

# Excerpt from Community Internship Study Guide: Assessment

## ASSESSMENT ITEM 1 and 2: PLACEMENT PREPARATION AND INTERNSHIP PLAN

### DESCRIPTION

**Part 1: Placement Preparation – Compulsory Internship Documents**

**Part 2: Internship Plan - 1,500-2,000 marked words (3002LFC) Additional 600 word scholarly paper (7510LFC)**

(NOTE: Identified elements of the Internship Plan include minimum word requirements. Students may use the additional 500 words for whatever sections they wish.)

### **PROFESSIONAL SKILL DEVELOPMENT:**

The professional skills developed through this assessment include:

1. Understanding organisational structures and how work areas fit into the structure of an organisation.
2. Understanding the professional requirements of the workplace in terms of a professional approach to time keeping and reporting.
3. Understanding the necessity to be succinct, yet informative in written report writing.
4. Identifying the value of obtaining feedback on professional performance.
5. Using critical self-reflections to gain a greater understanding of your personal and professional values.

## PURPOSE

---

This course provides you with a unique opportunity to identify for yourself, based on your individual volunteering role and activity, the learning you intend to achieve during this semester. This “Internship Plan” remains a dynamic document throughout the semester. At any time, if circumstances change, you can discuss changes with your Academic Advisor and the supervisor in your community organisation.

---

- The Internship Plan is **submitted to Learning@Griffith in Turnitin**. A draft submission point is available to enable students to check the academic integrity of their submission before submission for assessment.
- When **Community Partner signatures** are required (for Internship Plan and Internship Report assessment) it is important that students organise a time in advance of the due date for Community Partners to provide this signature. If there are delays or problems in obtaining signatures on your documentation – that does not alter the due date of the assignment. The assignment must still be submitted at the due date and it is expected that you will have discussed the problems of obtaining signatures with your Academic Advisor. The absence of the Community Partner signature, without appropriate reason, will result in the loss of marks for Professional Conduct. If the Community Partner signature cannot be submitted at the same time as the Internship Plan and/or Internship Report, the student must comment within those assessment items on the steps taken to acquire the signature, and nominate a deadline when it will be submitted. Marks for the Internship Plan and/or Internship Report will not be released without the signature of the Community Partner being submitted.
- Students should **label documents** with their name, ID and the title of the assessment when uploading files to *Turnitin*. Assistance is available through IT Help in the library or by calling.
- Word counts are minimums. The suggested minimum word count for the Internship Plan is 1500 words, and the maximum is 2,000 words for those areas indicated as carrying marks. For students studying 7510LFC, an additional 600 word (minimum) scholarly paper expanding on the chosen research resources is required.
- If a student is using a **survey** of any sort as part of their internship they must advise the Course Convenor in case the survey requires ethics approval.
- The Internship Plan **must achieve a pass mark at the first attempt**. If it does not achieve a pass mark, the student will have to resubmit within a short timeframe until it does achieve a pass standard, **but will carry the mark given to the original attempt**. This process ensures that students are well aware of what needs to be done to achieve a successful internship.

## SUPPORTING ACTIVITIES FOR ASSESSMENT 1

No	Supporting Activities	Comments
1	Lecture 1: Human Rights	This is the introductory lecture for the course. It explores human rights and community values which will support students in the writing of their Internship Plan.
2	Workshop 1: Writing the Internship Plan	This Workshop gives students the opportunity to hear from their Academic Advisor regarding the criteria that will be used to assess the Internship Plan and obtain advice on how their specific internships suit the assessment requirements and other course assessment information and deadlines.
3	Workshop 2: Professional Practice	This Workshop will review how students should approach the professional way in which they engage in their internship so that they can get the most from their experience. It will equip students to overcome potential communication and other problems that can hinder their internship outcomes. Social theorems will be also further explored in this Workshop to support students in the writing of their internship plan.
4	Workshop 3: Collaborative Peer Review	Optional attendance to provide and receive feedback to Internship Plan prior to submission.
5	Module 1: Exploring Personal and Professional Growth	This module has been designed to help prepare you for the expectations of the Internship Plan assessment; especially in relation to identifying the Professional and Personal growth you can anticipate as a result of your internship activities.
6	Module 2: Theorems	This module has been designed help you select an appropriate theorem to use as a "window" through which to view your internship activities and will be used in the Internship Plan, Peer Discussion and Internship Report.
7	Optional consultations with Academic Advisor  Options for assessment feedback are: Attendance at Collaborative workshops, 15 minute face-to-face appointment, email feedback, or phone discussion	This 15 min consultation is available for students who have a well-developed Internship Plan <b>and are unable to attend the Collaborative workshop</b> . The Academic Advisor will give you feedback on your Internship Plan to ensure you are well prepared for your internship. Internship plans must be emailed to the Academic Advisor at least 24 hours in advance of the consultation.  Students can also book consultations to discuss any problems or concerns with their Internship.
8	Self-paced research as appropriate to individual internships	In the Internship Plan you will identify any relevant research (texts, journal articles, etc) that may inform you regarding the sector you are working in, the specific clients you may be working with, or the other activities you plan to achieve during your internship.
9	Time spent on internship	All students will spend 50-70 hours (80 hours for 7510LFC) on a volunteering activity for their internship. Your Internship Plan will identify when, and how you anticipate spending those hours.

