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## Metrics for DIARKAZ

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Abstract	Defining metrics for DIARKAZ according to the practices and experiences of the successful IAR study programs and LLL seminars. As a result, set of metrics will be established some of which are metrics for: operation of the study program, number of contacts with companies, number of engaged students, employability of students, etc. Special set of metrics will be defined through system of learning analytics for measurement of students' performance at study program and courses individually.
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## ABBREVIATIONS

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FHJ:	University of Applied Sciences FH JOANNEUM Graz, Austria
HEI:	Higher Education Institution
DIARKAZ:	Dual Education for Industrial Automatization and Robotics in Kazakhstan
IAR:	Industry automatization and robotics
LFM:	Logical Framework Matrix
LLL:	Life-Long-Learning
QCT:	Quality Committee Team
SC:	Steering Committee
WP:	Work package
WPL:	Work package Leader



## Objectives

The “Metrics for DIARKAZ” is a deliverable within WP 5 entitled “Quality Plan” of the DIARKAZ project.

As a result, to the practices and experiences of the successful IAR study programs and LLL seminars, set of metrics will be established to give information amongst other about:

- operation of the study program,
- number of contacts with companies,
- number of engaged students,
- employability of students, etc.

Special set of metrics will be defined through system of learning analytics for measurement of students’ performance at study program and courses individually.

## 1. Introduction

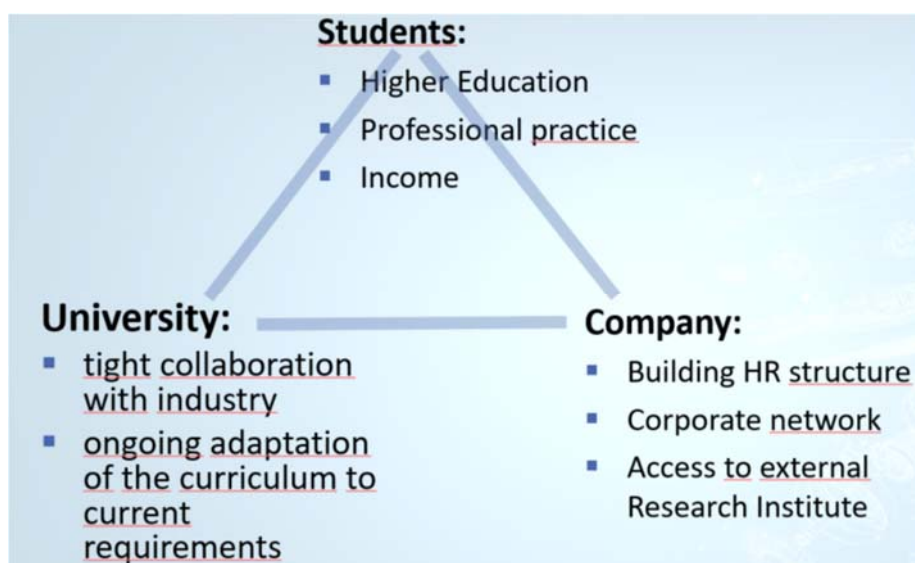
The deliverable itself is produced based on clear metrics established on the requirements of the Dual Study Programs for the IAR study programs. Responsibilities: the WPL (FHJ) prepares the metrics for the study programs, involves the Quality Committee Team (QCT) of the project and obtains feedback from all project partners. The task leader then finalizes the metrics which will be approved by the Steering Committee and the electronic version will be made available on the website of the DIARKAZ project.

As a result, set of metrics will be established for: operation of the study program, number of contacts with companies, number of engaged students, employability of students, etc. Special set of metrics will be defined through system of learning analytics for measurement of students' performance at study program and courses individually.

After this task a workshop will be organized to introduce the institutions organizing study program and LLL seminars to set quality metrics.

## 2. Quality Expectations

The Metrics itself formalizes the approach that should be followed by the partner universities when preparing, accrediting and performing a Dual Study Program. Goal of the DIARKAZ project is to ensure the highest possible quality of the developed new dual curricula and realization of the dual study programs and cooperation among the strategic triangle.



