



university of
 groningen

faculty of behavioural
 and social sciences

rema

Assessment plan of the Research Master's programme Behavioural and Social Sciences

Academic year 2024-2025



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o. Preface

This document contains the assessment plan of the programme of the Research Master Behavioural and Social Sciences. The assessment programme and assessment plan comply with the assessment policy of the Faculty of Behavioural and Social Sciences (2011; as summarized in 18 prerequisites (see Appendix 1)), the general assessment policy of the University of Groningen (2021) and the protocol setting out the duties and powers of the Board of Examiners of the University of Groningen (Manual for Board of Examiners; 2023).

The assessment programme and assessment plan are published separately, so there is a legal distinction between the assessment programme and assessment plan. The assessment programme is an appendix to the Teaching and Examination Regulations (TER) and also part of the assessment plan.

The assessment plan comprises the following topics:

1. Stimulation of the learning process
2. Study programme
3. Responsibilities for the implementation of the various components of the assessment policy;
4. The method of regular evaluation

The assessment programme comprises the following topics:

1. Learning goals and learning outcomes of the programme
2. Descriptions of constructive alignment, and overview of the learning outcomes of the individual courses related to the learning outcomes of the programme and the assessment modes
3. Course assessments: procedures and assessment criteria used

Detailed descriptions of the content of each individual course can be found in Ocasys, the online course catalogue (<http://www.rug.nl/ocasy/>). This includes the learning outcomes, description of content, mode(s) of instruction and assessment mode(s) and assessment content. The first and last aspects can be found in the assessment programme as well, whereas the description of content and mode(s) of instruction can be read in Ocasys only.

Groningen,

Prof. dr. R.J.C. Huntjens, director Graduate School of Behavioural and Social Sciences
Drs. I.P.J. Veenstra, coordinator Graduate School of Behavioural and Social Sciences



1 Stimulation of the learning process

Self-responsibility is an important guiding principle in the programme's testing policy. This means that we encourage students to take their own responsibility in acquiring academic knowledge and skills. In order to take responsibility for their learning process, students must be enabled to do so. Therefore, during the course, students should be able to regularly evaluate to what extent they are on track to achieve the learning objectives. Below we describe how we use testing to create the preconditions for promoting the learning process in our programme. This is based on the principle that we want students to take responsibility for their own learning process.

1.1 Formative and summative assessment

The program uses a combination of formative and summative testing to encourage students to actively work on achieving the learning objectives early in the course.

Summative assessment is to assess whether the student achieved the learning goals of the course. For each course, the summative assessment is aligned with the learning goals of the course involved. That is, the content, its level and the assessment method(s) are chosen such that all learning goals are assessed in a proper way.

Summative assessment is essential to determine whether the student meets the learning goals sufficiently to complete the course. The Board of Examiners can therefore confidently sign the diploma of the student who has passed all exams belonging to their curriculum. All exams of their curriculum program together cover the final qualifications of the programme – as explained in the Assessment programme, Section 1 (Learning goals and learning outcomes of the programme).

Formative assessment has an informative purpose. It informs both teachers and students about the progress of the learning process. For students, formative assessment provides the necessary feedback and starting points for improving learning performance, so that students can take control of their own learning process. Students get an impression of the topics that the teacher considers important and at what level these topics should be mastered at a certain point in the course. For teachers, formative assessment provides the necessary feedback on which subjects require additional attention or explanation.

Detailed information on the summative and formative assessments per course in the programme is provided in the Assessment programme, Section 3 (Course assessments).

1.2 Programming of testing

Due to the combination of formative and summative testing in each course and the combination of several summative testing formats, the students' progress is regularly assessed throughout the duration of the course. This ensures that students are encouraged to actively work with the subject matter from the start of the course and the learning behavior of students is directed in such a way that they have mastered the subject matter at the end of the course.

A resit or correction (i.e. correction of an unsatisfactory version of, for example, a paper, report or thesis) is organized for each summative assessment component of each course. This is to ensure that students can reasonably complete courses within the academic year. The resits are scheduled after the examination period of the next block. This ensures that the resit is not an attractive option. After all, the resit takes place weeks later, which means that time must be invested to keep the knowledge active in the memory. Moreover, the second resit week is in a period when other students are free from education and exams.



