

Version 2022-23

Work placement and Deontology

H00234A

**Manual 'ALL'**

**For all those involved in the work placement**

**Students-trainees**

**Work placement mentors on location**

**Work placement supervisors at the university (teaching assistants)**

**2<sup>nd</sup> Master of Psychology**

**Main subject Industrial Psychology and Personnel Management**

**Ghent University**

**Responsible lecturers: Prof. dr. Eva Deros, Prof. dr. Bert Weijters**

**Teaching assistants: Lieselot Buyle, Lobke Dedrie, Katrien Lootvoet**

**Work placement coordinator: Bart Verloo**

## Preface

The last year of the 5-year Master's programme in Industrial Psychology and Personnel Management at our university is largely spent on a practical work placement. This work placement immediately forms the bridge between the theory of the first four years and real professional life afterwards.

The work placement is one continuous block of 24 weeks, starting on the first Monday of the academic year and ending in mid-March. Students who do their work placement abroad usually have a slightly different work placement period.

In this brochure we explain all aspects that are important for all those involved: the students themselves, the work placement mentors on location, the work placement supervisors of the university. We try to answer most questions that might arise.

The university's website (<http://www.ugent.be/pp/pao/en/onderwijs/stage>) offers more detailed and practical/administrative information, including all official documents. Should anything remain unclear, do not hesitate to contact us.

Many thanks to everyone helping to turn the work placement into a success.

Kind regards,

Bart Verloo, work placement coordinator

Lieselot Buyle, Lobke Dedrie, Katrien Lootvoet, work placement supervisors

Prof dr. Eva Derous; Prof. dr. Bert Weijters

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# 1. Work placement, a part of the Master's programme in Psychology

## 1.1. Master's programme in Psychology briefly outlined

Every year, almost 400 master students in psychology graduate from the Faculty of Psychology and Educational Sciences (FPPW) of Ghent University, in the fields of Industrial Psychology<sup>1</sup> and Personnel Management, Education, Clinical Psychology, and Theoretical and Experimental Psychology. Every year, about one hundred of those graduate in our field.

The programme consists of 3 bachelor years and 2 master years. The work placement is part of the second and thus final year of the master program.

Broadly speaking, the bachelor's programme in psychology of all fields is comprised of the following major clusters:

- Methodological and statistical subjects: statistics, methodology, research method, academic skills (such as writing and presentation skills).
- Medical subjects: genetics, physiology, neuropsychology.
- Psychological subjects: Psychodiagnostics, psychometrics, introduction to clinical psychology, developmental psychology.
- General subjects: sociology, philosophy, legislation related to the profession.
- You can find more information about the contents of each course unit, lecturer and objective on the website (<http://www.ugent.be/pp/pao/en>).

From the 3rd year (i.e. 3rd bachelor) onwards students opted for 'Industrial Psychology and Personnel Management'. During that year, the following subjects are taught: Human resources management, Teams and Work Motivation in Organisations, Psychological Work Characteristics, Business Economics, Market Research, Behavioural Economics, Media, Technology and Innovation, and Digital Learning Environments.

The courses of the two master years are Labour Law in Organisations, Leadership and Multi-Level Research in Organisations, Recent Trends in HRM, Applied Data Analysis, Work, Health and Well-being, Labour Relations and Social Dialogue, Career Planning and Development, Consulting, Development of Coaching and Training Skills, Accounting, Consumer Psychology, Strategic Marketing. In addition, the student takes at least one elective course unit.

You can find detailed information on these course units (e.g. contents or teacher) on the Study Guide website: <https://studiekiezer.ugent.be/bachelor-of-science-in-psychology-personnel-management-and-industrial-psychology/2022>.

The last academic year entails:

- **Master's dissertation.** Students start with the master's dissertation in the first year of the master program. At the end of the first master year, they submit the first part of

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<sup>1</sup> 'Industrial psychologists' also end up at social profit organisations, at service organisations such as HR consultancies, and with the government. A significant proportion of the students and alumni work in marketing positions, e.g. as market researcher.

the master's dissertation. The master's dissertation is further elaborated upon and written during the second year of the master program. Students submit the master's dissertation at the end of the second master year, around mid-May.

- **Two course units** (after the work placement has ended)
- **Work placement:** the work placement stands for 30 ETCS-credits (which is half of the total of ECTS-credits, 900 hours of study time and 45 contact hours) and is therefore the main focus.

## 1.2. Vision on work placement

The practical work placement falls under the course unit 'Work placement and Deontology' (code H002034) that is followed by all master students in Industrial Psychology and Personnel Management.<sup>2</sup>

We describe a work placement as

“a whole of individualised guidance situations and independent learning situations during a period of experiential learning in professional practice, during which the student is involved in the daily activities of the work placement” (Education and Examination Code, OER).

Work placement is an important course unit and is, as it were, ingrained in the DNA of industrial psychology and personnel management.

- Within education, the work placement is not separate from the other course units in the programme. The competencies that a trainee needs before, during and after the work placement are also reflected in the final competencies of the programme.
- International research and own research by lecturers in the programme offer the student a scientific vision and conceptual insight into the social relations and needs.
- Through the contacts and expertise that the programme shares with the business world, we start new research and share this with the students.

The work placements offer both students and potential work placement providers various advantages (e.g. learning experience, knowledge sharing, cooperation and potential employment).

## 1.3. Those involved in the work placement

The **trainee or student** is guided in the work placement location by a work placement mentor.

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<sup>2</sup> Based on the sequence rules, students may only start the work placement if they have passed the following course units: (a) Legal Aspects of the Profession and of the Healthcare Sector (H002127), (b) Human Resource Management (H002021), (c) Psychological Work Characteristics (H002023), and (d) Recent Trends in HRM (H002030).

The **work placement location** must employ a certified psychologist (= university graduate or with a master's degree in psychology)<sup>3</sup> who can act as a **work placement mentor** and is responsible for the daily supervision, feedback and evaluation. One can therefore not act as a work placement provider if there is no psychologist working. Daily supervision may also be provided by a non-psychologist (in consultation with the psychologist), in as far as this person has the professional qualifications to supervise the student in line with the five goals of the educational program (see below, point 4.3). When a family member of the student/trainee (up to and including relatives of the 3rd degree) works in the organisation and has responsibilities that interfere with those of the trainee, the student cannot do a work placement in that organisation.

