



# Internship Manual Psychology Master

Specialisations EP, HPT, HFE, PCRS

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UNIVERSITY OF TWENTE.

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This internship manual is intended for the mandatory internships of MSc programme Psychology (PSY) at the University of Twente, especially for the master tracks Educational Psychology (EP); Health Psychology & Technology (HPT); Human Factors & Engineering Psychology (HFE); or Psychology of Conflict, Risk & Safety (PCRS).

N.B. This manual is not intended for students in the MSc specialization Positive Clinical Psychology & Technology who run a clinical internship.

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## GRAPHICAL OVERVIEW OF THE PSY MASTER INTERNSHIP

## MASTER PSYCHOLOGY PROGRAMME

### INTERNSHIP FOR PCRS, HPT, HFE AND EP

10 EC Internship (280 hours): 3-4 days per week (28 hours) during one quartile

#### Pre-internship workshop



During the information meeting for the internship (ca. week 3) you will receive more information about the internship and start to explore internship possibilities.

#### Decide on your type of internship



Around October (internship starts November)

Around March (internship starts April)

**INTERNAL INTERNSHIP**  
at the UT

**EXTERNAL INTERNSHIP**  
other than the UT



**INTERNSHIP PROJECT**  
What are you going to do?



#### INTERNSHIP PRODUCT

Complex and scientific assignment



#### INTERNSHIP ACTIVITIES

Activities/tasks provided by the organisation



#### INTERNSHIP WORKSHOPS

Guidance and focus on professional conduct



#### REFLECTIVE REPORT

Reflection on your internship and learning goals



But first! Prepare for your internship!



#### CONTACT INTERNSHIP COORDINATOR

Found an internship yourself? Your track's internship coordinator needs to approve your internship.

✓ Agreements should be documented in the internship plan and internship agreement

#### THEN IT IS TIME FOR YOU TO START THE INTERNSHIP!

Around November/April: You are going to take your first steps in your future occupational field as a young professional. How exciting!



#### WRITE AN INTERNSHIP PLAN

Content of the internship product, activities, agreements, etc.

✓ Internship plan should be finished and approved by UT supervisor by the end of week 2 of internship

#### ENJOY THE INTERNSHIP!

Get to know the work field, learn new and strengthen already existing skills, gain new (personal, academic, and discipline-related) insights and enjoy the internship!



#### SUBMIT THE INTERNSHIP PRODUCT AND REFLECTIVE REPORT

Around end of January/June: You will finish your internship and will submit your internship product and reflective report to your supervisor(s) for assessment.

# UNIVERSITY OF TWENTE.

## 1. GENERAL DESCRIPTION OF THE INTERNSHIP

During an internship, students take the first steps in their future occupational field as a young professional. Internships teach students how to manage tasks in complex and often unknown environments, how to implement theoretical and methodological knowledge in existing workflows and structures, how to design specific interventions for the hosting organisation, and to learn how to communicate on different levels of an organisation. Moreover, they learn how to receive feedback from different players in the work field, they can practice with full workdays in office or company environments, and broaden their professional network. Finally, an internship facilitates the students to experience the work field as young professionals and find out what interests them and what not, have a clearer grasp on their talents and strengths, but also on areas in which they can or should improve.

The internship, as a mandatory part of the MSc psychology programme, contains a complex project on an academic level. The content of this project can vary from writing an advice report to developing a tool or assessment instrument as examples (see 1.3.1). This project will form – besides the written reflective report – the final product that will be assessed by the supervisors. The most usual form of an internship in the MSc program is an internship in an external organisation. The organisation provides the daily supervisor (in the following named organisation supervisor). The UT provides an UT supervisor who guides the process from the psychology programme by having approximately 3-5 meetings with the student and the organisation supervisor. In addition to an internship at an external organisation, also UT departments can provide internal internship projects for students related to education, research and management topics. In these cases the UT supervisor is also the daily supervisor of the student.

### 1.1 LEARNING GOALS

First of all, the student will gain a better understanding of the professional field and reflects on whether the organisation where the internship was carried out fits the students' talents and preferences. Next to this, in the internship the student has demonstrated being capable of:

1. independently planning the internship and main internship project at the level of a young professional;
2. introducing themselves proactively and professionally to the organisation and familiarise to the structure and culture of the organisation;
3. systematically carrying out an internship project and reporting on it on an academic level and a way of communication that fits the expectations and level of the internship organisation;
4. formulating their own learning goals (personal, academic, discipline-related) for the internship period in this internship organisation (formulated using the SMART-method);
5. articulating, verbally and in writing, learning experiences undergone during the internship, reflecting on these in relation to the initial learning goals in a systematic way and formulating objectives for future professional development;

6. behaving professionally in the work situation, whereby professional behaviour is characterised by precision and a quality-conscious method of working, punctuality in relation to keeping to agreements, coping adequately with feedback, collegiality and appropriate social behaviour, using forms of communication and language in keeping with the situation in practice and where necessary (independently) adjusting own behaviour regarding future actions and further professionalisation; and
7. to draw conclusions about the personal fit (talents, preferences, ambitions) with this specific work field and for future work field orientation.

Section 2.4 provides an overview of the learning goals for the students together with the assessment criteria for the organisation supervisor and the UT supervisor.

