explained my work at the institute to at least 5 people in the institute by 30 April, 2027."

The following broad guidelines will help you to set effective, achievable goals:

- State each goal as a positive statement – Express your goals positively – "Be able to work with a titration unit" is a much better goal than "Not making mistakes anymore when doing titrations".
- Be precise – Set precise goals, putting in dates, times, and amounts so that you can measure achievement. If you do this, you'll know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.
- Set priorities – When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by having too many goals, and helps to direct your attention to the most important ones.
- Write goals down – This crystallises them and gives them more force.
- Keep operational goals small – Keep the low-level goals that you're working towards small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward.
- Set performance goals, not outcome goals – You should take care to set goals over which you have as much control as possible. It can be quite frustrating to fail achieving a personal goal for reasons beyond your control. If you base your goals on personal performance, then you can keep control over the achievement of your goals, and draw satisfaction from them.
- Set realistic goals – It's important to set goals that you can achieve. All sorts of people can set unrealistic goals for you. They will often do this in ignorance of your own desires and ambitions. Be careful with the level of difficulty you set for your goals , and reflect wisely.

Annex 3: Code of Conduct – For Students

The student should:

- Act within the terms and conditions of employment laid down by the host employer.
- Take responsibility for his/her own Health and Safety and that of others who may be affected by his/her actions.
- Respect the confidentiality of the organisation.
- Adhere to policies, procedures and work practices of the organisation.
- Adhere to the timelines for the online reflective portfolio.
- Adhere to the deadline for submission of the final reflective report.
- Work diligently, responsibly and in a professional manner at all times.
- Adhere to the company dress code.
- Be accountable and accept responsibility for actions.
- Use the host email/internet for work purposes only.
- Use the work phone for work purposes only.
- Submit all documentation that is requested by the organisation and by the IMBRSea Coordination Office.

Responsibility of the Student to IMBRSea:

- Complete all reports and records for the consortium as specified (including time sheets on a weekly basis in Matix).
- Consult with the IMBRSea Coordination Office/Academic Supervisor prior to making any changes in the terms and duration of the placement.
- Provide access to all records maintained during the placement for the academic supervisor, except where there is an issue of commercial confidentiality.

Annex 4: Evaluation Criteria

The online reflective report counts for 10% of the final grade of the Professional Practice, the reflective portfolio counts for 60% of the final grade and the exhibition for 30%.

The final reflective report is graded based on:

- the evaluation of reflection on the learning outcomes:
  - Reflection on how professional practice has improved my professional competence.
  - Reflection on how I contributed to my host organisation's objectives.
  - Reflection on how I applied previously acquired theory and practical knowledge to my work with the host organisation.
  - Reflection on how the professional practice has modified my career aspirations.
  - Reflection on my professional practice experience has affected my future employment prospects.

- the evaluation of presentation and quality

The evaluation criteria used by the evaluators are the following (grade 1-20):

Reflection on the learning outcomes	
Sufficient	Unacceptable level of reflection. Primarily a descriptive account of a student's experience. Little evidence that the student has thought about their experience. No examples of work carried out while on placement, or examples provided are not relevant. No reference to Appendix, or information referred to in the Appendix is not relevant. Does not demonstrate that relevant learning outcome has been met.
Sufficient to Satisfactory	Acceptable level of reflection with some evidence that the student has thought about their experience, but still a substantially descriptive account of the student's experience. Some examples of work carried out while on placement, but these examples are of limited relevance. Refers to Appendix, but information referred to is of limited relevance. Some evidence that relevant learning outcomes have been met.
Good	Good level of reflection. Good evidence that students have thought deeply about their experience. Relevant examples provided of work carried out by the student while on placement. Good use of information provided in the Appendix to show how a student has met the relevant learning outcome. Provides good evidence that relevant learning outcome has been met
Very good	Very good level of reflection. Very good evidence that students have thought deeply about their experience. Many relevant examples provided of work carried out by the student while on placement. Very good use of information provided in the Appendix to show how the student has met the relevant learning outcome. Provides very good evidence that relevant learning outcome has been met.
Excellent	Excellent level of reflection. Excellent evidence that students have thought deeply about their experience. Many very relevant examples provided of work carried out by the student while on placement. Excellent use of information provided in the Appendix to show how the student has met the relevant learning outcome. Provides excellent evidence that relevant learning outcome has been met.

Presentation and quality	
Insufficient	The introduction is poor. Provides very little information about the host organisation and about the work carried out by the student. Conclusion provides a very limited summary of the student's placement experience. Poor presentation of information in Appendices. Very many spelling and grammatical errors with no real evidence of proofreading. Grossly outside set page limits.
Sufficient to Satisfactory	Introduction is acceptable. Provides some information about the host organisation and about the work carried out by the student. Conclusion provides an acceptable summary of the student's placement experience. Acceptable presentation of information in Appendices. Many spelling and grammatical errors with little evidence of proofreading.
Good	Good introduction. Provides a lot of information about the host organisation and about the work carried out by the student. Conclusion provides a good summary of the student's placement experience. Good presentation of information in Appendices. Some spelling and grammatical errors, but generally good use of language.
Very good	Very good introduction. Provides detailed information about the host organisation and about the work carried out by the student. Conclusion provides a very good summary of the student's placement experience. Very good presentation of information in Appendices. Very few spelling and grammatical errors and generally very good use of language.
Excellent	Excellent introduction. Provides very clear and detailed information about the host organisation and about the work carried out by the student. Conclusion provides an excellent summary of the student's placement experience. Excellent presentation of information in Appendices. No spelling and grammatical errors and generally excellent use of language.

The exhibition is graded based on the evaluation of the following items (grade 1-5):

Clarity of content
Quality of content
Originality (material is presented in an interesting and novel way)
Appropriate layout and use of visual aids
Clearly identified topic and purpose
Informative and clear material
Professional delivery and engaged with audience
Command of language/avoiding jargon
Response to questions
Overall Impression/Quality