From the **university**, professors of the department are responsible for the substantive supervision and practical organisation of the course unit. The practical guidance, such as during the interventions, is provided by **teaching assistants** who are appointed to the course unit 'Work placement and deontology' and who take on the role of work placement supervisor. The teaching assistants are the first point of contact for both work placement mentors and students for questions related to the content and design of the work placement or the learning process. We refer to the appendices for a personal presentation of the people involved from Ghent University.

#### 1.4. The year preceding the work placement

The students already prepare for the work placement during their first master year. The faculty organises a number of activities for students and work placement mentors to ensure that this selection process runs as smoothly as possible. The concrete academic calendar with exact days and hours will be delivered separately and can be found on the work placement website.

A 'work fields information session' will take place in November. Trainees (i.e. final-year students) use self-made overviews in a format of their choice (e.g. film, presentations, etc.) to present about 10 different fields of work in which a psychologist from our field can end up. Groups of interns (i.e., last year students) who are active in the same work domain, present self-made overviews in a format of their choice (e.g., presentation, videoclip, ...), as a source of inspiration.

#### **Becoming a work placement provider**

Organizations who want to offer an internship position, register online via <https://www.getrecruited.ugent.be>

Those who have already registered before, log in to update the information concerning the organization and the internship position on a yearly basis.

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<sup>3</sup> Exceptions are possible provided a substantiated file based on the resume of the work placement supervisor of the potential work placement mentor and the work placement content. This file is submitted to the Psychology Programme Committee for approval.

## **Work placement fair**

With the course unit 'Work placement and Deontology', we organise the work placement fair 'Get Recruited' in mid-December. This fair (online or offline) is specifically aimed at master's students in Industrial Psychology and Personnel Management who are preparing for the work placement. The programme includes speed dates between companies (i.e. work placement mentors) and students (i.e. potential trainees) and explanations about the work placement.

## **Trainee selection**

After the work placement fair and speed dates, potential work placement mentors plan further agreements for an introductory- or job interview (or assessment) with those students they would like to meet to discover whether there is a mutual match.

## **Discussion with the trainee about the content of the work placement**

If there is a match between a student and a work placement, the next step is to agree on the job description. After all, it must be clear which responsibilities and tasks the student wants to take on and with which the work placement can trust the student. There is consultation with the student about **two personal learning objectives and 1 project**. A summary will suffice at this stage, because further refinement will follow later. The student has followed workshops about this during their first master year ('First Aid When Applying'), so that they are able (in consultation with the work placement mentor) to formulate instructive, achievable objectives and to use these as a compass throughout the work placement and interviews.

Next, the student uploads the document as soon as it is available on the digital learning platform (Ufora) and this no later than June, 15.

## **Risk analysis**

Before the start of the work placement, the student must have a risk analysis completed by the work placement mentor. The student submits this to the medical supervision department of the university. The student will find the necessary documents on the university's website.

## **What if the work placement mentor can no longer guide the work placement?**

Perhaps the work placement mentor changes position or even employer or there is a career break (e.g. sabbatical or maternity leave). The work placement mentor informs the work placement coordinator (i.e. Bart Verloo) as soon as possible so that we can find a solution for the student.

## **What if the trainee drops out before the start of the work placement?**

When the student has to give notice in absentia because they stop their studies, take a sabbatical or have to repeat their year, the student must inform the chosen work placement and the university (Bart Verloo) as soon as possible.

## 1.5 Support of the work placement mentor by UGent

Each year the university organizes two different digital information sessions in which all work placement mentors and day-to-day supervisors have to participate on a mandatory basis.

1. The week before the beginning of the traineeship, covering:
  - i. Information about changes compared to last year
  - ii. Mutual expectations concerning traineeship and project content, supervision, ...
  - iii. Q&A
2. Right before the intermediate evaluation, i.e. in the second half of December:
  - i. Exchanging experiences
  - ii. Q&A concerning the intermediate evaluation
  - iii. ...

As different moments are offered for each session, work placement mentors and day-to-day supervisors can make a choice that works for them.

## 2. Types of work placements and start date

### 2.1. Types

We distinguish between 4 types of work placements:

- a) Domestic work placement: the student does a work placement at an organisation within Belgium that meets the conditions to act as a work placement provider.
- b) Work placement abroad: the student does a work placement at a foreign organisation (within or outside Europe) that meets the conditions to act as a work placement provider (see further).
- c) Research work placement: the student does a work placement as a researcher in a department or research group (e.g. at the FPPW).
- d) Voluntary work placement: if registered at Ghent University, the student can do a voluntary work placement at an organisation that meets the conditions to act as a work placement provider, in addition to the compulsory work placement included in the study programme (<https://www.ugent.be/student/nl/studeren/stage/stageovereenkomst/vrijwillige-stage.htm>).

For the time being, most students opt for a 'domestic work placement'.

### 2.2. Start date

The work placement always starts on the 1st day of the academic year.

If a student wants to start earlier – e.g., on request by the work placement organization – a voluntary internship can offer this possibility. However, the period of this voluntary internship does not count against the official traineeship period and the educational program does not offer support/supervision. To request a voluntary internship, the student contacts the UGent work placement officials (Mr. Bart Verloo and Prof. dr. Eva Deros or Prof. dr. Bert Weijters) to discuss the objectives and the impact of the voluntary internship relative to the official

work placement. Once approved, the same procedure applies as for a regular work placement (including the formulation of a task description and a work placement agreement for a voluntary internship).

### 3. Practical aspects of the work placement

#### 3.1. Duration

The work placement is the equivalent of 900 hours of study time. Those 24 weeks start in the first week of the academic year (i.e. last week of September).

The work placement is not interrupted during autumn holidays, Christmas holidays or spring break.

During the work placement, students are entitled to 4 vacation days. These holidays are surplus on statutory holidays, but not in the event of any collective closures of the organisation. The student discusses with the work placement mentor when these days will be taken. Holidays cannot be taken during the return days (see section 6).

The intern does an internship for 24 consecutive weeks. The only exception to this is interruption due to illness or the recorded leave days as described above. Taking additional leave is not allowed. Absence due to illness results in an extension of the internship. Interrupting and extending the internship for other reasons is only possible after consultation and approval by the internship mentor and teaching assistant. This is then formally recorded by a manual change to the internship agreement with the signature of the student and the internship mentor.

The average working time is 38 h/week. It is the internship mentor's responsibility to ensure the balance and that the student works an average of 38 hours per week. For example, if the internship organization works 40 hours/week, with 1 compensation day/month, the student is still expected to work 38 hours/week.