## 1.2 THE INTERNSHIP ORGANISATION AND SUPERVISION

Psychology covers a very broad field of expertise resulting in countless eligible organisations for an internship. It is important that activities are carried out which are appropriate to the specialisation tracks the student is studying. The usual form of the internship of the MSc psychology programme is to conduct an internship at an external organisation (external internship). In addition, also internal internships at the University of Twente (internal internship) are possible in case the student is interested in a career in research or teaching in academia. The evaluation criteria for the external and internal internships are the same.

### 1.2.1 THE TWO TYPES INTERNSHIPS AND ITS SUPERVISION

#### External internship

An external internship is conducted in a company or institution other than the University of Twente. Students look for interesting organisations themselves and discuss their suggestions with the internship coordinator of their master track. Master track and/or internship coordinators can give suggestions for organisations that previously provided internships or indicated to plan so.

During an external internship, the student is counselled by an organisation supervisor of the organisation (daily supervision, at least 1 hour per week) as well as by an UT supervisor (between 3 -5 appointments). The organisation providing the internship appoints an organisation supervisor who has had a university education and is, preferably, a psychologist.

The organisation supervisor is responsible for:

- The daily care, guidance and supervision regarding the internship project and professional functioning of the intern. The organisation supervisor offers at least one hour of supervision per week;
- Maintaining contact with the UT supervisor;
- Reviewing the concept version of the internship plan and internship product, and providing suggestions for improvement of the reports to the intern; and

- Providing advice and substantiated assessment of the intern regarding the internship product and professional functioning of the intern.

The UT supervisor is a lecturer within the Psychology programme from the BMS faculty who is responsible for:

- Supervising the student regarding the academic quality of the internship product, formulation of learning objectives and systematic reflection on formulated learning objectives. The internal UT supervisor has three to five appointments with the student.
- Maintaining contact with the organisation supervisor;
- Reviewing the concept version of the internship plan and internship product, and providing suggestions for improvement of the reports to the intern;
- Assessing the internship product, professional functioning and the reflective report.

Contact moments with organisation supervisor and UT supervisor, and submission dates should be discussed between student and both supervisors. The organisation supervisor offers a minimum of one hour supervision per week. The UT supervisor has three to five appointments with the student. The following appointments are advised:

- By the end of week 2 of the internship at the latest, the UT supervisor and the student should discuss and finalise the internship plan (including expected internship product and planning).
- During the mid-term appointment the planning, progress and functioning should be discussed. The internship plan can be used as input for the conversation.
- At the end of the internship, an appointment should be scheduled for the purpose of evaluation and assessment. Preferably, the organisation supervisor is present here as well.

In addition, it is up to the UT supervisor and the organisation supervisor to agree on how often they will contact one another during the period of the internship. Clearly, it is advisable to at least have contact before the internship starts, either online or face-to-face, and at the end of the internship, for the purpose of evaluation and assessment

#### Internal internship UT

If the student participates in an internship within the UT, as part of the research of a lecturer/researcher from Psychology (PhD student, lecturer, post-doc, assistant/associate/full professor), then the UT is the organisation providing the internship. The lecturer/researcher concerned is the student's main supervisor and is responsible for the daily care, counselling and supervision of the intern as well as for assessing the internship product, professional functioning and the reflective report. The supervisor is expected to meet at least once a week with the intern. In the event that a student follows up on the internship with a Master's thesis (see paragraph 1.4), the lecturer/researcher who acts as the internship supervisor will (in many cases) also supervise the student's Master's thesis.

In addition to this main supervisor, a Psychology lecturer/researcher (e.g. the track's internship coordinator) will be appointed as 2<sup>nd</sup> (UT) supervisor. The 2<sup>nd</sup> supervisor does not fulfil a (major) role in carrying out the

internship and/or assessing the internship, but is only involved (by the main supervisor and/or the student) in the internship if problem situations arise during the internal internship. This could involve, for instance, (complex) problems in carrying out the internship, problems in contact between the student and the UT supervisor, or the (unexpected) absence of the UT supervisor.

During the introduction lecture and/or internship information meeting of the Master specialisation track students will receive more information about where to find (potential) internal or external internship assignments.

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### 1.2.2 INTERNSHIP CONDITIONS

The Master Psychology programme has set out a number of conditions that the internship must comply with in order to be considered suitable:

The intern...	The internship hosting organisation...
<b>1 Practical conditions</b>	
<p>...is responsible for coordinating the internship planning, making arrangements and meeting deadlines, etc.</p> <p>...is present at the internship on the agreed dates and at the agreed times</p> <p>...receives 1 hour of supervision a week</p> <p>...pays their own transport costs, unless otherwise stated by the organisation</p> <p>...attends meetings with the UT supervisor and any other study-related obligations, including the obligatory internship workshops, at the University of Twente</p>	<p>...provides a workplace for the intern</p> <p>...provides an organisation supervisor with an academic background (preferably a psychologist)</p> <p>...the organisation supervisor provides at least 1 hour of supervision a week and guides the intern to attend the learning goals formulated for the master internships</p> <p>...makes sure that the intern is able to complete the internship project and write a report within the internship period*</p> <p>...allows the intern to attend meetings with the UT supervisor and any other study-related obligations at the University of Twente</p>
<b>2 Content conditions</b>	
<p>...applies the knowledge acquired during the MSc programme to gain practical experience</p> <p>...devises an internship project together with the internship organisation and the UT supervisor</p> <p>...completes the internship project to a large extent independently (at the level of a novice professional) and</p>	<p>...allows the intern to carry out tasks and activities that are relevant to the intern's MSc specialisation</p> <p>...devises an internship project with the student and the UT supervisor. The internship project should be a project that could be carried out by a psychologist in a professional setting, with scope for an in-depth academic study</p>