2 Study programme

2.1 Characterization of the degree programme

The research master's programme is designed for talented, ambitious students with interest in behavioural and social phenomena who would like to pursue a career in an academic or applied (clinical, industry, or governmental) research environment. The curriculum is focused on theory-guided analysis of empirical data and generalizable explanations of human behavioural and social phenomena. Increasingly, research into these complex phenomena is of a multidisciplinary nature. Because we view a disciplinary base to be essential for successful contributions to multidisciplinary research, both specialization and multidisciplinary play key roles throughout the whole programme. The students are trained to function as specialists in a multidisciplinary context

After completion of this programme the student meets the entry requirements of national and international PhD programmes within the behavioural and social sciences and of research institutions outside academia at the junior researcher level.

2.2 Programme outline: specialization combined with multidisciplinary

The programme is centred around three themes, where each theme is associated with a few disciplines. When entering the programme, each student selects a theme according to his/ her interest. During the programme, the student selects a specialization into a discipline associated within the student's theme. The programme provides for all students a firm basis in science theory, methodology and statistics. The science theoretical part includes theory building, reflecting on science and science integrity. In the methodology and statistics part, the connection between statistics and content-related theories receives much attention.

For each theme, the associated theme courses introduce the theme from both disciplinary and multidisciplinary perspectives. That is, the similarities and essential differences in theories, concepts and perspectives between the disciplines associated with the theme are carefully highlighted and discussed. Students develop their abilities to work in a multidisciplinary setting in the project-based course for all second-year students 'Multidisciplinary research in action'.

Other courses in the programme with multidisciplinary elements are:

- > Reflecting on Science and integrity (obligatory for all students)
- > Development, learning and instruction (elective course)
- > Economy and Society: Critical Transitions in Advanced Industrialised Societies (elective course)
- > Environmental psychology (elective course)

Disciplinary specialisation takes further place via the elective courses, and via the individual research projects (traineeship and Master's thesis). The individual research projects can be multidisciplinary research.

The setting with the theme courses, specialization courses and individual research projects provides the students with a proper degree of disciplinary specialization and use different perspectives on societal problems, to function well in both monodisciplinary and multidisciplinary contexts.

The final and all-inclusive assessment of the programme is the Master's thesis. This thesis should be at the level of a first draft of a research paper that may be submitted to an international, peer-reviewed journal, and may form the basis of a proposal for a PhD thesis or for an application for research funding. Thus, graduates are well prepared for PhD positions and careers as research scientists, primarily in academia, but also for research positions in public or private organizations.

2.3 Learning environment

The vision on the learning environment of the programme is inspired by the notion that knowledge and understanding result from activities conducted by students themselves. The learning environment is arranged in such a way that students are invited to function as self-directed learners who achieve the learning outcomes in a manner that fits their individual learning needs. Students are stimulated to develop understanding in fields of their own interest, always linking new information to already acquired competence and experiences.



Students are stimulated and required to work on different research questions and to practice using different quantitative methodologies. From the start of the programme, it is expected and stimulated that students take part in the research groups associated with their theme via active engagements in seminars and lab meetings.

Further, it is stimulated to take and use broader perspectives on societal research questions, by offering theme courses, and thought provoking seminars.

Each student is offered to work as a (paid) research assistant with different staff members. The aims are to ease the embedding in a research group, and to gather experience in research methodologies, measures and collaboration. Students in their second year may apply for a PhD position. Each year, the faculty provides funding for a number of PhD positions. The idea behind this PhD fund is to provide students the opportunity to develop their own research proposal on a freely chosen topic, in collaboration with supervisors of their own choice.



3 Procedures and responsibilities

3.1 Assessment procedures and criteria

The learning outcomes and the assessment of the courses (see assessment programme) are determined by the programme director, upon proposal of the examiners involved. Per course, the programme director considers whether the learning outcomes and the assessment proposed fit each other. Further, the programme director considers the resulting variety in assessment methods for the programme as a whole, in relation to the learning goals of the programme. In case this would not fit, and/or an unbalanced assessment landscape would arise, the programme director guides the process to arrive at a proper landscape, in mutual agreement with the examiners involved.

For each exam, the form, content and level are aligned with the learning objectives of the course. The examiner is responsible for designing the exam. For each exam except for the traineeship and the Master's thesis, the examiner is responsible for the scoring model. The scoring model includes the model answers, the scoring system (i.e., the points that should be included in the answer and how they are scored) and the method of computing the grades, including the cutting score. The scoring model has to be determined before the exam is given.

Each exam must be checked by at least one colleague examiner from the Research master before administration. The colleague considers, in view of the learning objectives of the course: the content of the questions, their clarity, level of difficulty, coverage of content, and the scoring model.