Sick days must be compensated. The work placement can be extended by a maximum of two weeks for this purpose.

We do not recommend frequent, structural working from home because interaction is an important condition for learning.

#### 3.2. Conditions

The work placement is unpaid. Normal commuting is not reimbursed. The expenses incurred by the student for the work placement (e.g. business trips by private or public transport, frequent telephone calls, etc.) must be reimbursed.

The workplace foresees the necessary tools, e.g., IT tools, a work station, etc.

### 3.3. Insurance

The student-trainee does not need to be insured by the industrial accident insurance of the work placement location, because they remain insured by the university.

Ghent University took out insurance for every student for personal physical accidents, general civil liability, travel assistance and accidents at work. If the student has an accident in the context of their university activities or during the work placement activities, this is covered by the Ghent university policy. Additionally, movements such as the intervisions are therefore covered by this policy.

### 3.4. Illness

If the student-trainee is ill, they must submit a doctor's note to the work placement mentor and register their absence via 'absent': <https://absent.ugent.be/>.

### 3.5. Work/hour schedule

The student follows the timetable that applies to the work placement location. If the work placement mentor does not follow a 9-to-5-hour schedule, they may expect the student to (sporadically) work outside normal office hours.

Important: The student is expected to work full-time at the work placement and should be supported on a full-time basis (even if the work placement mentor works part-time). Hence the importance of making very good agreements in advance about when the student is expected and who will supervise them or where the student can go if the work placement mentor is absent.

The return days have priority over the activities of the work placement. It is not possible to deviate from this because attendance on the return days is mandatory for all students.

### 3.6. Work placement and master's dissertation

The work placement is separate from the master's dissertation. These are different course units for which there are separate ECTS-credits (24 for the master's dissertation and 30 for the work placement). Of course, the work placement may provide information about what the master's dissertation is about, let the student make connections with practice at the work placement, formulate a work placement project that is both in line with the master's dissertation and fulfils a need of the work placement, etc.

It is not the intention that the student works on the master's dissertation during the work placement. If the student nevertheless has to arrange practical matters for the master's dissertation that can only be done during office hours (e.g. arrange appointments), the student must inform the work placement mentor in advance and request permission.

## 4. Work placement objectives and competencies

### 4.1. Introduction

The aim of the work placement is that students autonomously practice and apply professional knowledge and skills. The student usually participates in a work placement individually.

The work placement is distinguished from other field experiences by the relatively long duration and the relative autonomy of the student in the daily performance.

### 4.2. Win-win

The basic principle of the work placement is that it is a 'win-win' for the student and the work placement. This commitment is made official in a contract.

The work placements offer several benefits to both students and potential work placement mentors:

- Learning experience for the student.
- Sharing knowledge with the student.
- Student cooperation.
- Potential employment. Perhaps in the work placement company there are vacancies (even other than HR) that the trainee can qualify for. It turns out that a significant part of the students is subsequently recruited by their work placement mentor.

When the student actually starts, the trainee and the work placement mentor discuss the tasks registered in the 'job description' in more detail (see below) and mutual agreements are made that guarantee a smooth work placement.

To formalise the work placement mentor's commitment, we ask them to sign a **code of conduct** and then return it to the student, who uploads the signed document onto Ufora. This code of conduct guarantees the ethically correct and substantive good course of the work placement and is an appendix to the work placement agreement. The specific content of the code of conduct **can be found** in the appendices of this manual (bullet 8.4). Adhering to the deontological code is an end competence.

### 4.3. Five study programme objectives

Students in Industrial Psychology and Personnel Management become acquainted with/delve into various facets of the professional field of industrial psychologists, including the various sub-disciplines. The learning process of the work placement focuses on 5 general study programme objectives that contribute to the final competencies to be achieved that are imposed by the university:

1. Introduction to the practice of the industrial psychologist/scientific researcher in industrial psychology and personnel management;

2. Learning to perform specific professional tasks of industrial psychologists/scientific researchers in industrial psychology and personnel management, and developing professional competencies;
3. Gradually taking on more responsibility and independence in carrying out the specific professional tasks and projects of industrial psychologists/scientific researchers in industrial psychology and personnel management;
4. Flexibly and critically integrating theoretical learning contents from the scientific training into the complexity of industrial psychology practice and vice versa, being able and daring to critically evaluate industrial psychological practice from a scientific point of view;
5. Developing critical reflection on your personal functioning and on your own position within the professional field of the industrial psychologist/scientific researcher in industrial psychology and personnel management.

In order to achieve these five training objectives, a high-quality internship meets several conditions:

1. The internship includes sufficient psychological aspects and is therefore demonstrably psychological in nature. "Psychology is the scientific study of human behaviour, thinking and feeling, within which we want to describe, understand and sometimes predict the latter." The four subdisciplines (core pillars of the programme) are relevant as an internship context.

- Personnel psychology: this field examines how to get and keep the right person in the right place. Important themes within this field are recruitment, personnel selection, person-organization fit, socialization, training, mentoring, coaching, development, performance improvement, reward/remuneration and career development.
- Organizational psychology: this field focuses on the relationship between employees and their social work environment (e.g. colleagues, supervisor, team, organization as a whole, the wider society). Important themes within this field are collaboration in teams, leadership, social interaction, conflict, negotiation, decision-making processes, organizational culture and organizational change.
- Work psychology: this field of work focuses on diagnosing and optimizing the work situation (e.g., job content, working conditions, working conditions and labour relations) of employees. Important themes within this field are: (the prevention of) stress, burnout and absenteeism due to illness; development of preventive and curative interventions; labour reintegration; safety; analysis of problems in specific groups, employees with a certain type of work, and/or in specific professions or sectors. The characteristic of work psychology is that it is always focused on the relationship between people and work, and its consequences for well-being and physical and mental health.
- Consumer and economic psychology: this field focuses on understanding and influencing consumers and other economic market actors from a psychological perspective. In this, students learn how consumer behaviour arises and can be

influenced. An important theme concerns, among other things, how organizations can position their product, service, idea or themselves on the market.

2. Gradual growth is possible in a range of tasks at master's level, in terms of the necessary knowledge and skills, complexity of the applied methods, acting in unpredictable and specialized contexts, autonomy, etc. (for more detail: [https://www.vlaamsequalificationstructure.be/wat-is-vks/qualification levels/](https://www.vlaamsequalificationstructure.be/wat-is-vks/qualification%20levels/))

3. The internship content includes recognizable links to the scientific baggage that the students have acquired during their first four years of training. This integration of theory-practice is also expected in the internship project, in the form of a scientific basis for the chosen theme (see below).