Source: Hagen Hochrinner, FH JOANNEUM, 20. 6. 2020



## Quality of the project implementation

The aim of this project is to develop, implement, test and validate the undergraduate program in the field of industry automatization and robotics (IAR), with implemented dual education, at three universities in Kazakhstan:

- Kostanay engineering and economics University named after M. Dulatov,
- Innovative University of Eurasia Pavlodar, and
- Zhangir Khan West Kazakhstan agrarian-technology University.

In order to ensure successful implementation of this dual program in HE, the project will develop all the necessary documentation ranging from syllabus to teaching materials, practical training of academic staff and integration of tutors from industry into educational process. To strengthen the capacity of enterprises to be involved in the educational process of universities participating in dual education, the project will provide the possibility of lifelong learning training of professionals in the automation of technological processes and robotics (LLL program).

## Overall outline of the project objectives:

Specific objectives of the project are the following:

- 1) Promote the development and adjustment of curricula in accordance with the needs of industrial companies in the educational process of dual education technology.
- 2) Involve professionals from the industry in defining the specific training needs and elaborate the content for the periodical practical trainings within the dual system of learning.
- 3) Transfer and implement the best practices from EU countries that have long-term experience in dual HE programs by creating capacity for delivery of periodical practical trainings by academic and company staff.
- 4) Create tools and templates to facilitate the phased implementation of practical training in enterprises.
- 5) Demonstrate the benefits of dual education technology in HE for all involved stakeholders by piloting and evaluation of the adapted curricula, necessary tools and



training materials.

6) Develop methodology for modification and realignment of existing undergraduate curricula in Science & Technology for implementation in practice-integrated dual paradigm (in the context of Kazakhstan).

7) Ensure continuous exploitation of results by proposing a dual education system to other educational institutions and enterprises.

8) Disseminate project results and stimulate the creation of more dual HE programs in Kazakhstan.

## 2.1. Basic prerequisites for Dual Study Program

In Europe and the rest of the world there are various work integrated forms of study programs. To differentiate the dual study program short definitions of other forms are listed below:

- Curriculum-integrated learning:

Is a model of learning that describes the development of integrated lessons helping students make connections across subjects and disciplines.

- Work-related learning:

Planned activity that uses the context of work to develop knowledge, skills and behaviours useful in the workplace, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

- Work-based learning:

Is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability skills.

- Work-integrated learning:

Are forms of experiential learning where the site of learning either occurs in the workplace or where the learning is strongly associated with a workplace.

- Work enabling (more or less same as part time) program:

A part-time course is usually a study program in which the student is employed or has an





independent professional activity besides his/her study efforts. The study program is not necessarily in the context of his/her job. The lessons/courses take place mostly at evening or Friday/Saturday. The courses in the program may be offered in presence and/or distance/online teaching.

- Cooperative education:

A term that is commonly used in North America to refer to programs in which learners spend time in several different workplaces (companies) and receive academic credit for the work experience, but in which there may be little connection between what the student does in the workplace and the curriculum of the university (school or college).

- Dual education:

In Europe mostly the term “Dual Education” is used and branded. It is related to the system of apprenticeship in Germany, Austria and Switzerland. This system requires two learning venues (university and company). There is a coordination of the curricular content and the internship of the student in the company. There is a continuous training partnership with appropriate remuneration for practical term as part of an employment relationship, ideally this employment relationship lasts consistently for at least two thirds of the study period.

The dual higher education model is based on the recognition of the company being a special learning space where new knowledge is generated. Therefore, all concepts originate from the same root, the need to bring academia and business together and to integrate these two worlds. According to Geay (1998), it is the interaction of a priori two contradictory types of logic: the logic of transmission of knowledge from the university and the logic of production of the company. The integration of these two logics cannot be done by simple juxtaposition of periods of dominance. In this respect, dual education is not a simple model; it requires the construction of a systematic suitable relationship between the higher education institution and the company. It is not merely alternating between theory and practice; it involves building a system in which the relationships are bidirectional.