<p>makes use of academic and specialist literature when doing so*</p> <p>...contributes to day-to-day work at the organisation</p> <p>...uses the internship to explore the field in which psychologists practise and expand his or her network</p> <p>...behaves professionally in the workplace</p>	<p>...allows the intern to carry out other activities in addition to the internship project, so that the intern can gain a good impression of the organisation and the professional field. Possible activities include attending meetings and client visits, and taking part in a course or a workshop with colleagues</p>
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*\*The language of communication, instruction and examination in the MSc programme Psychology is English. For the internship part of the master's programme (10EC) deviation is allowed in case (writing) the internship in English is impossible due to the nature of the (Dutch) internship organisation, but only in consultation with the UT supervisor, organisation supervisor and the student. The reflective report should be written in English.*

### 1.3 INTERNSHIP PROJECT AND INTERNSHIP ACTIVITIES

Apart from obtaining practical experience, it is important that the student is capable of adopting a scientific approach in practice. In other words, the student not only participates in the tasks of an organisation – the internship activities – but the student actually uses a (considerable) part of their time on research by making use of scientific and relevant professional literature (the internship project). Therefore, the internship in the Master's Psychology programme encompasses an internship project (50-80% of the internship) and internship activities (20-50% of the internship).

#### 1.3.1 INTERNSHIP PROJECT

A concrete internship project has to be formulated for the internship. This concrete formulation needs to be done in consultation with the organisation providing the internship and the UT supervisor (see paragraph 1.2). The process of formulating an internship ideally starts before the start of the internship but must be completed after week 2 of the internship at latest. The internship project should be an assignment that is usually carried out by a psychologist in the occupational field and that benefits the organisation providing the internship. The level of the internship project should be compatible with the student's knowledge and skills that can reasonably be expected in the current phase of the MSc programme. In other words, the tasks carried out by the student must be of an academic level, but at the same time assuming the level of a novice professional. It is obligatory for the internship project to make use of scientific literature, e.g. justification of the applied approach. During the internship, the hosting organisation is expected to allow the student time to work on this project and to draw up a report on it. The internship project will be assessed by the organisation supervisor and by the UT supervisor (see Appendix 1 and 2).

Examples of a suitable internship project (by no means exhaustive!) are:

- Writing a policy plan, an advisory report, a factsheet, or a research report/scientific article/systematic review;

- Designing a website, an app, a workshop, or a flyer;
- Developing a manual or an assessment instrument;
- (Co-)Developing an educational product;
- (Re-)Designing an intervention or a technological feature in an intervention;
- Conducting a needs assessment among a particular target group;
- Conducting a (usability) test or evaluation of a product or intervention; and
- Participating in (PhD) research activities, e.g. collecting and analysing data, maintaining contact with participants, providing counselling in online interventions.

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### 1.3.2 INTERNSHIP HOURS

The internship amounts to 10 EC which is the equivalent of 280 hours (which includes working on the internship project and reflective report, participating in internship activities, and participating in the internship guidance workshops). The internship is included in the MSc programme as a single continuous period. The internship lasts approximately 3 days a week (28 hours) during one quartile (10 weeks). In addition to attending the internship, in the same period the intern (generally) also spends 1 to 2 days a week on one other course/unit of study (5 EC, 140 hours). This should be taken into account by the internship hosting organisation. In case a more extensive project is desired, there are possibilities to follow-up on the internship with a master thesis, in consultation with the internship coordinator of the track (see 1.4).

*Starting the master in September? → The internship takes place during period 1B (November-February). The optimal starting time for the internship is mid-November, it is possible to start the internship between mid-October and mid-December. The internship should be finished before the start of quartile 2A (February).*

*Starting the master in February? → The internship takes place during period 2B (April-July). The optimal starting time for the internship is mid-April, it is possible to start the internship between mid-March and mid-May. The internship should be finished before the start of quartile 1A (September).*

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### 1.3.3 INTERNSHIP ACTIVITIES

In addition to the internship project, the intern and the hosting organisation formulate the internship activities and/or tasks that the hosting organisation expects of the intern. The intern takes part in the regular work of the organisation supervisor. This allows the intern to gain a good impression of the organisation and the professional field. During the internship it is important that the intern finds the right balance between internship activities (20-50%) and working on the internship project (50-80%). The internship activities contribute to the assessment of professional functioning, which will be assessed by the organisational supervisor and the UT supervisor.