## ASSESSMENT RUBRIC

Following are guidelines for marking criteria. Students should note that a rubric is provided specifically for sections of the Internship Plan that carry marks. However, if students have inadequately addressed other sections, or have not paid attention to grammar, spelling and layout, marks may be deducted from the maximum the student would otherwise have achieved for the assessment. However, students from non-English speaking backgrounds will not be penalised for lower English skills.

The qualitative marking feedback which will be provided will also account for student's ability to coherently articulate the required elements of the assessment.

Component	Developing	Competent	Exemplary
Role/Activity	Student has responded to some of the reflective questions but does not fully demonstrate an awareness of how responding to this section can help to prepare them for the activities ahead. Student has some awareness of the specific activities they will complete, and if that is still unclear, they also need to yet fully identify the needs of the organisation and hence the possibilities they have to serve in the specific community organisation.	Student has provided reflections on a surface level, and could possibly benefit from more discussions with their Community Partner and/or Academic Advisor to fully articulate how reflecting on the questions in this section might support their internship success. Student is aware of basic activities they will perform, but has yet to fully describe the impact this work will have on the community and/or the specific objectives and strategies they will use to perform the activities.	Student has responded with deep and critical reflections and has evidenced a high level of awareness of the elements that might contribute to a full understanding of the impact of their internship and how to ensure its success. Student has demonstrated strong engagement with their activities and the needs of the organisation and has articulated well how they will provide the necessary outcomes for the organisation.
Academic Engagement	Student has listed relevant theorem and/research source but has given only basic information about how they apply to their internship. Little or no evidence of having referenced the theorem module.	Student has evidenced a basic understanding of how viewing their internship through a social theorem can support their learning and/or has not evidenced fully the support that can be provided by relevant research, and /or evidenced full engagement with the theorem module.	Student has evidenced high level critical understanding of how viewing their internship through a social theorem can help them to understand the impact of their organisation on the community and they have selected and commented on highly relevant research sources and clear evidence of having engaged with the theorem module.
Personal growth	Student has not evidenced a good alignment between the opportunities afforded by the internship and the potential for growth of personal skills and growth of personal values, and/or has not evidenced engaging with the Exploring Personal and Professional Growth module.	Student has listed personal growth and values growth opportunities that could be more fully described and/or better aligned with the activities of their internship and/or the student may not have sufficiently evidenced engaging with the Exploring Personal and Professional Growth module.	Student has evidenced high-level awareness of the personal skills and value growth afforded by the internship and/or evidenced strong engagement with the the Exploring Personal and Professional Growth module.
Professional growth	Student has not evidenced a good alignment between the opportunities afforded by the internship and the potential for professional and/or discipline	Student has listed professional and/or discipline growth and opportunities that could be more fully described and/or	Student has evidenced an excellent understanding of how the internship will provide opportunities for professional and/or discipline growth

	growth and/or has not evidenced engaging with the the Exploring Personal and Professional Growth module and/or the Griffith Graduate Attributes.	better aligned with the activities of their internship and/or the student may not have sufficiently evidenced engaging with the Exploring Personal and Professional Growth module and/or the Griffith Graduate Attributes.	including developing specific Griffith Graduate attributes and/or has evidenced strong engagement with the Me as Professional module.
<b>ADDITIONAL 7510LFC MASTERS REQUIREMENTS</b>  (Marks will be deducted as indicated)	Insufficient identification and little analysis in terms of identifying usefulness of resources to internship outcomes.  (Loss of up to 10% of available marks)	Use of identified resources described, but not fully critically evaluated in terms of usefulness in improving proposed internship outcomes.  (Loss of up to 5% of available marks.	Thorough evaluation and analysis of how each specific piece of identified literature can support planned activities of the internship in a way that should improve internship outcomes.