Dual education is an original model for professionalization. "The relationship between knowledge and competence is not a simple cause and effect relation, it depends on the commitment of the persons in action. It is through a confrontation with the world as it is that the individual builds its skills, mobilizing its personality, its knowledge in use and the capabilities of formalization. Therefore, activity and competition are inseparable and articulation of various educational spaces of the school and the world of work is necessary" (Malglaive, 1993: 44).

Given the pedagogical and educational dimension, in dual education a series of relationships between the actors involved in the training are established. In these relationships between actors double tutelage arises. Indeed, the student is accompanied throughout his/her training path by both the company and higher education institution, in particular by company mentors and academic mentors. Double mentoring appears to ensure and regulate the student's progress. In this regard, the company mentor plays a key role in the workplace for its ability to organize the learning and define the objectives; the academic mentor is in charge of relations with the mentor of the company to adjust the training process of the student. Success lies in being able to integrate and combine the different learning venues from the higher education institution and company.

Since there are at least two realities involved nobody except the student has a complete overview. Thus, the student becomes a process owner, responsible for the "integration" part of the learning process. Part of the success of the process depends on the autonomy and the role of the student. The trio consists of the student, the company (company mentor) and the higher education institution (academic mentor). To ensure the efficiency of this training, the three actors in this process, student, company mentor and university mentor, shall thus have to:

- Define the practical phase of the student with both industrial and pedagogical results. It has to be adapted to build a progressive process with respect to the level of capacity of the student throughout the training (formative work experience);
- Provide the knowledge, know-how and soft skills needs to carry out the practical phase in the company;



- Develop active pedagogy to help a better understanding of problems upon which example the theory is conceptualized (Problem Based Learning);
- Develop critical thinking by the students in order to capitalize on the acquired skill in the company field.

Due to the performance of the students in two realities, there is a win-win situation for companies and higher education institutions. On the one hand, the dual education provides the labour market with skilled and adaptable workers who answer to the needs of companies. But on the other hand, higher education institutions also gain the knowledge provided by students and companies, as the latter obtained know-how improves their skills. Finally, it is important to highlight the impact of incorporating qualified young people in SMEs based on traditional models, since they can bring important changes both at the organizational and operational levels, facilitating the transition of companies to activities and sectors with greater added value.

Since there is no “one size fits all” model, a potential transfer of dual study programs to interested countries needs to be adapted to the particular national and local context. It can be noted there are three key pillars for the promotion and consolidation of dual in higher education:

- Educational and labour legislation and financial regulation to support their development;
- Training structure with an appropriate pedagogical model and adapted resources;
- Companies network to accept and to support the training of students.

The aim of this report is to evaluate the incorporation in the ongoing engineering studies curricula of regular practical phases in entities (the conversion of a traditional higher education model into dual higher education model) taking into account the national and institutional legislation and existing curricula.<sup>1</sup>

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<sup>1</sup> Source: I. Egurbide and E. Iturbe, IMH, Spain; DYNAMIC project: External evaluation report, February 2021

## 2.2. Definition of „Dual Study Program“ (in Austria)

According to the Agency for Quality Assurance and Accreditation Austria based on the University Quality Assurance Act and the Federal Ministry of Education, Science and Research (BMBWF) a study program has to fulfil the following criteria to be accredited as a “Dual Study program”:

- Repeated succession of theoretical and practical phases and continuous reflection.
- The practical phases go beyond the usual scope of a professional internship both in terms of time and in terms of specification of the content.
- The acquisition of curricular defined competences takes place at two learning locations and is characterized by the combination of science and implementation orientation.
- The company commits to a training obligation and is able to convey the intended course content.
- The organization of the theoretical and practical phases provides the framework for a tolerable total workload (h) for students.
- The admission procedures for university and company are in the responsibility of the respective partners and are coordinated with each other.
- The relationship between the three partners (student, university and company) is subject to the binding regulations for quality assurance.
- There is a continuous training partnership with appropriate remuneration for internships as part of an employment relationship, which is ideally continued consistently for at least two thirds of the study period.<sup>2</sup>

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<sup>2</sup> Source: Witzani, A. (2016): Duales Studium in Österreich. In: Hauser (ed), Hochschulrecht. Jahrbuch 16, p 62 - 77, Wien.