Examples of internship activities (by no means exhaustive!) during a MSc internship are:

- Assisting a colleague at a training or workshop or other relevant activity;

- Attending (multidisciplinary) discussions/meetings of the section/department or a training/educational events (e.g., a symposia);
- Going on a work visit with customers (with a colleague);
- Interviewing an employee within the company about work field and career paths;
- Providing (part of a) course, workshop, lecture or materials therefore; and
- Testing (new) products or instruments.

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#### 1.3.4 INTERNSHIP GUIDANCE WORKSHOPS

As a means of support during the internship, the student attends four workshops that provide guidance and focus on professional development and writing the reflective report. The pre-internship workshop (for students starting in September in quartile 1A and for students starting in February in quartile 2A) helps students to start the orientation for finding an internship (organisation). During the internship period (quartile 1B or 2B) three workshops are given to guide students in developing personal learning goals for the internship plan and in writing the reflective report.

Main goals of the four workshops are to:

- Support the student in finding a matching internship (organisation)
- Support the student to formulate and work on personal learning goals;
- Support the student to systematically analyse the organisational structure and organisational culture of the organisation providing the internship, and to encourage the student to think about the role of the intern in the internship organisation.
- Offer frameworks for systematic reflection and intervision, and to allow the student to exercise systematic reflective skills (for example using the circle of Korthagen and intervision).
- Support the student to articulate the learning experiences encountered, to reflect upon them and to formulate the consequences for future action and further professionalisation;
- Support the student in writing the internship plan and reflective report in which all of the above are covered (see paragraph 2.3).

*Starting the master in September? → The internship workshops are held at the end of period 1A and during period 1B (the dates/times will be announced in the timetable).*

*Starting the master in February? → The internship workshops are held at the end of period 2A and during period 2B (the dates/times will be announced in the timetable).*

The internship guidance workshops are obligatory. Only in case of travel distances of more than 4 hours between UT and the internship workplace, it is possible to make an agreement on online participation and/or replacing assignments, although we strongly advise students to attend the workshops in person if possible. Exceptions are only possible in consultation with the workshop teacher.

### 1.4 FOLLOWING-UP ON THE INTERNSHIP WITH A MASTER'S THESIS

There are possibilities to follow-up the internship with a Master's thesis at the same organisation, in consultation with the track- and internship coordinator of the Master track. The internship product and master thesis are assessed separately and are thus two separate products. Generally, the internship takes place prior to the Master's thesis to allow the student to become acquainted with the organisation and the tasks. It offers an opportunity to carry out a more practical relevant internship project that specifically benefits the organisation concerned. If desirable, the internship can also be carried out more in parallel to the Master thesis, e.g. if the internship and Master thesis are more integrated. Prior to the start of the project, together with the company and UT supervisor the student should record the details of the proposed timeframe in the internship plan. Before starting the master thesis, the involved parties should discuss the continuation of the project. Following up on the internship with a master's thesis is only possible in consultation with and after approval by the internship- and master thesis coordinators of the master track.

## 2. REPORTS, ASSESSMENT AND EVALUATION OF THE INTERNSHIP

To objectify the obtained skills and insights coming forth out of the internship, there are several products that need to be submitted at the start and at the end of the internship.

### 2.1 THE INTERNSHIP PLAN

A high level of independence is expected of a student when carrying out the internship project. When starting the internship, the intern should draw up an internship plan that is serving as a preparation of the content of the internship project and activities as well as the contact moments with supervisors and submission date(s) for the internship.

The organisation supervisor and the UT supervisor (see also paragraph 2.4) assess the internship plan (as fulfilled) at latest after week 2 of the internship period. During appointments with the student and (UT) supervisor(s), the content of the internship plan can be used as input, such as discussing progress of internship project and learning goals. The internship plan forms the basis for the reflective report (see 2.3).

In the internship plan, the intern describes:

1. Cover sheet: the title "Internship Plan", name, student number, degree programme, date, internship organisation + location, duration of internship + internship hours in EC, names of the UT and organisation supervisor;
2. The motives for doing a PSY internship (max ¼ page);
3. The organisation providing the internship and the internship position within the organisation, in a systematic way (e.g. using the 7S model) (max 1 ½ page)
4. The expected internship activities within the organisation (max 1/2 page);
5. The internship project to be carried out, which results in the internship product

- a. Description of the problem and aim of the project, and the benefits of the project.
- b. Description of the expected content and format of the internship project.
- c. Description of the used approach

*Note: the above can also be used as preparation for the internship product*

6. Substantiated learning goals

- a. personal learning goals (max ½ page)
  - pertaining personal, professional development. Examples include working on communication/socialisation with colleagues, time management, or dealing with feedback
- b. academic learning goals (max ½ page)
  - Pertaining developing skills/know-how/application. Examples including learning how to perform a systematic review or manage a class room
- c. Content specific learning goals (max ½ page)
  - Pertaining knowledge; the outcome of the project. Examples including learning about how VR is applied in stress research or different management styles in conflict situations

7. Agreements related to supervision and submission date(s); how often and when the intern is expected to be present at the organisation; and a timeline of the internship, including internship project, supervision appointments, and submission date(s) (max 1 page)

## 2.2 THE INTERNSHIP PRODUCT

The internship product is a product that results from the internship itself. In reporting on the internship project, the intern writes an individual internship product in the form of a report to provide a written answer to the research or design question/goal or a solution to the problem of the internship project. The intern incorporates in the report the product that they have been working on (e.g., a flyer or an article) and its significance and function for the internship organisation, as well as which scientific literature and professional literature that was used to effectively substantiate choices/actions and decisions during the internship project. Furthermore, the student draws conclusions based on the results of the internship project, critically reflects on the results and (limitations of) the used methods, and, the student makes recommendations for future research or practical applications.