#### 4.4. Final competencies of the course unit 'Work placement and Deontology'

1. Gaining insight into the practice of the industrial psychologist.
2. Developing professional competencies and performing specific professional tasks of industrial psychologists.
3. Collaborating with colleagues, clients, external parties and staff members.
4. Communicating psychology-related knowledge and insights.
5. Taking responsibility and independence in carrying out specific professional tasks and projects.
6. Estimating an initial situation and making a diagnosis on that basis as a working hypothesis.
7. Choosing from a multitude of intervention methods and techniques.
8. Designing and developing diagnostic and intervention methods.
9. Operationalising or implementing an intervention plan.
10. Evaluating an intervention with a focus on adjustment and remediation.
11. Adhering to the deontological codes.
12. Applying theory to practice and vice versa.
13. Critically reflecting on one's own performance, development and position within the professional field.
14. Developing and arguing a vision.
15. Develop projects in a scientifically sound and sustainable manner.

#### 4.5. Personal development and skills

Personal development is part of the study programme objectives as well. After all, personal development is contained within the way in which the student achieves their personal learning objectives and project objectives (see below). During the first intervision moment, students should reflect on their personal development: what are my talents, which talents do I want to develop further, what is the link with my personal learning goals and project objectives, etc. This is further expanded during the intervision moments.

## 5. Work placement subject matter

### 5.1. Deepening and broadening

Most students do their work placement in one or two departments of the HR department (e.g. the selection department and/or the training department). This allows them to deepen their knowledge of that field or that specialisation. A number of students will end up in a 'consultancy office', e.g. a selection office, an interim office, etc. In addition, some students will do a work placement elsewhere, such as in a marketing department of a large organisation or in research agencies.

We recommend that the student-trainee can become acquainted with all other activities and services at the work placement that are relevant to the specialisation. Ideally the student is introduced, briefly if necessary, to **all** areas of HR: a few days at the personnel administration; attending a few trade union contacts; co-organising an education/training/workshop; observing what the 'compensation & benefits' manager is doing; assisting with recruitment and selection; attending an exit; drawing up a job description; attending a career interview or intake interview with a client. For example, a student who performs an HR function can also get acquainted with, for example, the marketing department, and vice versa. That broadens their knowledge.

### 5.2. Job description

Before the start of the work placement, the student-trainee and the work placement mentor draw up a job description (see work placement website).

This job description consists of two personal learning objectives on the one hand and one project on the other. This job description is agreed upon before the start of the work placement and discussed again with the student at the start of the work placement. The evaluation (interim/final) is based on this job description. Learning objectives and project can change until the first, interim evaluation (after joint consultation), but not afterwards. More explanation can be found below.

#### 5.2.1. Personal learning objectives

Personal learning objectives are the learning objectives that the trainee formulates together with the work placement mentor at the start of the work placement and which they will try to attain during the work placement. These personal learning objectives are an addition to or a further concretisation of the general final competencies of the course unit 'Work placement and Deontology'.

Personal learning objectives are specifically formulated, based on the general training objectives and final competences. Personal learning objectives include the development of competencies that are crucial for professionally performing the position as a graduate in

industrial psychology and personnel management and are therefore necessary to perform the 'job' at the work placement.

They differ from a project objective because they are not limited to one particular project, but rather are filled in by day-to-day work or multiple projects.

### 5.2.2. 1 project

A project is a "result-oriented cooperative effort with a specific objective that is limited in terms of resources and time. It can be the responsibility of one person or of several people. However, collaboration with and/or input from others is always necessary to arrive at the agreed end result". The responsibility for 'pulling' the project lies with the intern, although there is guidance and support from the internship location. The internship project is also psychological in nature and establishes a link between theory and practice. It therefore includes a scientific basis, such as reference to academic literature, integration of a scientific model,... Projects are phased in time and consist of different sub-phases such as

- the preliminary study (delineation, purpose, background)
- start (concrete approach with timeline and planning/interim deadlines),
- determination of the scientific basis
- concrete implementation
- reporting
- evaluation by the client (in this case: the work placement mentor).

Together with the work placement mentor, each trainee formulates 1 project with concrete objectives, each of which is described and assessed separately.

Project example:

Development of a tool, psychometrically validating a psychological test, developing a training, analyzing the current onboarding approach and developing an improved approach (from A to Z), ...

All routine activities of a recurring nature (e.g. searching for candidates, evaluating employees, conducting selection interviews) that belong to a general, daily task package are not projects but tasks. Activities with an improvisational character, without a clear goal and plan, are not projects either.

### 5.2.3. Practical approach of learning objectives and project

After a first visit to the future work placement site (usually between mid-December and March of the 1st master year), the student formulates broad **personal and project objectives** based on the obtained input and fills them in on the webform on the work placement website (the student registers this in job description and **uploads it onto Ufora before June 15th**).

Between the application at the work placement and the actual start of the work placement things can change at the work placement that affect the work placement objectives. Consequently, at the start of the work placement, the student discusses the broad objectives again with the work placement mentor and refines/concretises them. During the first intervision session (see below), the teaching assistants will further elaborate on this and provide the student with criteria for a good final formulation of the **personal** learning goals. This results in definitive objectives that can be adjusted in the job description until the midterm evaluation at the latest.

The personal learning objectives and project objectives are evaluated by the work placement mentor, both in the interim and final evaluation.

### 5.3. Personal development and skills

Personal development is part of the study programme objectives. No separate objectives are included in the job description of the work placement. After all, personal development is contained in the way in which the student achieves their personal learning goals and project objectives. During the first intervision moment, students should consider their personal development: what are my talents, which ones do I want to develop further, what is the link with my personal learning goals and project objectives, etc.

Personal development also results from the midterm work placement evaluation, in which the student's self-evaluation and the evaluation by the work placement supervisor are compared.

Personal skills example:

I want to learn how to give feedback in a constructive, yet clear way (e.g. about test and assessment results), so that the feedback recipient is triggered to get started and it does not feel like criticism or failure. This helps me to achieve my learning goal regarding assessment tools and will further develop my ability to articulate things smoothly.

## 6. Eight 'return days' – intervisions

### 6.1. Offline and online intervisions combined

During the so-called 'return days', the student does not go to the work placement location. On those days, the university's workplace supervisor organises intervision meetings, which count as a regular work placement day.

