

**Final Evaluation of Student Internship Performance**

**Introduction to the Assessment Guidelines and Internship Documentation**

The FIU internship assessment scales, guidelines and supporting documentation have been prepared at the request of the FIU Rector’s Office.

The following principles underpin the material.

1. FIU has promoted itself from the outset as a University that stands out for its emphasis on graduate employability. Its approach to internship and work experience should therefore be distinct in what it offers, and constitute a model of superior practice in the region.
2. Internship / Work Experience should meet the standards and expectations of international accrediting organizations. This is one reason why the assessment scale categories have been derived from the Final International University Learning Outcomes and Mission Statement. The FIU Learning Outcomes themselves were derived from EHEA (European Higher Education Area) and ESG (European Standards and Guidelines) definitions of and descriptions of desirable outcomes of undergraduate education. The equivalent local and regional guidelines (of YOK and YODAK) are also largely synchronized with current European guidelines, meaning that the Internship guidelines should satisfy all external requirements.
3. A not uncommon critique levelled by accrediting bodies at higher education institutions is a failure to fully evolve an institutional identity, policy and character, and that they are run more as a loose confederation of faculties, departments and schools operating from the same campus but in markedly different and unconnected ways. A common internship template based on the FIU institutional Learning Outcomes should also help address this issue.
4. The internship documentation is thus based on contemporary approaches and discussions of twenty-first century skills and competences, a lifelong learning philosophy and generic employability skills that employers look for.
5. The documentation and assessment guidelines are however templates. Specific variations across programs will naturally involve some changes to the templates, additional field-specific criteria etc. The intention however is that there should be an internship policy and philosophy that is explicitly University-wide and can be used by FIU to present, characterize, and market itself to the local, regional and international communities as a major component of its quality-driven philosophy.

**Internship Assessment Guidelines**

In assessing internship performance, please consider:

* Completion, clarity, and care as demonstrated in the logbook.
* Comments and assessment provided by the work supervisor.
* Student report.
* Student self-assessment form.
* Student performance at final jury interview.
* Further observations of FIU advisor.

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| **ASSESSMENT COVER PAGE** |
| STUDENT | **NAME** |
| **NUMBER** |
| **PROGRAM** |
| COMPANY | **NAME** |
| **AREA(S) OF OPERATION** |
| **ADDRESS** |
| EMPLOYER / SUPERVISOR | **NAME, SURNAME** |
| **STATUS / TITLE** |
| ACADEMIC ADVISOR | **NAME, SURNAME** |
| **STATUS / TITLE** |
| **DEPARTMENT(S) /AREAS IN WHICH INTERN WORKED** |  |
| **STARTING DATE: COMPLETION DATE:** **TOTAL NUMBER OF WORKING DAYS:**  |
| Dates, Signatures, Stamps |

**Internship Assessment**

Evaluation Scale:

1: Did not meet requirements. 2: Below average in satisfying requirements. 3: Satisfied requirements.

4: Above average in satisfying requirements 5: Outstanding / exceptional performance.

N/A: Not possible to assess due to lack of information or relevance.

Satisfactory (S) : 3.00 – 5.00

Unsatisfactory (U): 0.00 – 2.99

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. During the internship, the student demonstrated:
 | **5** | **4** | **3** |  | **2** | **1** | **N/A** |
| 1. **Professional responsibility** (e.g. attendance, dress, awareness of and adherence to workplace regulations).
 |  |  |  |  |  |  |  |
| 1. **Professional ethics and social and civic responsibilities** (awareness of ethical and social areas of relevance to the field and to the workplace, and to behaviour and conduct in professional life more generally).
 |  |  |  |  |  |  |  |
| 1. **Professional autonomy** (able to work independently, take initiative, self-organize and generally work well with minimum support and supervision).
 |  |  |  |  |  |  |  |
| 1. **Time Management Skills (**timelytask completion, distribution and prioritising of time, punctuality, etc.)
 |  |  |  |  |  |  |  |
| 1. **Teamwork Skills** (working harmoniously with others, interacting positively and constructively with colleagues etc.)
 |  |  |  |  |  |  |  |
| 1. **Communication Skills** (able to convey ideas and suggestions, understand instructions, respond to questions and instructions in a professional manner).
 |  |  |  |  |  |  |  |
| 1. **Analytic, critical thinking and problem-solving skills** (able to evaluate and respond to day-to-day work related issues and problems with original insights based on evidence and date, and make relevant proposals)
 |  |  |  |  |  |  |  |
| 1. **Technical Knowledge and Skills** (as relevant to the field in general and the workplace in specific and showing the ability to transfer classroom learning into work environment).
 |  |  |  |  |  |  |  |
| 1. **Continuous learning and development** (desire and interest to learn more about the field, the organisation, and develop higher levels of knowledge and skills).
 |  |  |  |  |  |  |  |
| B: After the internship, the student demonstrated: |  |  |  |  |  |  |  |
| 1. **Composition and reporting skills** (structuring and formatting a formal report).
 |  |  |  |  |  |  |  |
| 1. **Critical reflection skills** (evaluating the experience in both written and spoken form, through the report, self-assessment form, and jury.
 |  |  |  |  |  |  |  |
| 1. **Planning and Further Development** (the ability to identify future targets and methods for achieving them).
 |  |  |  |  |  |  |  |
| C: *Faculty /School specific items can be added below if desired.* |  |  |  |  |  |  |  |
| D: Weighted Average Grade |  |
| E: Overall Final Grade |  **S** |  **U** |
| **Further Comments and Recommendation** |