The grading of traineeships and Master's theses is done on the basis of the Assessment forms for writing a traineeship report (see Appendix 2a and 2b) and a MSc thesis (see Appendix 3), so that the criteria for evaluation are clear. During both the traineeship and RMSc thesis project, students and their supervisors have regular meetings (typically once a week) in which their progress relative to the criteria, among other things, is monitored and discussed. Students taking a Clinical traineeships are evaluated on their scientific traineeship report as well as their clinical report and their performance during their clinical traineeship (see appendix 2b).

All procedures for staff involved in the programme are summarized in the Faculty handbook¹ for the Research Master's programme.

3.2 Responsibilities in assessment

The assessment plan is determined by the Faculty Board. The Graduate School director is responsible for the day-to-day management of the Graduate School, for the development, maintenance, execution, and evaluation of the RMSc programme, the monitoring of students' progress, and the internal quality assurance of the RMSc programme. The director shapes the scientific and educational policy of the Graduate School in consultation with the Faculty Board, the Research and Teaching directors of the three departments within the faculty (i.e., Psychology, Sociology, and Pedagogical and Educational Sciences), the coordinator of the Graduate School, and the relevant committees that operate within the school, including the Board of Examiners.

The RMSc Board of Examiners is appointed by the Faculty Board. The Board of Examiners acts according to the protocol setting out the duties and powers of the Board of Examiners of the University of Groningen ('Manual for Board of Examiners; 2022). With respect to the assessment they carry out the following tasks:

- Appointing the responsible examiners for implementing the different parts of the assessment of courses.
- Evaluation of the assessment plan in relation to the realization of the learning outcomes of the programme.
- Supervising the utilized assessment methods in relation to the Assessment Plan as decreed by the Faculty Board.
- Carrying out periodically and general evaluations of the assessments.

The periodic evaluation of each course assessment takes place via detailed evaluation of the course documents. The Board provides comments and suggestions for improvement which the Graduate School sends to the instructor. Instructors are asked to make adjustments and resubmit the documents

¹Students may contact rema.bss@rug.nl for access to the relevant text in the Faculty Handbook.



as soon as possible. If needed the Board of Examiners discusses the assessment with an examiner in person. Further, each course receives a detailed evaluation by the Board of Examiners once every 5 years.

Annually, the Board of Examiners reports their evaluation of the quality of the implementation of the assessment plan to the Graduate School director and the Faculty Board. The director of the Graduate School takes proper notice of the evaluation and takes action if necessary.



4 Regular evaluation

The Board of Examiners assures the quality of assessment by supervising the execution of the Assessment Plan, including Assessment Programme, as decreed by the Faculty Board, including 18 prerequisites to ensure the quality of assessment and grading within the educational programmes (see Appendix 1). Characteristics of the Assessment Plan that are evaluated by the Board of Examiners annually are, for example:

- The links between the aims of the RMSc programme and the content of the curriculum.
- The links between the aims of each course and assessment procedure, content and method.
- The variety in assessment methods within each year.

The task of the RMSc Programme Committee is to evaluate the RMSc programme and to evaluate to what extent the teaching and examination regulations are followed. Further, the Committee has to judge the agreement with the program part of the teaching and examination regulations. The Programme Committee meets after each block (two in each semester), that is, four times per year. The Graduate School coordinator manages the course evaluations and provides administrative support to the committee.

At the end of each block, students are provided with course evaluation forms for each course that they were enrolled in. The results are summarized and sent to the lecturers and the Programme Committee members; lecturers are asked to provide a written response to this evaluation report. Based on both the evaluation report and the lecturer's response, the Programme Committee may decide to invite the lecturer(s) to the committee meeting in which the evaluation report and the lecturer's response will be discussed. After each Programme Committee meeting, the evaluations and the lecturer's response are published in the online course environment Brightspace, so that students receive feedback on their comments and suggestions. In addition to the course evaluations, the committee's focus lies on the coherence and overall quality of the programme.

Once a year, a separate Programme Committee meeting is organized in which the entire RMSc programme (including the individual courses) and the current state of affairs is evaluated and discussed.