- The intervision itself takes half a day (morning or afternoon of the return day). During this 'return day', other activities can take place in addition to the intervision meeting (e.g. following a lecture or practical from the 2nd semester; appointments with

supervisors for, for example, discussion of the dissertation progress, research for the dissertation, etc.). The student can freely fill this in.

- The return days are determined in advance by the university supervisors and are known by students before the start of the academic year. Students are responsible for submitting these return days (8 in total) to the work placement mentor.
- The intervision moments can take place online, at the faculty or at one of the work placement providers.

The first and last intervision take place at the faculty. The other intervisions are online or – exceptionally – at another location. The scheduling of peer reviews at a different location is done in consultation between the work placement supervisor of the university and the students. If there is interest and it is practically feasible, the students will organise this themselves, taking into account the following criteria:

- The intervision data will be preserved
- The entire group agrees to intervision at an external location (any other agreements cannot be compromised by this)
- The whole group can easily reach the location
- If in the morning: the travel time allows the university work placement supervisor to be back in time for the afternoon intervision.
- The visit to the external location is an added value. It is not the intention that the student/work placement mentor gives a tour or presentation in any case.
- The work placement mentor is aware and agrees.
- The normal structure and planning of the intervisions will be maintained.

## 6.2. Themes of the eight intervisions

- Intervision 1: Introduction between the Ghent University work placement supervisor and the students. Students explain their talents and learning and project objectives and receive input to further refine these.
- Intervision 2 and 3: Student-trainees exchange experiences about the different work placement providers, the similarities and the differences, per field of work in which they do a work placement. They summarise these insights in a presentation, film, etc. that is made available digitally to all 1st and 2nd master's students. This way, all students from the main subject Industrial Psychology and Personnel Management get a more complete picture of the fields of work in which they can end up during their work placement (1st master's students) or in later professional life.
- Intervision 4: Theme Professional Behaviour
- Intervision 5: Theme Guidance at the Work Placement
- Intervision 6: Theme Personal Development
- Intervision 7: Theme Scientist-Practitioner Gap
- Intervision 8: Career Theme

In addition to the theme of the intervision, starting from intervision 4, two students present their work placement provider and their work placement activities.

### 6.3. Intervisions for work placements abroad

Students who do a work placement abroad are also assigned a work placement supervisor from the university. The peer reviews are a mix of offline and online meetings. Joining an online intervision is completely the same for a student abroad as it is for another student. As far as possible, the planning takes a possible large difference in time zone into account.

The start and end intervision are offline meetings and other intervision moments can also be offline. The student and the work placement supervisor of the university mutually agree on an alternative meeting, such as scheduling an alternative meeting or setting up a digital connection during the offline peer review.

## 7. Work placement guidance

### 7.1. Introduction

In the Education and Examination Code, the package of tasks with regard to supervision is described as follows: 'The supervision contributes to the selection of the work placement provider, the preparation of the students, and is responsible for support, follow-up, giving suggestions and comments and is responsible for the evaluation.'

This implies that both the work placement and the university have an important role to play in terms of guidance.

### 7.2. The work placement mentor's role in the work placement

The work placement mentor is the person who is ultimately responsible for the supervision, guidance and evaluation of the student at the work placement provider. The work placement mentor ensures that the trainee is entrusted with tasks that allow a progressive introduction into the professional activities of the industrial psychologist (i.e. relevant tasks within the domain of industrial psychology and personnel management).

#### 7.2.1. At the start of the work placement

As mentioned, the work placement starts on the first day of the academic year, at the end of September (see 2.2 for exceptions). It is important to allow time for a work placement interview as soon as possible, and in any case within the first two weeks, with the following content:

- **Welcoming** the student in the same way as a new staff member (e.g. explanation of the work regulations and the time schedule, the customs and house rules that apply to the work placement, the rules regarding, for example, the use of the internet, etc.)
- Going over the **job description** that was initially agreed upon and discuss the learning objectives and the project in more detail.
- Communication by the student about their absence during the eight **return days** with intervisions (see below).
- Making **agreements** about

- scheduling the progress interviews (see below)
- the period in which the student best takes their days off (e.g. in the end-of-year period)
- those moments when the presence of the student-trainee is really important for the work placement (e.g. an event, a staff party, a special activity, etc.), especially when that moment would fall outside normal office hours. However, these moments may not coincide with the scheduled return days/intervisions.

### 7.2.2. After 3 to 4 weeks of internship

In addition to the learning objectives and the internship project, the internship assessment form includes seven competencies: Acting decisively, Collaborating, Communicating, Analysing, Planning and organizing, Adaptability, Commitment and Commitment; each time with 3 to 4 behavioural indicators.

It is important that both the internship mentor and the student have a shared vision about the application of these competencies within the specific internship context. To this end, a consultation will take place after 3 to 4 weeks of internship. The student takes the initiative to schedule this consultation with the internship mentor. The aim is not to evaluate the student in the interim, but to jointly discuss what these competencies and behavioural indicators mean in practice and what behaviour the internship expects from the student.

### 7.2.3. During the work placement

#### **Role as content supervisor**

The work placement mentor primarily acts as a content supervisor. This means that the student is involved – as far as possible – in the tasks of the work placement mentor. Initially, the trainee will probably mainly observe; at the end of the work placement, they will carry out (partial) tasks independently, still under supervision.

#### **Role as process supervisor**

The second role is that of process supervisor. The intention is that the student learns as much as possible in those 24 weeks. This works best when they are not only entrusted with substantive tasks but encouraged to reflect on them regularly.

#### **Daily guidance**

The work placement mentor is responsible for the daily supervision and ensures the substantive relevance of what is asked of the student.

Students can collaborate and be supervised by multiple people in the organisation and this can be project-based/-dependent. It is important that employees of the work placement provider consult with each other about how the student functions (inquiry, commitment, punctuality, quality and accuracy, collegiality, etc.).

We expect that both the work placement mentor and the other colleagues at the work placement provider regularly ask the student to provide feedback on the process and progress. This can be done by means of a report, but also by means of weekly meetings and conversations with various employees with whom the students work together.

### **Subject matter questions**

Students should initially examine substantive questions and aspects internally at the work placement location.

For questions regarding additional literature, the work placement supervisors of the university refer the student to the existing university databases and libraries. It is not the intention that the student asks the professors and assistants to work out projects and, for example, to prepare literature studies. It is the student's task – independent of the professors and teaching assistants – to tackle projects independently and to look for relevant sources of information. The students appear to be very well prepared for this.