The internship product can differ in content and outlook depending on the wishes and needs of the organisation and student. For example, the internship product resulting from an internal internship at the UT (e.g., concept for a scientific article) has different content and outline compared to the internship product resulting from an external internship at a company (e.g. advise report on implementation of a tool). Below the components that are obligatory to include in the report of the internship product are listed. If applicable and necessary, the student can discuss with the UT supervisor convenient changes in the report based on the content and outline of the internship product (e.g., a multimedia internship product such as an instructional movie can be submitted via USB in combination with a written justification).

The report comprises the following components:

1. Cover sheet: title of the report, name, student number, degree programme, date, internship organisation, duration of internship + internship hours in EC, and names of the UT and organisation supervisor;
2. Summary: short description of the internship project and its results<sup>1</sup>;
3. Introduction: definition and description of the problem and problem context for which the student is designing/developing/writing the internship product; an analysis of the current- and desired situation within the organisation; and/or support of the aim based on scientific literature; explanation of relevant key concepts and theories
4. Approach and outcomes: description and justification of the applied approaches, choices and decisions by the student to address the practical problem or goal, and documentation of the outcomes.

The content of the sections can vary depending on the type of internship project. Below some

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<sup>1</sup> The department of your Master Psychology programme wants to place summaries of a selection of these on the website, as examples for co-students and by way of informing interested parties. For it to be placed on the website, the summary must be no longer than half an A4.

examples of what can be included in the Approach and outcomes section for different types of internship products:

- a. Design project (e.g. website, workshop, assessment tool): justification of the used (systematic) approaches; documentation of the design process; justification and explanation of the developed materials
- b. Scientific article: explanation of participants, materials, procedure, data analysis, and reporting of results
- c. Evaluation (e.g. advisory report): justification and explanation of the used (systematic) approaches (e.g. literature review, expert interviews); description of materials used/developed (questionnaires, interview schedules, apparatus, etc.); in case of data collection documentation of data acquisition, data processing, and presentation of outcomes

If the internship project consist of a combination of methodologies (e.g. literature review and interviews) the process of all products needs to be documented.

5. Conclusion and discussion: interpretation of the results based on scientific knowledge and previous information, and reflection on to what extent a satisfactory answer has been found to the research or design question/goal and/or to what extent the end product is a solution for the problem; reflection on the used approaches and/or methods; and suggestions for future improvements/recommendations for research and/or the organisation;
6. References.

The size of the report can vary depending on the content, scope and aim of the project. The guiding principle is that the student can provide sufficient information in a limited report. Nevertheless, as a rule of thumb, it must be possible to describe the above-mentioned topics for a 10 EC internship in about 5-10 pages (excluding cover sheet, contents, appendices).

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### 2.2.3. CONFIDENTIALITY

If the organisation providing the internship has comments relating to the confidentiality of the internship product, it is important to include these in the internship agreement (see paragraph 3.1). Confidentiality means that only the UT supervisors have access. When the educational program is reviewed, members of this national review committee can access all program products. The review committee investigates the quality of educational programmes and is entitled to request examination products. In case an internship at an organisation is followed by a master thesis: The master thesis is a public document that will be published in the Repository of the Library of the UT. In this case confidentiality can be obtained by referring to an organization in a certain industry instead of mentioning the company name, leaving out or description at an abstract level of contextual details, etc.

### 2.3 REFLECTIVE REPORT

During the internship the intern becomes acquainted with how the organisation works and how the intern functions in this particular organisation. In this position it is important for the intern to be able to indicate and reflect on how conducting the internship activities/tasks and project went and what the intern gained or learned from the process. This is documented in an individual reflective report, which builds on the internship plan, containing expectations and goals formulated at the start of the internship (see section 2.1).

As mentioned earlier, the internship workshops guide students in developing the internship plan and in writing the reflective report. Frameworks and approaches for systematic reflection are discussed during these workshops. In addition, the experiences and process of the intern should be regularly discussed with the UT supervisor.

The (individual) reflective report builds upon the internship plan and contains at least the following components:

1. Cover sheet: the title "Reflective report", name, student number, degree programme, date, internship organisation, duration of internship + internship hours in EC, names of the UT and organisation supervisor;
2. A systematic description of the internship position (for example using the 7S model) and of the tasks carried out, and of the internship experiences based on the internship project and internship activities. This description can be based on or an adjustment of the description provided in the internship plan (max 1 ½ page);
3. In-depth reflection on the internship learning goals that were proposed;
  - a. Per type of learning goal (personal, academic and content learning goal): systematically describe and analyse at least one relevant learning moment (for example using the circle of Korthagen). This involves the intern's own perspective and role, the perspective of others (e.g. colleagues and supervisors) and the context of the internship (max 3 ½ pages);
4. Systematic analysis of organisation supervisor's feedback on professional behaviour: an analysis of the feedback that the organisation internship supervisor (informally) provides during the internship on functioning and professional behaviour, while indicating how this correlates with the intern's personal characteristics and development (max 1 page);
5. The future: formulating new (SMART) learning goals for further professional development (max 1 page); and
6. Appendices: logbook with an overview of contact dates with the internal/external supervisors (optional).