Appendix 1 – Prerequisites Assessment Faculty of Behavioural and Social Sciences

Onderwerp van Toetsing

- 1a. Er zijn duidelijke eindtermen voor de opleiding geformuleerd die zijn vertaald naar leerdoelen voor de verschillende curriculumonderdelen.
- 1b. Om de eindtermen van de opleiding adequaat te kunnen toetsen zorgt de opleiding voor een goede aansluiting tussen de eindtermen van de opleiding, de leerdoelen van de curriculumonderdelen en de toetsing van de leerdoelen.
- 1c. Toetsvormen zijn afgeleid van de leerdoelen en sluiten daar goed bij aan.
- 1d. De onderwijsvorm van een curriculumonderdeel is consistent met de geselecteerde toetsvorm en de leerdoelen.
2. De Dublin descriptoren zijn uitgangspunt voor het vaststellen van de eindtermen van de opleiding en de leerdoelen van de curriculumonderdelen (inclusief veranderingen in de loop van de studie).

Programmering van Toetsing

3. Het 'toetsprogramma' is, vooral in de beginfase van de studie, dusdanig van opzet dat de student geregeld wordt getoetst en dat er geen ongewenste concurrentie tussen de toetsen en de andere programmaonderdelen bestaat. De toetsing van een curriculumonderdeel wordt dus bij voorkeur gespreid over de tijdsduur van het onderdeel.
4. Ieder curriculumonderdeel kent maximaal één tweede kans tentamen per collegejaar, georganiseerd op een moment dat het hertentamen zo min mogelijk concurreert met het reguliere onderwijs en de reguliere tentamens.

Toetsvormen en eisen aan toetsing

5. Het totale pakket aan toetsvormen moet goed aansluiten bij het beoogde leergedrag van de studenten in de opeenvolgende fasen van het curriculum. De toetsvorm van ieder curriculumonderdeel is een afgeleide van de leerdoelen van het desbetreffende onderdeel.
6. Iedere toets kent een zo groot mogelijke transparantie, validiteit en betrouwbaarheid.
7. De betrouwbaarheid wordt gewaarborgd door toetsen te maken van voldoende lengte (ook in tijd) en door duidelijke, van tevoren vastgestelde, beoordelingsprocedures te hanteren.
8. De (inhouds-)validiteit van de toetsen wordt gewaarborgd door de toetsinhouden aan te laten sluiten bij de leerdoelen.

Examinatoren

9. De examinatoren zijn de eindverantwoordelijken voor de beoordelingen van studenten op curriculumonderdelen, de Examencommissie is eindverantwoordelijk voor de beoordeling van studenten op opleidingsniveau.
10. Iedere docent is geschoold en/of bekwaam verklaard voor zijn/haar specifieke rol in het examenprogramma.
11. De Examencommissie is formeel verantwoordelijk voor de bekwaamheidsverklaring van de betrokkenen bij de toetsing van de studenten.

Regelgeving

12. De Onderwijs & Examenregeling en de Regels & Richtlijnen zijn transparant.
13. De wijze van cesuurbepaling is vooraf duidelijk gemotiveerd en vastgelegd.

Kwaliteitszorg voor toetsbeleid en toetsing

14. Elke opleiding kent een toetsbeleid waaruit de aandacht voor toetsing als instrument tot sturing blijkt en waarin de verantwoordelijkheden voor de uitvoering ervan zijn vastgesteld, evenals de wijze van periodieke evaluatie.
15. Per opleiding zijn er protocollen voor samenstelling, afname, beoordeling en analyse van toetsen.
16. Docenten passen peer review toe bij het construeren van een beoordelende toets.
17. De Bachelor- en Master's scriptie kennen twee (van elkaar onafhankelijke) beoordelaars.
18. Er is een archiveringssysteem voor al het relevante toetsmateriaal. De vereiste documentatie, de wijze van archivering en de verantwoordelijken voor de archivering zijn vastgelegd in een protocol dan wel het toetsplan.



Appendix 2a – RMc Sc Traineeship Report Assessment Form

Research Master’s Traineeship - Assessment Form

Name and initials:
 Student number:
 Module: GMTRAIN10
 Title: Traineeship report

Name supervisor:
 Grade: Choose a grade
 ECTS: 10
 Date:

Signature first supervisor:

Procedure

- In case of more than a single supervisor, the four-eyes principle is respected in the process evaluation, in the sense that the supervisors each give feedback. These can be the first supervisor, second supervisor and an external supervisor. A final grade is approved after discussion between the supervisors if their initial assessments disagree. The first supervisor fills out this form.
- The student will be assessed on process, skills, their academic attitude, and their traineeship report, consisting of A. Self-evaluation; B. Output.
In the case of an internal traineeship, the first and second supervisor independently assess the traineeship report; the first supervisor also assesses the process, skills and academic attitude. Both supervisors subsequently jointly decide on a grade for the traineeship.
In the case of an external traineeship, the same procedure is followed by the internal supervisor and the external supervisor, with the difference that the internal supervisor has the final say in the grading.