### **Progress meeting**

In order to discuss the progress and any questions from trainees, it is necessary that the work placement mentor and student meet on a regular basis; at least half an hour every two weeks.

If the work placement does not progress well, the work placement supervisor of the university should be contacted as early as possible to look together for possibilities to make the work placement a win-win situation for the student and the organisation.

### **Formal midterm review**

A formal interim evaluation is planned, ideally halfway through the work placement, i.e. mid-December. The work placement coordinator of the faculty reminds the work placement mentor of this by email.

The evaluation document is included in the appendix and is identical to that of the final evaluation (see below). We regard the interim evaluation as the basis for a so-called 'reflection meeting'. It plays no role in the final score of the work placement. The expectation is that a student 'grows' during the work placement. A genuinely critical attitude on the part of the work placement mentor promotes this.

The (interim) evaluation comprises four sections (see appendix for the document):

1. Two personal learning objectives
2. Project

3. Competencies
4. Personal development

#### 7.2.4. At the end of the work placement

##### **Formal final evaluation**

The work placement mentor evaluates the student a second time at the end of the work placement, using the same form as the interim evaluation. The university informs the work placement mentor of this in good time.

It is important to allow sufficient time to prepare and discuss this final evaluation with the student.

Regarding sharpening the reflective, introspective and communication skills of the student, it is advised to work in the following way:

1. Student and work placement mentor both complete the evaluation document separately.
2. During a meeting, both evaluations are reviewed and differences are explained on both sides.
3. The work placement mentor may adjust their evaluation document and forward it to the university.

If the student develops positively during the work placement (which is the intention after all), this assessment should be (slightly) better than their interim evaluation. If regular feedback moments were provided, the evaluation should not come as a surprise to the student. This evaluation forms the basis for the final mark that the student obtains for the 'Work Placement and Deontology' course. As already mentioned, the work placement makes up half of the credits of the last year. The assessment from the work placement organisation counts for 70% of the final grade, that of the work placement supervisors of the university for 30% (see table).

Work placement mentor evaluation		University evaluation	
Learning objectives	2/20 (10%)	Professional behaviour and development	3/20 (15%)
Project	6/20 (30%)	Work placement report	3/20 (15%)
Competencies	6/20 (30%)		
Personal development	0		

### 7.2.5. After the internship

Students have the right to request feedback on the internship evaluation. After the announcement of the final result of the internship, the student can request additional explanation about the assessment not only from the internship supervisor of the university, but also from the internship mentor.

## 7.3. The roles of work placement supervisors from the university

### Role as process supervisor

Process supervision starts the academic year prior to the start of the work placement with an (a) information session, (b) workshop 'First Aid When Applying', and (c) the work placement fair/speed dates ('Get Recruited'). Process supervision during the work placement year takes place during the intervision moments (i.e. in total 8 moments, one every 4 to 5 weeks).

As a process supervisor, the work placement supervisor is responsible for **facilitating the work placement process on a social, cognitive and emotional level**. Examples of topics that can be discussed are: how to communicate professionally, how to deal with certain colleagues, etc. Of course, substantive aspects can also be discussed during the intervision moments, but the work placement supervisors are not responsible for the substantive supervision of the trainee. Substantive questions and aspects should initially be examined internally (at the work placement provider), together with the work placement mentor.

For questions regarding additional literature, the work placement supervisors of the university refer the student to the existing university databases and libraries.

### Confidant

In the intervisions, the work placement supervisors also have **a role as the student's confidential advisor**. The safe context of the intervision should make it possible for the student to raise difficulties with regard to the work placement, either during the intervision or personally with the supervisor.

**The work placement mentor can contact the work placement supervisor of the university.** If a work placement does not go as desired, it is primarily up to the student and the work placement mentor to discuss this together and look for solutions. If this does not lead to a result, both the student and the work placement mentor can contact the work placement supervisor of the university to determine together how to achieve a meaningful work placement for the organisation and the student.

In exceptional or serious circumstances, the university work placement supervisor can, in a 3<sup>rd</sup> step, request the intervention of the university work placement supervisors Prof. dr. Eva Derous and prof. dr. Bert Weijters. In a 4<sup>th</sup> step and only in very exceptional cases, this can lead to the termination of the work placement contract.

### Evaluator

The university work placement supervisor is an **evaluator** of the student's performance and evolution during intervision moments and on the basis of the work placement report (see below). In the internship report, the student reflects on the internship progress, the responsibilities he/she could take on, project, the scientific

foundation, etc. In principle, the internship mentor is not involved in this. If the student wishes, he/she is free to share this report with the internship mentor, after completing the internship and the assessment by the internship mentor.

## 8. Appendices

### 8.1. Ghent University: who is who?

#### The University

Prof. dr. Eva Deros ([eva.derous@ugent.be](mailto:eva.derous@ugent.be)) and Prof. dr. Bert Weijters are the university work placement supervisors at the Work, Organisation and Society department. They have, among other things, final responsibility for the work placement (such as monitoring the work placement concept, the relationship with the other course units, general coordination of content, etc.). In addition, Prof. Deros teaches HRM, Recent Trends in HRM, Development of Coaching and Training Skills and she is head of the Career and Personnel Psychology Research Group, which conducts research in the field of HRM. Professor Deros also regularly advises companies/organisations/government on HR-related themes such as social services.

Prof. dr. Bert Weijters ([bert.weijters@ugent.be](mailto:bert.weijters@ugent.be)) teaches the courses Market Research and Strategic Marketing. His research is mainly situated in the field of consumer behaviour and data analysis (in organisational and market research).

Bart Verloo ([bart.verloo@UGent.be](mailto:bart.verloo@UGent.be)) as work placement coordinator takes care of all practical matters, such as the practical organisation of the work placement. He is also academic secretary of the Work, Organisation and Society department. He is the designated contact for questions of a practical nature (e.g. absence, documents, forms, certificates, etc.)

#### The teaching assistants

The teaching assistants form the connection between the work placement provider/work placement mentor, the student and the university. As process supervisors, they are responsible for facilitating the work placement process on a social, cognitive and emotional level. Themes that can be discussed are, for example, 'how to communicate professionally?', 'how to deal with certain colleagues?', etc. Substantive aspects can also be discussed during the intervision meetings, but the work placement supervisors are not responsible for substantive guidance or direction.