## 2.3. Calculation of the workload for the students

The calculation is based on an academic year embodied by 1,500 [h] with 60 [min/h].  
The curriculum grants 30 ECTS per Semester according to 750 [h] workload including 125 [h] (5 ECTS for the practical training in the company).

In the study program of PTO there is an additional requirement of 299 [ h] of practical training in the company. So the calculated weekly workload is in average about 40 [h].

The balance of the weekly workload in the theoretical and the practical term is calculated by the scheme given below:

	Theorie		Practice	Sum	
	lessons	self-learning			
Duration	15		11	26	[weeks]
ECTS	25		5	30	[ects]
	625		125	750	[ h ]
	42				[h/week]
actual			38,5		[h/week]
			424	424	[h]
	375				units [#]
	281	344		625	[h]
Self-learning units	13,76 [ects]			344	[h]
Teaching units	11,24 [ects]			281	[h]
Practice	5 [ects]			125	[h]
Sum ects granted	30 [ects]			750	[h]
Add. required internship				299	[h]
Sum workload				1 049	[h/sem.]
workload ( 15 + 11 = )	26 [weeks]			40	[h/week]

1 academ. year	1 500 [ h ]
1 semester	750 [ h ]
1 semester	30 [ ECTS ]
1 [ ECTS ]	25 [ h ]

1 [ h ]	60 [min.]
1 Unit	45 [min.]
Unit (=lesson, sem., lab, ...)	

Scheme of weekly workload calculation

## 2.4. Metrics for DIARKAZ as qualitative and quantitative indicators

### 2.4.1 Qualitative indicators – curriculum

**Compliance with the dual study program curriculum objectives following a five-point scale, (5 – in full compliance, 1 – no compliance).**

No.	Qualitative indicators	5	4	3	2	1
1.	The aims of dual education are evident.					
2.	The dual curriculum meets project objectives.					
3.	The dual curriculum meets the objectives of the academic study program.					
4.	The dual curriculum is appropriate for the target group of students (content, workload, schedule).					
5.	The dual curriculum is feasible both at university and in enterprises.					
6.	The dual curriculum is well structured.					
7.	The dual curriculum ensures a good balance between academic studies and internships.					
8.	The sequence of subjects is consistent and provides an opportunity for developing knowledge and skills.					
9.	The weight of the courses is accordingly distributed within each semester.					
10.	The dual curriculum ensures the knowledge and skills matching the current qualification profile in IAR.					
11.	The dual curriculum ensures the acquisition of professional skills and key skills for working in a business environment.					
12.	The schedule of the dual curriculum enables students to master the courses in terms of their quantity and quality.					
13.	The dual curriculum allows students to master the workload both in the university and enterprise.					
14.	The dual curriculum provides students with an opportunity to shape their studies according to their interests.					
15.	The dual curriculum enables students to actively participate in the learning process.					
16.	The dual curriculum allows students to work on multidisciplinary projects in a real-life business setting.					
17.	The dual curriculum meets the current skills demands of industry.					
18.	The dual curriculum corresponds to current trends in higher engineering education.					
19.	The dual curriculum is in conformity with National and European higher education regulations.					
20.	The dual curriculum provides an opportunity for faster realization on the labour market and against youth					



unemployment.					
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## 2.4.2 Qualitative indicators – organisation of dual study program

Compliance with the Dual Study Program definition following a five-point scale, (5 – in full compliance, 1 – no compliance).