The various dimensions within each category are evaluated on a scale from unsatisfactory to excellent. You may tick two adjacent boxes.

A student cannot pass when one of the parts is marked ‘unsatisfactory’. If a part is marked as ‘unsatisfactory’, the student gets one opportunity to revise and submit, within a period of 2 weeks. Each of the categories needs to have been evaluated at least satisfactory (grade 6) overall by both evaluators to pass. Please use the ‘guidelines for grading’ table below to decide on a grade.

- The student and supervisors organize a ‘project evaluation conversation’ to reflect on the student’s past performance in conducting the research by discussing self-reflection and the grading. The student hands in a reflection report prior to this evaluation conversation. After the evaluation conversation, the first supervisor fills out this assessment form.
- The first supervisor submits this form to the Graduate School rema.bss@rug.nl and gives a copy to the student. The Graduate School will send the grade to the Student Service Desk.

Guidelines for grading: give grades in multiples of 0.5	Corresponding overall grade for the traineeship
Indicating unsatisfactory at least once	5 or lower
Predominantly indicating satisfactory	6
Predominantly indicating between satisfactory and good	7
Predominantly indicating good and very good	8
Predominantly indicating between very good and excellent	9
Predominantly indicating excellent	10

A. Self-evaluation: Student specific learning goals (assessed by the first supervisor)



Learning goals (as described in A. Self-evaluation and traineeship plan) Please indicate and evaluate the learning goals as formulated in the traineeship plan	Unsatisfactory	Satisfactory	Good	Very good	Excellent
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation:					

Process and Skills (as far as described in the Traineeship report, and as assessed by the first supervisor)	Unsatisfactory	Satisfactory	Good	Very good	Excellent	Not applicable
Planning and time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental set-up (e.g. designing, developing, programming)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation:						



Academic attitude (as assessed by the first supervisor)

	Unsatisfactory	Satisfactory	Good	Very good	Excellent	Not applicable
Independence in conducting research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inventiveness and creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation and eagerness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with feedback and advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in lab group/ research meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other aspects of academic attitude, such as [to be filled in by the supervisor if desired]:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation:						

B. Output (as described in B. Output)

A specification of the activities conducted during the traineeship is clearly and completely described	<input type="checkbox"/> Yes	<input type="checkbox"/> No
--	------------------------------	-----------------------------

	Unsatisfactory	Satisfactory	Good	Very good	Excellent	Not applicable
The problem is clearly described and linked to the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A discussion of the ethical aspects is clearly described	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The results and contributions are clearly described	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation:						



Appendix 2b – Clinical Traineeship Assessment Form

ASSESSMENT FORM DAILY FUNCTIONING INTERNSHIP*

* To be filled in and signed by the practical supervisor

Name intern:

Student number:

Master track:

Supervisor:

Organisation:

Internship period: from ... / ... / 202... until ... / ... /202...

Date:

Interim assessment / Final assessment (delete what is not applicable)

Overview of the performed work:

1.
2.
3.

On the following pages there are several aspects listed on which the performance of the intern should be assessed. The general area is assessed for each intern, the remaining parts only to the extent that the relevant aspects were part of the practical training. The assessment should be made in light of the purpose of a Master practical training, namely the possible introduction to the practice field. Please fill in the rest of **this** page, including an overall assessment **after** assessing the individual aspects on the following pages.

The progression throughout the internship period:

.....

Possible comments:

.....

.....

Overall assesment:

- | | | | |
|--------------------------|----------------------|--------------------------|-----------|
| <input type="checkbox"/> | insufficient | <input type="checkbox"/> | good |
| <input type="checkbox"/> | sufficient | <input type="checkbox"/> | excellent |
| <input type="checkbox"/> | more than sufficient | | |



Personal aspects

		1	2	3	4	5
		insufficient	sufficient	more than sufficient	good	excellent
Working pace	N/A.	1	2	3	4	5
Taken initiative	N/A	1	2	3	4	5
Open to feedback	N/A	1	2	3	4	5
Accuracy	N/A	1	2	3	4	5
Independence	N/A	1	2	3	4	5
Reflection on performance	N/A	1	2	3	4	5
Creativity	N/A	1	2	3	4	5
Stress management	N/A	1	2	3	4	5
Flexibility	N/A	1	2	3	4	5
Collaboration with colleagues	N/A	1	2	3	4	5
Input in team meetings	N/A	1	2	3	4	5
Professional integrity	N/A	1	2	3	4	5