# ASSESSMENT ITEM 3: PEER DISCUSSION



## PROFESSIONAL SKILL DEVELOPMENT:

The professional skills developed through this assessment include:

1. Being able to prepare a presentation that fits into a specific timeframe.
2. Contributing collaboratively to the work of others.
3. Understanding the need to provide interesting examples to engage listeners.
4. Identifying the value of obtaining feedback on your internship activities.
5. Using critical self-reflections to gain a greater understanding of your personal and professional values and growth.

## GENERAL DESCRIPTION:

The Peer Discussion provides students with an opportunity to:

- 1) Reflect critically on their community internship experiences and share those reflections with a small group of other students.
- 2) Hear about the experiences of other students working in different community internships.
- 3) Invite feedback from other students that may contribute to the activities of their internship.
- 4) Provide feedback to other students that may contribute to the activities of their internship.
- 5) Consider how they may approach their Internship Report.

***PLEASE NOTE: Academic Integrity is important in this assignment, as it is in all University Assignments. Use only your own words, do not copy from other people's work and if you quote others, do so with appropriate referencing.***

## SCHEDULING THE PEER DISCUSSION

A schedule through "Doodle" will be provided to students to identify appropriate times in the Peer Discussion Week. Students will select the time slot that suits them for this assessment. Once selected, this time is considered as an assessment booking and cannot be changed.

## SUPPORTING ACTIVITIES FOR ASSESSMENT 2

	Supporting Activities	Comments
1	Lecture 2: Communities	This lecture identifies how you can choose to be an active participant in your community and the personal and community values achieved through your involvement. It will provide information students may use in their Peer Discussion.

2	Workshop 4: Preparing for the Peer Discussion	This Workshop gives students the opportunity to hear from their Academic Advisor regarding the criteria that will be used to assess the Peer Discussion.
3	Module 3: Wider Community Values	This module has been designed to help prepare you for the expectations of the Peer Discussion assessment, especially in relation to demonstrating an awareness of how your values and the community values are related.
4	Module 4: Human Rights Locally and Globally	This module has been designed to help prepare you for the expectations of the Peer Discussion assessment, especially in relation to demonstrating an awareness of how human rights issues impact on communities and how the organisation you work with endeavours to equalise the disadvantages many members of our local and/or global community experience.
5	Self-paced research as appropriate to individual internships	In the Internship Plan you will identify any relevant research (texts, journal articles, etc) that may inform you regarding the sector you are working in, the specific clients you may be working with, or the other activities you plan to achieve during your internship. You should continue to engage with these throughout your internship.
6	Time spent on internship	All students will spend 50-70 hours (80 hours for 7510LFC) hours on a volunteering activity for their internship. Your Internship Plan will identify when, and how you anticipate spending those hours. If there are changes to your internship activities or time spent on those activities, be sure to discuss that with your Academic Advisor. Students must maintain a weekly timesheet that is signed at each shift. Students who are working offsite must maintain regular contact with their supervisor and forward the timesheet on a regular basis for both feedback and validation of the time spent on the internship and arrange for the timesheet to be signed in a timely manner.

## BASIC INFORMATION

	Item	Details	What students need to do?
1	Peer Discussion date	Dates and booking instructions to be posted on Learning@Griffith before week 3. <b>Students are expected to book themselves into a session that suits their schedule.</b> Once students are booked into a Peer Discussion time, it is a set Assessment and will be treated like any other Assessment deadline.	Ensure they respond to instructions regarding how to book into a specific Peer Discussion session.
2	Who needs to attend	Every student needs to attend one two-hour Peer Discussion session. Five students can present in each 2-hour session.	Book into one session. Attend that session for your 20 min presentation, and to be present for the 20 min presentations of 4 other students who book into the same session.
3	Timing	20 minutes for Presentation (12 min) and Peer Discussion (8 min).	Spend 12 mins describing their community internship, and lead a class discussion for 8 mins on their internship or issues related to working with community.
4	Submission required	Students submit evidence of their planning such as submitting the schedule with clear indications of what they intend to say in each section and the timing of each section through <i>Turnitin</i> on Learning@Griffith two business days prior to their scheduled Peer Discussion.  The timesheet must be updated on a weekly basis.	Hand in schedule template provided. All elements can be bullet points.  There must be a 900 word critical reflection piece written in the reflection section to ensure you have reflected appropriately prior to the discussion.  The updated and signed timesheet must be submitted with the Timeline to Turnitin or to a spare submission point if not signed off in time for the submission upload.
5	Reflections	You are required to specifically provide rich reflections on what the internship has meant to you.	Critically reflect on specific issues, incidents, etc and talk about how that has impacted your thinking.
6	Modules & Lecture 2	Modules 3 and 4 Lecture 2	Refer to what they have learned from these modules and Lecture 2 as those learnings relate to their internship activities.