The size of a reflection report can vary, depending on the contents and any illustrations and appendices included. Nevertheless, as a rule of thumb, it must be possible to describe the above-mentioned topics for a 10 EC internship in about 5-10 pages (excluding cover sheet, contents, appendices). The reflective report will



be assessed by the UT supervisor (fulfilled). The intern can decide to discuss/share the reflective report with the organisation supervisor as well.

## 2.4 ASSESSMENT OF THE INTERNSHIP

The internship is assessed on the basis of four components:

1. Preparation: internship plan approved by both supervisors (see 2.1);
2. Advice and substantiated assessment of the intern by the organisation: assessment of the internship product + functioning by the organisation supervisor (Appendix 1);
3. The UT supervisor's assessment of the internship: the UT supervisor assesses the internship with a grade (Appendix 2); and
4. Reflection: the UT supervisor assesses the reflective report (Appendix 3).

The following table reflects the assessment components, mentioning the assessor, the product, the learning goals used to examine, the assessment criteria and the results.

Before assessing the final products, the supervisors review the concept versions of the documents and provide suggestions for improvement of the reports to the intern. For the reflective report only the UT supervisor has to review the concept version.

### Overview of internship deliverables and assessment

<i>Component</i>	<i>Assessor</i>	<i>Products</i>	<i>Learning objectives</i>  (see paragraph 1.1)	<i>Criteria</i>	<i>Results</i>
Preparation (see 2.1)	UT and organisation supervisors	Internship plan	1.    4.	Concrete expectations; realistic planning; recorded contact dates for discussing progress  Relevance; feasibility; distinction between discipline-related, academic and personal goals; appropriate/logical motives for the goals set	Fulfilled, conditional
Advice and substantiated assessment of the intern by the organisation*	Organisation supervisor	Internship product, professional behaviour/ functioning	1.	Product fulfils organisation's need; practical usefulness; systematic method of work; answers internship project; (partial) solution; psychological research or design problem;	Substantiated assessment/ advice for supervisor and student

(Appendix 1)				applied methodology; correct analyses; discussion; relevance and feasibility recommendations; degree of independence	
	2			Structure/report content; references to literature	
	3			Theoretical depth	
	6			Meticulous and quality-conscious work; punctuality in respect of keeping to agreements; coping adequately with feedback; collegiality and appropriate social behaviour; using forms of communication and language in keeping with the situation in practice; degree of self-guidance	
The UT supervisor's assessment of the internship (Appendix 2)	UT supervisor	Internship product, professional behaviour/ functioning	1.	Fulfils a requirement; practical use; systematic method of work; answers internship project; (partial) solution; psychological research or design problem; applied methodology; correct analyses; discussion; relevance and feasibility recommendations; degree of independence	Rating
			2	Structure/report content; lay-out/APA; legibility/comprehensibility; references to literature	
			3.	Theoretical depth	

			6.	Meticulous and quality-conscious work; punctuality in respect of keeping to agreements; coping adequately with feedback; collegiality and appropriate social behaviour; using forms of communication and language in keeping with the situation in practice; degree of self-guidance	
Reflection (Appendix 3)	UT supervisor	Reflective report	5.	Description of the organisation providing the internship; relevant learning experiences; in-depth reflection on learning goals; relationship with professional development	Fulfilled

*\*If the student is doing an internal internship with a lecturer/Psychology researcher, the UT supervisor is the organisation providing the internship and this component does not apply.*

In the event of an unsatisfactory assessment for the internship, the intern discusses with the UT supervisor whether the option of submitting an improved version is open. In that case, no more than a 6 can be awarded in the overall assessment. The supplement/revision will be submitted no more than 4 weeks after the date of the first assessment.

If the revision is again assessed as unsatisfactory, the student has to start a new internship. In that case, the student should contact the internship coordinator and the study advisor as soon as possible.

### 3. PRACTICAL MATTERS

#### 3.1 FORMAL ARRANGEMENTS AND FACILITIES

A student who is preparing for their internship is confronted with various formal regulations. Every organisation has its own policies, so it is impossible to discuss all the different arrangements. To ensure an ethically responsible research practice, in case projects involve human participants, the student should discuss with the UT supervisor whether they need to [submit their research project for ethical assessment](#) before the start of the research. Students should themselves inquire about formal arrangements at the location of the internship. Some tips can be given about a number of general points:

##### 3.1.1 INTERNSHIP AGREEMENT

Three parties are involved in the internship: you as the trainee, the department and the organization providing the internship. It is important that these parties reach an agreement about responsibilities, rights and obligations. The responsibilities, rights and obligations have to be recorded in the internship plan.