Room for comments:

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Practical skills in clinical internship

- Applicable/ Not applicable (delete what does not apply)

		1	2	3	4	5
		insufficient	sufficient	more than sufficient	good	excellent
Diagnostic Interviewing	N/A	1	2	3	4	5
Choice assessment techniques / tests	N/A	1	2	3	4	5
Psychological examination	N/A	1	2	3	4	5
Written report	N/A	1	2	3	4	5
Oral report	N/A	1	2	3	4	5



Therapeutic interviewing	N/A	1	2	3	4	5
Liaise with clients	N/A	1	2	3	4	5
Dealing with children	N/A	1	2	3	4	5
Dealing with parents/client (system) s.	N/A	1	2	3	4	5
Dealing with a clientgroup	N/A	1	2	3	4	5
Implementation of techniques / interventions	N/A	1	2	3	4	5
Monitoring and reflection on treatment process	N/A	1	2	3	4	5
Growth in knowledge about the treatment group	N/A	1	2	3	4	5

Room for comments:

.....

.....

.....

Scientific aspects in clinical internship

- Applicable/ Not applicable (delete what does not apply)

		1	2	3	4	5
		insufficient	sufficient	more than sufficient	good	excellent
Theoretical knowledge of diagnostics	N/A	1	2	3	4	5
Formulating hypotheses about problems	N/A	1	2	3	4	5
Choice of instruments in relation to hypotheses	N/A	1	2	3	4	5
Handling test material	N/A	1	2	3	4	5
Interpretation of test results	N/A	1	2	3	4	5
Composing conclusions and advise	N/A	1	2	3	4	5
Theoretical knowledge about management / therapeutic activities	N/A	1	2	3	4	5
Link diagnostics and the plan of treatment	N/A	1	2	3	4	5



Problem analysis in coaching situations N/A 1 2 3 4 5

Methodical processing in coaching situations N/A 1 2 3 4 5

Room for comments:

.....
.....
.....
.....

Practical/scientific skills in research internship
-Applicable/ Not applicable (delete what does not apply)

		1	2	3	4	5
		insufficient	sufficient	more than sufficient	good	excellent

(Neuro) Psychological assessments N/A 1 2 3 4 5

N/A 1 2 3 4 5

Interviewing skills
Dealing with participants N/A 1 2 3 4 5

Project management N/A 1 2 3 4 5

N/A 1 2 3 4 5

Research design N/A 1 2 3 4 5

Writing research protocol/proposal N/A 1 2 3 4 5

Growth in knowledge about the subject N/A 1 2 3 4 5

Translation of information to broader public N/A 1 2 3 4 5



Room for comments:

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.....
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(Location):....., (Date)20.....

Signature supervisor:.....

Signature intern:.....



Appendix 3 – RMSc Thesis Assessment Form

Research Master’s Thesis Assessment Form

Procedure: Each thesis is evaluated by two assessors. Each assessor fills out an individual assessment form. The assessors jointly determine the grade which is reflected in the joint grading box on the first assessor’s form, including a clear motivation of the grade. The first assessor will discuss this joint grading form with the student in order to provide feedback about the student’s performance. Both assessors submit their assessment forms to rema.bss@rug.nl. Please pay attention to the information in the appendix and the [rubrics](#) before filling out this form.

Assessment Research Master’s Thesis GMREMA03

Student's name:
 Student's number:
 Title of the Master's Thesis:

To be filled by the
 Graduate School

Final grade:

First assessor’s name:
 Second assessor’s name:
 Date: Click or tap to enter a date.
 ECTS: 30

This form is an:

- Individual form filled out by the first assessor, together with a joint motivation for the grade by the first and second assessor
- Individual form filled out by the second assessor

How to fill in your assessment?

In the case of “unsatisfactory” check the check-box. Otherwise, move the slider anywhere on the scale between “satisfactory” and “excellent”. Please refer to the [Rubrics](#) for assessing the different aspects of the thesis (see Brightspace). If aspects of the Rubrics are not applicable or missing you can indicate your comments on these aspects – and how they are relevant for the grade – in the text box for your final assessment of the thesis. The Rubrics are based on the intended [learning outcomes of the Research Master’s thesis](#) that are described in Ocasys.