## ASSESSMENT ITEM 4: INTERNSHIP REPORT



## DESCRIPTION

*2,000 – 2,500 marked words. Additional 1000 word scholarly paper (7510LFC)*

### NOTE:

Students need to abide by the minimum word count in each section, and may use the additional 500 words in whichever section they wish.

### NOTE:

Students must not repeat information used in the Internship Plan.

### NOTE:

If your internship included an artefact, it must be submitted at the same time as the Internship Plan.

## HOW TO SUBMIT

This assessment item will be submitted electronically in through *Turnitin* on Learning@Griffith. Instructions on how to submit will be sent prior to the assessment deadline. If you need to submit hard copies of brochures, or other documents that cannot be uploaded, you may submit those through the normal Assignment Handling processes via the library. The preference is that as much as possible be submitted through Learning@Griffith. *Turnitin* will be available to upload a test copy to ensure you have complied with academic integrity.

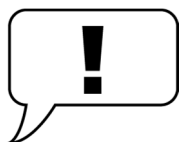
### Community Partner Signatures

When Community Partner signatures are required (for Internship Plan and Internship Report assessment) it is important that students organise a time in advance of the due date for Community Partners to provide this signature. **If there are delays or problems in obtaining signatures on your documentation – that does not alter the due date of the assignment. The assignment must still be submitted at the due date and it is expected that you will have discussed the problems of obtaining signatures with your Academic Advisor.** The absence of the Community Partner signature, without appropriate reason, may result in the loss of marks for the assessment.

## DUE DATE

- As per Course Profile or with alternative arrangements approved by Academic Advisor.
- If an extension is warranted it will have been authorised at least one week in advance through your Academic Advisor who will confirm with the Course Convenor.
- Extensions are not normally granted unless they are appropriately planned – for example if planned activities for your internship extend beyond the assessment due date.
- If planned internship activities are not finished at the due date as planned without appropriate discussions with the Academic Advisor, students may lose marks in their Professional Conduct. Automatic extensions will not be provided if internship hours are not complete. Students will have to submit their Internship Report at the due time, and marks will not be released until proof of time completion has been received.

- If an extension is required because of illness, students must use the official Griffith Medical Certificate which can be found at:  
<https://intranet.secure.griffith.edu.au/community-welfare-recreation/health-service/for-students/medical-certificates>
- [If you have any problems with your submission, refer directly to your Academic Advisor.](#)



**THIS ASSESSMENT CANNOT BE SUBMITTED UNLESS THE MINIMUM OF 50 HOURS VOLUNTEERING HAVE BEEN COMPLETED AND VERIFIED.**

As soon as students know they will have a problem completing their 50 hours as anticipated, it is their responsibility to discuss their options with their Academic Advisor.

*PLEASE NOTE: Academic Integrity is important in this assignment, as it is in all University Assignments. Use only your own words, do not copy from other people's work and if you quote others, do so with appropriate referencing.*

## SUPPORTING ACTIVITIES FOR ASSESSMENT ITEM 3

No	Supporting Activities	Comments
1	Lecture 3: Happiness	This lecture explores research that demonstrates that the "happiness" index of a nation correlates to the happiness for its citizens. It also looks at how personal happiness can be assured. It will support students in the writing of their Internship Report.
2	Workshop 5: Writing the Internship Report	This Workshop gives students the opportunity to hear from their Academic Advisor regarding the criteria that will be used to assess the Internship Report.  HOW TO WRITE EXECUTIVE SUMMARY
3	Workshop 6: Collaborative Peer Review	Optional attendance to provide and receive feedback to Internship Plan prior to submission.
4	Optional consultations with Academic Advisor  Options for assessment feedback are: Attendance at Collaborative workshops, 15 minute face-to-face appointment, email feedback, or phone	This 15 min consultation is available for students who have a well-developed Internship Report and are unable to attend the Collaborative Workshop. Internship Reports must be emailed to the Academic Advisor at least 24 hours in advance of the consultation.  Students can also book consultations to discuss any problems or concerns with their Internship.