Moreover, students who undertake internships with an external company/institution, whether as part of their studies or not, must enter into a contract with the relevant internship provider. The same applies to a master thesis project carried out at an external party. In principle, the template contract of Universities of the Netherlands (UNL) should be used for this:

- [Stageovereenkomst UNL NL .pdf \(universiteitenvannederland.nl\)](#) (Dutch language version)
- [Internship Agreement UNL English.pdf \(universiteitenvannederland.nl\)](#) (English language version).

These contracts must be signed by three parties: internship provider, student and UT. Before UT signs, the form must be completely filled out and the student must have approval from the internship coordinator of the master track. To have contracts signed, please send them to [internshipcoordinator-bms@utwente.nl](mailto:internshipcoordinator-bms@utwente.nl). The student will receive the signed contract back via email.

The UNL contract was created to better safeguard the interests of students and educational institutions. It is therefore important to use this contract as much as possible. However, it is possible to make an exception if a company insists on using its own contract. To have contracts signed on behalf of the UT, please send it [internshipcoordinator-bms@utwente.nl](mailto:internshipcoordinator-bms@utwente.nl). If you have questions about a company's contract, e.g. if conditions set are acceptable, you can also contact this email address (Note: this will take extra time).

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### 3.1.2 INTERNSHIP COMPENSATION

It is desired that the internship will not result in any extra costs for the student in addition to the normal study costs. An organisation can compensate for costs such as travel expenses or housing by providing an internship allowance, but this is not mandatory. The student and organisation should make agreements regarding whether there will be a form of compensation. As far as compensation for the internship is concerned, any extra costs resulting from the internship will not be at the expense of the department of the MSc Psychology Programme.

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### 3.1.3 ILL HEALTH AND ABSENCE

If an intern is ill during the period of the internship, the intern informs the organisation supervisor immediately, and also, in the event of prolonged illness, the UT supervisor. In the event of prolonged illness or absence, the organisation supervisor can discuss the consequences with the intern and the UT supervisor. Extending the period of the internship could be considered.

## 3.2 PERSONAL MATTERS AND INSURANCE

The intern is responsible for organising personal matters relating to participation in the internship position in time. This could include such matters as: insurance, accommodation, forwarding mail, etc. More information

can be found regarding practical matters, such as travel insurance, health insurance etc, here: [Practical matters | Practical matters overview | Home \(utwente.nl\)](#)

## APPENDIX 1: ORGANISATION'S SUBSTANTIATED ASSESSMENT AND ADVICE TO THE INTERN

*To be completed by the organisation supervisor (where applicable)*

Student's name: \_\_\_\_\_  
 Student number: \_\_\_\_\_  
 Organisation: \_\_\_\_\_  
 Organisation supervisor: \_\_\_\_\_  
 UT supervisor: \_\_\_\_\_

### Assessment by the internship organisation/external supervisor

Provide a substantiated assessment of the intern for the components/criteria indicated below.

**Assessment (1.0-10.0):**

### Internship product

*<6 = Unsatisfactory, 6 = Adequate, 7 = More than adequate, 8 = Good, 9 = Very good, 10 = Excellent*

Criteria:

- To what degree does the internship product fulfil a perceived need of the organisation?
- To what degree is the internship product (now or in the future) potentially useful?
- To what degree did the intern realise the goal as articulated in the internship plan?
- To what degree did the intern make relevant recommendations for the organisation?
- To what degree are the intern's recommendations feasible?

*Comments/substantiation of assessment Internship product:*

### Process and functioning of the student

**Assessment (1.0-10.0):**

*<6 = Unsatisfactory, 6 = Adequate, 7 = More than adequate, 8 = Good, 9 = Very good, 10 = Excellent*

Criteria:

- To what degree did the intern plan the internship and the internship product independently and proactively?
- To what degree did the intern introduce themselves proactively to the organisation and familiarise with your organisation?
- To what degree was the intern able to formulate good (SMART) learning goals for the internship period in the particular internship organisation?
- To what degree was the intern's work meticulous and quality-conscious, whereby the agreements made were kept?

- 
- To what degree was the intern able to deal with and process feedback on their own actions?
  - Did the intern prove capable of adjusting the process in the event of any stagnations?
  - To what degree is the realisation of the internship project due to the intern's own initiative, insight and application?

*Comments/substantiation of assessment Process and functioning of the student:*

*What compliment and/or advice would you like to give this intern for the future?*

Date:

Signature of the organisation supervisor:

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## APPENDIX 2: UT SUPERVISOR'S ASSESSMENT OF THE INTERNSHIP

*To be completed by the internal UT supervisor*

Student's name: \_\_\_\_\_  
 Student number: \_\_\_\_\_  
 Organisation: \_\_\_\_\_  
 Internship hours: \_\_\_\_\_  
 UT supervisor: \_\_\_\_\_

### Assessment by the internal UT supervisor

This assessment form to assess the Master's Psychology programme internship is comprised of 2 components that are weighted for determining the grade for the internship as follows:

#### Internship product (weight: 50%) and Professional behaviour/functioning (weight: 50%)

Per component, each criterion should be assessed with a round number. Each criterion carries equal weight. The numbers per component will be rounded up to half-numbers. The final grade for the internship is a (rounded off) whole number: the average of the two components.