To be checked by the first assessor before the assessment of the thesis takes place

word count is within the limits (6,000-10,000 words for core text (i.e. introduction, methods, results, discussion including abstract, keywords and excluding references, tables, figures and max. 5 appendices)

If the word count of the thesis is not met, assessment of the thesis may not take place. The student needs to revise the thesis such that it meets the word limit.

deviations of the Master’s thesis from the proposed plan are indicated on the title page
On the title page, a short reflection should be included on the deviations of the actual Master’s thesis research from the proposed research as originally presented in the Master’s thesis plan.

protocol for data storage has been followed

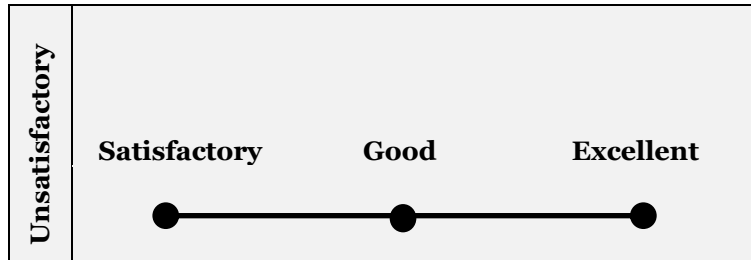


[Link to rubrics](#)

	Unsatisfactory	Satisfactory Good Excellent
Title	<input type="checkbox"/>	<input type="range"/>
Topic	<input type="checkbox"/>	<input type="range"/>
Introduction		
Research problem		
A. Topic	<input type="checkbox"/>	<input type="range"/>
B. Research problem	<input type="checkbox"/>	<input type="range"/>
C. Research questions	<input type="checkbox"/>	<input type="range"/>
D. Concepts	<input type="checkbox"/>	<input type="range"/>
Theoretical framework		
A. Theory	<input type="checkbox"/>	<input type="range"/>
B. Sources	<input type="checkbox"/>	<input type="range"/>
C. Hypotheses	<input type="checkbox"/>	<input type="range"/>
Method		
Respondents, design and procedure		
A. Research design	<input type="checkbox"/>	<input type="range"/>
B. Data-collection	<input type="checkbox"/>	<input type="range"/>
C. Sample and sampling procedure	<input type="checkbox"/>	<input type="range"/>
Research instruments and variables		
A. Research instruments	<input type="checkbox"/>	<input type="range"/>
B. Variables	<input type="checkbox"/>	<input type="range"/>
Analyses	<input type="checkbox"/>	<input type="range"/>
Clarity with respect to replication	<input type="checkbox"/>	<input type="range"/>



[Link to rubrics](#)



Results		
Data inspection (as appendix in the Research Master's thesis)		
A. Description of data quality	<input type="checkbox"/>	◀ ▶
B. Assumptions and interventions/manipulations	<input type="checkbox"/>	◀ ▶
Description of the results		
A. Textual description and coherence	<input type="checkbox"/>	◀ ▶
B. Interpretation	<input type="checkbox"/>	◀ ▶
Use of tables and figures		
A. Clarity	<input type="checkbox"/>	◀ ▶
B. Necessity	<input type="checkbox"/>	◀ ▶
Discussion		
Answering the research question(s)		
C. Summary and connection to research question(s) and hypotheses	<input type="checkbox"/>	◀ ▶
D. Interpretation of results in light of theory	<input type="checkbox"/>	◀ ▶
Discussion of theoretical and methodological limitations of the research	<input type="checkbox"/>	◀ ▶
Implications		
A. Value and/ or implications for practice and/ or theory	<input type="checkbox"/>	◀ ▶
B. Implications and recommendations for future research	<input type="checkbox"/>	◀ ▶
Structure and compliance with APA 6 guidelines		
Structure	<input type="checkbox"/>	◀ ▶
References	<input type="checkbox"/>	◀ ▶



Thesis assessment by first/ second assessor

The thesis assessment has been divided into two parts:

- First, the first and second assessor grade the thesis as a scientific end product without taking the process into account. Thus, they grade the thesis similar to how a scientific journal, Board of Examiners, or visitation committee would assess the thesis independent of the qualities of the student who wrote the thesis.
- Next, the first assessor takes the process into account and evaluates the performance of the student with regard to aspects that pertain to the process (independence, creativity, etc.).

It is important that the grading process is transparent and that these two aspects of the thesis (the scientific end product and the process) are assessed separately.