The teaching assistants are associated with the university part-time (10% or 20%). In addition to a diverse experience in the field, they have experience in supervising students and trainees.

- Lieselot Buyle ([lieselot.buyle@ugent.be](mailto:lieselot.buyle@ugent.be)) studied Industrial Psychology and Personnel Management at Ghent University. She graduated in 2020 and has since worked at Artevelde University College, where she also did her internship, as an educational career counselor. There she lost her heart to coaching students. She mainly coaches students in their study choice process, but she also wants to use these coaching techniques when supervising trainees.
- Lobke Dedrie ([lobke.dedrie@ugent.be](mailto:lobke.dedrie@ugent.be)) studied Industrial Psychology and Personnel Management at Ghent University and supplemented this with the Initial Teacher Training. She works at Artevelde University College Ghent within the field of Business

& Management as an educational developer, workplace supervisor and supervises courses such as Professional Development, Bachelor's Theses.... She has a passion for learning and motivating and inspiring young people in their early career. She has supervised trainees in Industrial Psychology and Personnel Management for more than 10 years. A few years ago, she co-developed the renewed work placement supervision of this course unit.

- Katrien Lootvoet ([katrien.lootvoet@ugent.be](mailto:katrien.lootvoet@ugent.be)) studied work and organisational psychology at the KULeuven and supplemented this with business economics courses at VLEKHO and Vlerick Business School. She has a broad array of experiences in various HR domains, both strategic and operational. Katrien runs her own consultancy, Footsteps Group, which supports organizations – mainly SMEs – in the field of Personnel & Organization policy. Her passion is acquiring knowledge and sharing it with others.

## 8.2. Code of Conduct

This code of conduct guarantees the ethically correct and substantive proper course of the work placement of students in Industrial Psychology and Personnel Management. It forms an appendix to the work placement agreement.

We request that you give this signed code of conduct to your student who will upload it onto Ufora.

I, (name, function and company/organisation), official work placement mentor of student ..... declare to have fully read the work placement manual for external work placement providers.

I declare to be aware of all agreements concerning the work placement, and to correctly follow all agreements, as stated in the work placement manual and work placement calendar of Academic Year [20XX-20YY] to guarantee a deontologically correct and substantively just course of the work placement.

By substantively just we mean, among other things:

- with maximum attention to the student's learning opportunities, by introducing them, if possible, to multiple facets of the professional field;
- sufficient variation in responsibilities/projects;
- sufficient consultation and moments of explanation; of adjustment; of feedback and feedforward;
- a work placement that is in line with the content of the study programme.

By deontologically correct we mean, among other things:

- respecting a good balance between the work placement and private life;
- reimbursement of all expenses (e.g. travel, communication costs, etc.) that the student incurs in the context of the work placement on behalf of the work placement provider.

I declare that I bear the ultimate responsibility for the work placement, even if the student is supervised by other persons in the context of the work placement projects and activities. I undertake to regularly follow up the work placement activities and progress of the trainee with all those involved (co-supervisors, student, etc.). I therefore confirm that I will inform all other supervisors of the agreements as included in the work placement manual and work placement calendar. I guarantee that these agreements are correctly observed by the other supervisors.

*For the work placement provider:*

.....(read and approved)  
.....(name work placement mentor)  
.....(place and date)  
  
..... (signature)

*For Ghent University:*

Prof. dr. Eva Deros, university-wide work placement responsible  
Ghent University – Department of Work, Organisation and Society  
H. Dunantlaan 2, 9000 B-Ghent

## 8.3. Evaluation form 'Work Placement'

### 1. Personal learning objectives

Personal learning objectives are the learning objectives that the trainee formulates together with the work placement mentor at the start of the work placement. These personal learning objectives are an addition or further concretisation of the general final competencies of the course unit 'Work Placement and Deontology'. After the first midterm evaluation, these learning objectives can no longer be changed.

Please describe the 2 learning objectives below. The learning objectives are assessed during the midterm evaluation and the final evaluation (weak to exceptionally good).

Learning objective 1:

Weak                  Moderate                  Good                  Very good                  Exceptionally good

Learning objective 2:

Weak                  Moderate                  Good                  Very good                  Exceptionally good

### 2. Project

Projects are result-oriented partnerships with a specific objective that are limited in terms of resources and time. The student is given responsibility for a project. During the midterm evaluation, please rate the progress of the (sub-)project to date (weak to exceptionally good).

The following criteria are assessed for each (sub)project.

#### **Description (sub)project**

Please briefly describe and situate the (sub)project.

#### **Objective**

What is the project's objective?

### Process

	Weak	Moderate	Good	Very good	Exceptionally good
The <b>organisation</b> of the project was good in terms of structure and implementation (so far).					
The <b>progress</b> of the project has been good (so far).					
The trainee has shown sufficient <b>commitment</b> and <b>involvement</b> in the elaboration of the project (so far).					

### Product

	Weak	Moderate	Good	Very good	Exceptionally good
The project has achieved its <b>intended goal/results</b> (so far).					
The scientific foundation is relevant and correctly integrated.					
The elaboration of the project is of <b>sufficient quality</b> (so far).					
The (interim) objectives were achieved <b>in time</b> .					

### Feedback

What went not that well and why?

What went well and why?

### 3. Competencies

Rate the following competencies on a 5-point scale with the following scale anchors: weak, moderate, good, very good, exceptionally good:

- **Weak** means that the trainee does not meet the expectations at all.
- **Moderate** means that the trainee meets the expectations to a limited extent and that the competency is a point of attention that still needs to be worked on.
- **Good** means that the trainee meets the expectations.
- **Very good** means that the trainee amply meets the expectations.
- **Exceptionally good** means that the trainee meets the expectations in an excellent way.

#### Acting Decisively

	Weak	Moderate	Good	Very good	Exceptionally good
<b>Taking responsibility:</b> The trainee is responsible and takes responsibility for the quality of the tasks undertaken and tries to solve questions and/or problems themselves.					
<b>Taking initiative:</b> The trainee proposes of their own accord to start new tasks; sees work and attracts work.					
<b>Working independently:</b> The trainee maintains a good balance between working independently (without extra guidelines and structure) on the one hand and asking for timely feedback (asking for explanations and checking expectations) on the other.					
<b>Acting proactively:</b> The trainee anticipates situations and problems and communicates this in a timely manner; indicates when an appointment/deadline will not be met.					