### 1. Internship product (50%)

Assessment (1.0-10.0):

*<6 = Unsatisfactory, 6 = Adequate, 7 = More than adequate, 8 = Good, 9 = Very good, 10 = Excellent*

<b>Introduction:</b> <b>Criteria:</b> <ul style="list-style-type: none"> <li>The research/design problem was concretely specified and the social relevance of the research/design problem was clearly indicated</li> <li>The relevant key concepts and theories have been described and the significance for the research/design problem is clearly indicated</li> <li>The chosen approach has been substantiated in accordance with the research/design problem, the theoretical key concepts and preconditions that exist in practice</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good but room for improvement <input type="checkbox"/> Quite some room for improvement <input type="checkbox"/> Not applicable
<b>Approach and outcomes</b> <b>Criteria:</b> <ul style="list-style-type: none"> <li>The chosen research method(s), instruments and/or design approaches have been substantiated in accordance with the research/design problem, the theoretical key concepts and preconditions that exist in practice</li> <li>The chosen approach has been documented in an adequate and transparent manner</li> <li>The (research/design) approach has been applied adequately</li> <li>The outcomes of the project have been documented in an adequate manner</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good but room for improvement <input type="checkbox"/> Quite some room for improvement <input type="checkbox"/> Not applicable



<ul style="list-style-type: none"> <li>If applicable: The analyses, proposed analyses or set-up of a formative or summative evaluation are correct and a logical result of the research/design problem</li> </ul>	
<p><b>Discussion</b></p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>The approach and the results have been critically assessed in the discussion and conclusion, resulting in an interpretation of the significance of the outcome of the project and an answer to the research/design problem</li> <li>The recommendations are relevant, concrete, feasible, and a logical result of the discussion of the project</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good but room for improvement <input type="checkbox"/> Quite some room for improvement <input type="checkbox"/> Not applicable
<p><b>Written report</b></p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>The report's content is logical and consistent with a focused accountability for the research or design process</li> <li>The APA norms for scientific reporting were applied correctly. The use of language is correct, an academic style of writing was used and the style of reporting fits the expectations of the internship organisation</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good but room for improvement <input type="checkbox"/> Quite some room for improvement <input type="checkbox"/> Not applicable
<p><b>Internship product</b></p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>The internship product that was designed answers the research/design problem as formulated in the internship plan</li> <li>The internship product makes a useful contribution to a (partial) solution of a relevant psychological research/design topic</li> <li>The internship product fulfils a perceived need on the part of the organisation and has potential for use</li> <li>The relevant key concepts and theories have been described and the significance for the research/design problem is clearly indicated</li> <li>The intern adopted a systematic, scientifically responsible working method in elaborating upon the internship project.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good but room for improvement <input type="checkbox"/> Quite some room for improvement <input type="checkbox"/> Not applicable
<p><b>Comments:</b></p>	

## 2. Professional behaviour/ functioning (50%)

Assessment (1.0-10.0):

*<6 = Unsatisfactory, 6 = Adequate, 7 = More than adequate, 8 = Good, 9 = Very good, 10 = Excellent*

### Criteria:

- The intern planned the internship and the internship product independently and proactively
- The intern introduced themselves proactively to the organisation and familiarised with the organisation
- The intern's work was meticulous and quality-conscious, whereby the agreements made were kept
- The intern able to formulate good (SMART) learning goals for the internship period in the particular internship organisation
- The intern able to deal with and process feedback on their own actions
- The intern proved being capable of adjusting the process in the event of any stagnations
- The realisation of the internship project was due to the intern's own initiative, insight and application
- The intern was able to draw conclusions about the personal fit with the specific work field
- The intern was able to formulate consequences for their own further work field orientation

### Comments:

## Final assessment

Final Grade (1.0-10.0):

Total (add components 1 and 2)/2 = (rounded) half  
grade

### Comments:

*What compliment and/or advice would you give this intern for the future?*

Signature of the UT  
supervisor:

Date:

### APPENDIX 3: UT SUPERVISOR'S ASSESSMENT OF THE REFLECTIVE REPORT

*To be completed by the internal UT supervisor*

Student's name: \_\_\_\_\_  
 Student number: \_\_\_\_\_  
 Organisation: \_\_\_\_\_  
 Internship hours: \_\_\_\_\_  
 UT supervisor: \_\_\_\_\_

Reflective report	Assessment
Contains a clear, systematic description of the internship organisation and the role of the intern	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Not fulfilled
The learning goals listed were formulated using SMART, substantiated and analysed clearly	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Not fulfilled
For each type of learning goal (academic, personal, and content learning goal) at least one relevant learning moment was systematically described and analysed whereby attention was given to the intern's behaviour and role, the behaviour and role of the other person (e.g., supervisor, client, etc.), and the context of the internship	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Not fulfilled
The organisation supervisor's feedback on the intern's professional behaviour was analysed by systematically describing one meaningful interaction situation (such a collaboration, feedback, etc.) to reflect on it and draw conclusions in for future professional behaviour	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Not fulfilled
Attention was given to future professional development in the form of new learning goals (SMART).	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Not fulfilled
<b>Total assessment of the reflective report</b>	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Not fulfilled
<b>Remarks:</b> <i>What compliment and/or advice would you give this intern for the future?</i>	

Date: \_\_\_\_\_ Signature of the UT supervisor: \_\_\_\_\_