	discussion	
5	Self-paced research as appropriate to individual internships	In the Internship Plan you will identify any relevant research (texts, journal articles, etc) that may inform you regarding the sector you are working in, the specific clients you may be working with, or the other activities you plan to achieve during your internship. You should continue to engage with these throughout your internship.
6	Time spent on internship  The timesheet must be updated on a weekly basis.	All students will spend a minimum of 50 hours (80 hrs for 7510LFC) on a volunteering activity for their internship. Your Internship Plan will identify when, and how you anticipate spending those hours. If there are changes to your internship activities or time spent on those activities, be sure to discuss that with your Academic Advisor.  The updated and signed timesheet must be submitted with the Internship Report to Turnitin or to a spare submission point if not signed off in time for the submission upload.

## INTERNSHIP REPORT ASSESSMENT RUBRIC

**Following is the rubric which guides marking in this assessment. Marks may be deducted for work which does not represent the student's best attempt in regards to grammar, spelling, layout etc. However, students from a non-English speaking background will not be penalised for writing style.**

Component	Developing	Competent	Exemplary
Executive Summary	Not all elements are mentioned, and/or it reads more like an introduction and/or student has not used the full word allocation to portray their internship experience.	Most or all required elements are mentioned, but not necessarily in a coherent integrated way that gives a meaningful "story" of the value of the internship to the community and/or to the student; and/or the student has not used the full word allocation to portray their internship experience.	The Executive Summary could almost stand for the entire assignment. It briefly covers every aspect in a meaningful way and gives a good oversight of the components of the Internship Report with all elements well linked and well articulated.
Role/Activity	This section has been written in such a way that it is not easy to clearly understand the activities that	Student has basically outlined the activities that comprised the internship, and has also provided some evidence	Student has clearly outlined the activities that comprised the internship, and has also clearly evidenced how

	<p>comprised the internship, and/or the student has only talked about activities but not provided a relevant discussion of how the intended outcomes of their internship were met and/or not provided evidence of how they were met.</p> <p>If an artefact resulted from the internship, the student has either not adequately described the artefact either in this section of a separate section and/or has not provided evidence of the role/success of the artefact.</p>	<p>to validate how they know the outcomes of their internship were met but may not have provided a good evaluation of how well those outcomes were met.</p> <p>If an artefact resulted from the internship, the student has provided some description of the artefact either in this section or a separate section and/or not provided ample evidence of the role/success of the artefact.</p>	<p>they know the outcomes of their internship were met and how they evaluated how well those outcomes were met.</p> <p>If an artefact resulted from the internship, the student has adequately described the artefact either in this section or a separate section and provided ample evidence of the role/success of the artefact.</p>
Theorem	The Internship Report may acknowledge a specific theorem but the student has not shown a reasonable understanding of how the theorem contributed to the student's own understanding of the importance of their internship/organisation to enhancing community, and/or has not shown a reasonable understanding of how external elements impact on their organisation being able to offer its services to the community.	The Internship Report demonstrates a basic understanding of the relevance of the chosen theorem but does not sufficiently evidence how the theorem contributed to the student's own understanding of the importance of their internship/organisation to enhancing community, and/or does not sufficiently evidence how external elements impact on their organisation being able to offer its services to the community.	The Internship Report demonstrates a good understanding of how the theorem contributed to the student's own understanding of the importance of their internship/organisation to enhancing community, and the external elements that impact on their organisation being able to offer its services to the community.
Research Contributions	Student may not have provided three appropriate or quality references and/or has not provided evidence of how engagement with the literature has informed their learning through this semester.	Student may have provided three appropriate quality references and commented on their relevance to their internship but for example may not have provided robust evidence of how that literature impacted their internship.	Student has provided three quality references and provided strong evidence of how engagement with the literature has informed their learning through this semester.
Personal Growth	Student has not evidenced a good alignment between the	Student has listed personal growth and values growth	Student has evidenced high-level awareness of the personal skills and

	<p>opportunities afforded by the internship and the potential for growth of personal skills and growth of personal values.</p>	<p>opportunities that were provided through the internship but may not have sufficiently evidenced the impact of those opportunities on their personal development.</p>	<p>value growth afforded by the internship and has discussed the continue value of being engaged in community. Student has clearly linked the awareness growth and evidence to lectures and modules.</p> <p>NOTE: Student does not have to personally commit to continued volunteering to do well in these criteria.</p>
--	--	---	--

## ASSESSMENT ITEM 5: PROFESSIONAL PRACTICE

## DESCRIPTION

**STUDENTS DO NOT NEED TO DO ANYTHING ABOUT THESE TWO PIECES OF ASSESSMENT. THE COMMUNITY INTERNSHIP OFFICE ORGANISES THIS ASSESSMENT.**

COMMUNITY PARTNER CONDUCT MARK (2.5/5) (Fractions of marks will be rounded up or down to make a whole number for assessment purposes.)