Assessment first/second assessor independently
Please indicate your assessment of the thesis (grade between 1-10, see page 7) Grade:
Motivation and argumentation:

<i>This box should only be filled out on the first assessor's form. Assessment of the thesis as scientific end product (without taking into account the process)</i>
Assessment after deliberation between first and second assessor (grade between 1-10):
Motivation and argumentation for the final thesis assessment:

<i>This box should only be filled out on the first assessor's form. Process assessment</i>
The process leading to the thesis is evaluated by the first assessor, informed by the daily supervisor (in case these are different persons). The process is to be evaluated on the basis of the student's performance in terms of... <ul style="list-style-type: none"> - Collaboration with the individuals (researchers, participants, ...) involved in the research project - Proactively working, showing self-efficacy: taking initiative, asking for guidance in good time - Progress: Commitments and deadlines have been observed, and the student has executed the thesis project within an appropriate time frame - Creativity: processing of original and refreshing ideas of high-quality - Reflection: active, high-quality reflections carrying out the project, profiting from feedback
The performance with regard to the process has to be evaluated with a number within the range minus 0.5 up to plus 0.5, which expresses the performance on the process, as expressed by the thesis assessment. The meaning of the values -0.5, 0 and +0.5 are thus as follows: -0.5: The student performed much worse on 'Process' than would be expected based on the Final thesis assessment;



0: The student performed equal on 'Process' as would be expected based on the Final thesis assessment;
+0.5: The student performed much better on 'Process' than would be expected based on the Final thesis assessment.

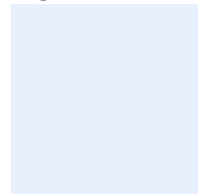
Process assessment (value in the range -0.5 and +0.5):

Motivation and argumentation:

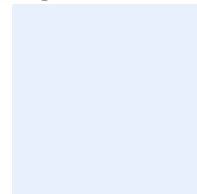
Final grade = Final thesis assessment (grade between 1-10) + Process assessment (value in the range -0.5 and +0.5)

Final grade:

Signature first assessor:



Signature second assessor:



To be checked by the first assessor, via Brightspace, before the grade is communicated to the student:

A [plagiarism scan](#) has been performed. There is no suspicion of plagiarism.

Important: Submit the assessment forms to rema.bss@rug.nl. Only assessment forms with signatures will be accepted.



Appendix to the Research Master's Thesis Assessment Form

Please pay attention to the following when grading a thesis:

The final assessment of the Research Master's programme is the RMSc thesis. This thesis should be at the level of a first draft of a research paper that may be submitted to an international, peer-reviewed journal, and may form the basis of a proposal for a PhD thesis or for an application for research funding.

Guidelines for assigning a grade for the thesis after assessing the thesis aspects are presented in the table below. Grades must be expressed as a multiple of .5 (with the exception of 5.5).

Assessment of aspects of the RMSc thesis	Corresponding overall grade for the thesis
Indicating unsatisfactory at least once (only applies to the main components Introduction, Method, Results, Discussion)	5 or lower
Predominantly indicating satisfactory	6
Predominantly indicating between satisfactory and good	7
Predominantly indicating good	8
Predominantly indicating between good and excellent	9
Predominantly indicating excellent	10

Procedure RMSc thesis assessment

1. Each thesis is evaluated by two assessors.
2. The student writes the thesis and submits it to the first assessor, i.e. the internal supervisor. The second assessor will receive the manuscript of the thesis after approval by the first assessor and will judge the thesis within 10 working days. The second assessor will also receive a reflection on the deviations of the actual Master's thesis research from the proposed research as originally presented in the Master's thesis plan. This reflection is included on the title page of the thesis.
3. The first and second assessor fill out an individual assessment form.
4. The first and second assessor jointly determine the grade, on the basis of the version delivered to the second assessor. Modifications can be made upon the second assessor's approval, but will not change the grade.
5. The first and second assessor jointly determine the grade which is reflected in the joint grading box on the first assessor's form, including a clear motivation of the grade.
6. If the Master's thesis is considered adequate, a plagiarism scan takes place via Brightspace.
7. The first assessor informs the student about the final grade of the Master's thesis and discusses the joint grading form with the student in order to provide feedback about the student's performance.
8. The first assessor submits the grade to rema.bss@rug.nl.
9. The first and second assessor submit their assessment forms to rema.bss@rug.nl.
10. A complete overview of the RMSc thesis regulations and procedures (e.g., the graduation guide) can be found on Brightspace.