No.	Qualitative indicators	5	4	3	2	1
1.	Repeated succession of theoretical and practical phases and continuous reflection.					
2.	The practical phases go beyond the usual scope of a professional internship both in terms of time and in terms of specification of the content.					
3.	The acquisition of curricular defined competences takes place at two learning locations and is characterized by the combination of science and implementation orientation.					
4.	The company commits to a training obligation and is able to convey the intended course content.					
5.	The organization of the theoretical and practical phases provides the framework for a tolerable total workload (h) for students.					
6.	The admission procedures for university and company are in the responsibility of the respective partners and are coordinated with each other.					
7.	The relationship between the three partners (student, university and company) is subject to binding regulations for quality assurance.					
8.	There is a continuous training partnership with appropriate remuneration for internships as part of an employment relationship, which is ideally continued consistently for at least two thirds of the study period.					



### 2.4.3 Quantitative indicators

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
N° of contacts with companies			
N° of involved companies			
N° of enrolled students			
N° of graduated students			
N° of employed students			
N° of company mentors			
N° of academic mentors			
N° of questionnaires for students on Dual Study IAR program			
N° of questionnaires for companies			
N° of questionnaires for company mentors			
N° of questionnaires for academic mentors			



### 3. Annexes

For the feedback following methods should be used:

The methodology World Café - consists of common parts serving the comparability between the stakeholder groups and of specialized elements designed for each of the stakeholder groups separately.

The common method used with each of the stakeholder groups is the question round with each of the groups. During the question session, 5 questions are presented and explained. The participants have 5 minutes per question to write a feedback using moderation cards. Each of the group is asked exactly the same 5 questions. The purpose is to find out to what extent the expectations of the separate stakeholder groups towards the dual study model match.

The following questions are asked:

#### **Question 1**

Do you see the connection between the theoretically taught contents of the university and the given practical training at all?

#### **Question 2**

What do you see as the biggest benefit for the company and the students?

#### **Question 3**

How can you understand whether the company's activities really complement the curriculum?

#### **Question 4**

Are the quantity and quality of care provided by the mentors sufficient?

#### **Question 5**

Which kind of assessment and feedback tools (written or oral) did you use to reflect the practical training? To whom these were submitted?

The methodology of questionnaires for the three involved parties in the strategic triangle: students, academic mentors and company mentors.



## INTERNSHIP IN THE COMPANY

### Feedback questionnaire – UNIVERSITY mentors

Dear academic mentor,

At the end of the internship at the company, you are kindly invited to answer the following questions. Questionnaires will be analysed for the needs of optimizing the organisation and the internship process. Your opinions and suggestions are of great importance to us!

Collected data will be processed anonymously.

University :

Choose the appropriate level of agreement: 1 – I fully agree to 6 – I fully disagree.  
x – I don't know / not relevant

The academic mentor got all the necessary information of his tasks prior the beginning of the internship.	1	2	3	4	5	6	x
The academic mentor knew about the student`s tasks in company.	1	2	3	4	5	6	x
The academic mentor knew in advance what work tasks the student will have to fulfil.	1	2	3	4	5	6	X
The academic mentor knew which skills and competences the student should acquire with each task.	1	2	3	4	5	6	X
The academic mentor was introduced to the company structure.	1	2	3	4	5	6	x
The academic mentor was told about his duties and role in this dual education.	1	2	3	4	5	6	x
The academic mentor was given enough time to fulfil his tasks.	1	2	3	4	5	6	x
The academic mentor has communicated openly with the student and gave feedback to his work performance.	1	2	3	4	5	6	x
The academic mentor took chance to get in touch with industrial surrounding.	1	2	3	4	5	6	x
The academic mentor was supportive to student`s questions during their internship.	1	2	3	4	5	6	x
Work tasks were mostly relevant/suitable to the study programme.	1	2	3	4	5	6	x
Clearly structured internship was priorly accordated with company.	1	2	3	4	5	6	x
The academic mentor saw that student took responsibility for his professional career.	1	2	3	4	5	6	x
The academic mentor has got no feedback what the student was doing during the internship.	1	2	3	4	5	6	x



University mentor of internship was available if required during internship.	1	2	3	4	5	6	x
Overall satisfaction with the feedback from internship.	1	2	3	4	5	6	x
I would recommend students for internship to a befriended academics.	1	2	3	4	5	6	x
During internship I was least pleased with:							
My suggestions for improvement of the quality of internship:							

1 – I fully agree ... 6 – I fully disagree. X – I don't know / not relevant

Please, describe your experience regarding internship in comparison to the internship in the first year.