Concrete illustrations and/or comments regarding this competency cluster:

## Cooperating

	Weak	Moderate	Good	Very good	Exceptionally good
<b>Working in team:</b> The trainee smoothly integrates into the team; informs colleagues clearly and completely; is willing to help colleagues; actively thinks along with others.					
<b>Acting with integrity:</b> The trainee will handle confidential information appropriately; complies with the deontological code; respects the legislation related to specific tasks; acts respectfully and reliably.					
<b>Interacting with 'others':</b> The trainee can deal with people from different organisational levels; is interested in other functions/disciplines; works smoothly with people from other (sociocultural) backgrounds.					

Concrete illustrations and/or comments regarding this competency cluster:

## Communicating

	Weak	Moderate	Good	Very good	Exceptionally good
<b>Argumentation and presentation skills:</b> The trainee can build up an argumentation; can explain a vision/assignment clearly and with the appropriate didactic material; can represent and illustrate arguments well.					
<b>Oral language proficiency:</b> The trainee conveys a message clearly; uses the appropriate tempo and intonation; adapts language use to the interlocutor or the audience; uses correct language.					
<b>Written language proficiency:</b> The trainee puts thoughts on paper clearly; delivers documents with a logical structure; adapts the way of writing to the target group/context; uses the correct register and spelling.					

<b>Listening proficiency:</b> The trainee lets the interlocutor speak; demonstrates active listening; understands what to do after an explanation; show (non-)verbally that they are interested.					
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Concrete illustrations and/or comments regarding this competency cluster:

## Analysing

	Weak	Moderate	Good	Very good	Exceptionally good
<b>Analysing and evaluation information:</b> The trainee finds the core of information; sees (causal) connections between data; evaluates information from multiple points of view.					
<b>Form judgments:</b> The trainee can develop and argue their own vision by looking for facts and interpreting them logically and, if necessary, looking for additional information.					
<b>Conjure solutions:</b> The trainee maps information objectively in order to arrive at adequate solutions; creates alternatives and compares them with each other; takes into account the feasibility of a solution.					
<b>Critical attitude:</b> The trainee looks at situations from a constructive-critical perspective; considers how theoretical insights can be applied to practical problems.					

Concrete illustrations and/or comments regarding this competency cluster:

## Planning and Organising

	Weak	Moderate	Good	Very good	Exceptionally good

<b>Making a diagnosis:</b> The trainee systematically investigates the questions/needs of (in)direct and internal/external customers; evaluates the situation in order to make a proper diagnosis; tests the diagnosis with customers.					
<b>Setting and achieving goals:</b> The trainee formulates challenging (but achievable) goals; defines measurable short-term and long-term objectives; takes targeted actions to achieve goals; completes tasks to a concrete result.					
<b>Planning and organising:</b> The trainee sets priorities taking into account importance and urgency; draws up a realistic action plan and calculates the necessary implementation time; ensures that tasks are completed on time; has a structured approach that is clear to others.					

Concrete illustrations and/or comments regarding this competency cluster:

## Adaptability

	Weak	Moderate	Good	Very good	Exceptionally good
<b>Stress resistance:</b> The trainee remains calm in difficult work situations; delivers quality work under personal or work-related pressure; can indicate in an appropriate way when they are under too much stress.					
<b>Dealing with feedback:</b> The trainee listens to and accepts feedback; responds constructively, even when the feedback is not justified in their opinion; draws lessons from comments received.					
<b>Adaptive learning ability:</b> The trainee accepts change within tasks; immediately applies new guidelines or knowledge about the performance of a task; is flexible; adapts quickly and sees possibilities in new situations.					

Concrete illustrations and/or comments regarding this competency cluster:

## Commitment and Engagement

	Weak	Moderate	Good	Very good	Exceptionally good
<b>Self-development:</b> The trainee has a good view of what they want to learn; the trainee is motivated to learn new methods or skills; accepts opportunities to further develop themselves professionally.					
<b>Showing motivation:</b> The trainee is dedicated, driven and determined; has an adequate work pace; persevere despite fatigue or setbacks; is motivated to complete a task.					
<b>Organisational Engagement:</b> The trainee behaves according to the norms, values and culture of the organisation; understands how own work contributes to the performance of the organisation; puts organisational goals before self-interest.					

Concrete illustrations and/or comments regarding this competency cluster:

## 4. Personal development

What are the points of improvement of this trainee and why?

What are this trainee's positive points and why?

In which areas has the trainee developed the most and least during the work placement?

Do you see a future employee/colleague in your organisation in this trainee? Why or why not?

What do you think are (other) career opportunities for this trainee?

What advice or suggestions would you like to give this trainee?

## 8.4. Content of the code of conduct

Every student should read through the Belgian psychological code of conduct before the start of the internship and should start following the code once the internship commences. This code of conduct has a twofold use: it protects the rights of the general public and it guarantees high quality conduct from psychologists. All information about the code of conduct for Belgian psychologists, as prescribed by the Belgian Commission of Psychologists, can be found on this website: <https://www.compsy.be/en/ethics-legislation>. The website contains the [specific legal guidelines](#) that all Belgian psychologists have to follow (and that you have to read through).

The code of conduct is divided in [five pillars](#). Each pillar represents a certain value or principle of the Belgian psychological code of conduct. The description of the five pillars below is a short summary of the [specific legal guidelines](#) you have to be aware of.

- [Professional confidentiality \(articles 5 to 20\)](#): Psychologists are bound to secrecy as described by [article 458 of the Belgian Penal Code](#). Psychologists are furthermore bound to a duty of discretion, even when there are exceptions on professional confidentiality. Summarised this means that psychologists can only share information with those who are authorised to know.
- [Respecting the person's dignity and rights \(articles 21 to 24\)](#): A psychologist has to respect the following rights of his/her client: freedom, autonomy, dignity, privacy, and integrity.
- [Responsibility \(articles 25 to 29\)](#): A psychologist is at all times responsible for his or her actions on the job.
- [Competency \(articles 30 to 34\)](#): A psychologist must be able to critically evaluate his or her own capabilities and must refer clients if necessary.
- [Integrity and honesty \(articles 35 to 51\)](#): A psychologist must take an independent position and cannot use the job to further his or her personal goals. A psychologist acts honestly and with integrity and points out when colleagues don't act accordingly.

It is important to follow the code of conduct as compliance with the code is part of your final grade. The work placement mentor must inform a teaching assistant if the student breaches the code of conduct. The teaching assistant is then required to file a formal complaint with the university's ethics commission.