NOTE: This information is collected by the Service Learning Office. Students do not need to present this to their Community Supervisor. If the Service Learning Office cannot obtain a mark from the Community Partner in time for Assessment Board, the mark from the Academic Advisor will be replicated for the Community Partner mark.

Student's maintenance of good relations with community partner, including appropriate dress for the work place.					
Excellent relations with Community Partner and others involved in the internship. Often used initiative in approaching others to achieve goals, and dressed to a professional standard appropriate for the workplace.	Worked well with Community partner and others involved in internship. Sometimes used initiative to maintain relationships and internship outcomes, and dressed appropriately	Most workplace relationships worked under normal circumstances, but could improve (for example - improved workplace dress or appearance, or communication)	Had some difficulties in maintaining good Community Partner relationships and/or relationships with others involved in internship, and/or using initiative to move ahead with the internship responsibilities and/or not concerned with appropriately dressing for the workplace.	Student needs to work on improving attitude in relation to interactions with Community Partner and others, and/or not concerned with appropriate workplace dress.	Overall mark out of 10  _____/10
Manner in which student managed internship and communications regarding progress.					
Did an outstanding job of planning and organising internship activities and keeping community partner informed of progress.	Planning and organising of internship activities was done to a high standard, and community partner regularly	Did average amount of planning and organising and made attempts to keep community partner informed of progress.	More often than not, failed to organise, plan and work effectively. Community partner not always aware of progress.	Consistently failed to organise and plan internship activities adequately or keep community partner informed of	Overall mark out of 10  _____/10

	informed of progress.			progress.	
Extent to which student's internship activities/role met requirements of community partner (allowing for any changes to internship scope.)					
Excellent internship outcomes provided by student.	Student achieved internship requirements very well.	Most expected requirements were met.	Student did not achieve what they could have in the time.	Very low outcomes compared to what could have been achieved in the time.	Overall mark out of 10 _____/10
Extent to which student's own initiative, work and management skills led to completion of internship outcomes.					
Evidenced exceptional ability to analyse issues. Highly self-directed.	Made good decisions regarding internship and has good level of self-direction.	Average level of initiative used to reach outcomes.	Frequently needed to be told by community partner or others what to do. More supervision required than internship should have needed.	Required high level of direction from community partner to achieve any internship outcomes.	Overall mark out of 10 _____/10
Student's attendance at your workplace at agreed times/or evidence of student's agreed hours worked on their internship; and student's use of a timesheet or time record of some sort to record time spent on internship.					
Excellent professional attitude to working schedule. Hours seemed less important than achieving a good internship outcome. Student ensured timesheet regularly signed.	Good attitude to giving appropriate time to achieving internship outcomes. Student ensured timesheet regularly signed.	Consistently worked towards minimum internship outcomes. Student attempted to have time sheet signed on occasions.	Did not consistently appreciate need to achieve outcomes, and appeared more concerned with working minimum hour requirement. Timesheets not accurately kept.	Unreliable in keeping to agreed hours and internship outcomes. No accurate timesheet records.	Overall mark out of 10 _____/10
General Comments:					

## ACADEMIC ADVISOR CONDUCT MARK (2.5/5)

Criteria	Qualifying statement
<p>Maintenance of productive conduct with Academic Advisor and course requirements – as evidenced by</p> <ul style="list-style-type: none"><li>• attending consultations either in person or via email etc, attendance at lectures, attendance at workshops or alternative arrangements with Academic Advisor.</li><li>• Timely compliance with assessment and other requirements of the course, including having Community Partner signatures submitted in a timely way and timesheets submitted with assessment uploads.</li><li>• Manner of planning and achievements of internship as evidenced by using appropriate initiative to forecast and resolve problems.</li><li>• Perception of student's overall performance and how they accepted and met their responsibilities in relation to the internship.</li><li>• How student managed time commitments and ensuring internship hours were completed in a timely manner.</li></ul>	