How do you assess the planning of an next internship?

In what way did it influence your cooperation with the university (R&D support work, orientation, expectations, acquisition of competences/skills/knowledge)?

Thank you!



## INTERNSHIP IN THE COMPANY Feedback questionnaire – COMPANY MENTORS

Dear company mentor,

At the end of the internship in your company, you are kindly invited to answer the following questions. Questionnaires will be analysed for the needs of optimizing the organisation and the internship process. Your opinions and suggestions are of great importance to us!

Collected data will be processed anonymously.

Company :

Choose the appropriate level of agreement: 1 – I fully agree to 6 – I fully disagree.  
x – I don't know / not relevant

The university provided all the necessary information prior the beginning of the internship.	1	2	3	4	5	6	x
The student was well accepted by employees in the enterprise.	1	2	3	4	5	6	x
I knew in advance what work tasks the student will have to fulfil.	1	2	3	4	5	6	x
I knew which skills and competences the student should acquire with each task.	1	2	3	4	5	6	x
Mentor was introduced to the student`s program.	1	2	3	4	5	6	x
Mentor was told about his duties and role in this dual education.	1	2	3	4	5	6	x
Mentor was given enough time to fulfil his tasks.	1	2	3	4	5	6	x
Mentor has communicated openly with the student and gave feedback to his work performance.	1	2	3	4	5	6	x
The student was given space to express initiative/interest and took chance.	1	2	3	4	5	6	x
Employees have responded openly and supportive to student`s questions.	1	2	3	4	5	6	x
Work tasks were mostly relevant/suitable to the study programme.	1	2	3	4	5	6	x
* Clearly structured internship was accorded with university.	1	2	3	4	5	6	x
* Responsibility was given to the student for professional career.	1	2	3	4	5	6	x
Sometimes we didn't really know what to do with the student.	1	2	3	4	5	6	x
University mentor of internship was available if required during internship.	1	2	3	4	5	6	x
Overall satisfaction with the internship.	1	2	3	4	5	6	x
I would recommend students for internship to a befriended company.	1	2	3	4	5	6	x



During the internship I was least pleased with:

My suggestions for improvement of the quality of internship:

1 – I fully agree ... 6 – I fully disagree. X – I don't know / not relevant

Please, describe your experience regarding internship in comparison to the internship in the first year.

How do you assess the planning of the next internship?

In what way did it influence your cooperation with the university (R&D support work, orientation, expectations, acquisition of competences/skills/knowledge)?

Thank you!



## INTERNSHIP IN THE COMPANY Feedback questionnaire - STUDENTS

Dear student,

At the end of the internship in the company, you are kindly invited to answer the following questions. Questionnaires will be analysed for the needs of optimizing the organisation and the internship process. Your opinions and suggestions are of great importance to us! Collected data will be processed anonymously.

Study programme :

Study year :

Company :

Choose the appropriate level of agreement: 1 – I fully agree to 6 – I fully disagree.  
x – I don't know / not relevant

The university provided all the necessary information prior the beginning of the internship.	1	2	3	4	5	6	x
I was well accepted by employees.	1	2	3	4	5	6	x
I knew in advance what work tasks I will be doing.	1	2	3	4	5	6	x
I knew which skills and competences I will acquire with each task.	1	2	3	4	5	6	x
Mentor introduced me to the work environment.	1	2	3	4	5	6	x
Mentor has acquainted me with the company.	1	2	3	4	5	6	x
Mentor told me which work tasks to do and what should I learn by doing them.	1	2	3	4	5	6	x
Mentor was available for my questions.	1	2	3	4	5	6	x
Mentor has communicated openly with me and gave me feedback for my work.	1	2	3	4	5	6	x
I was able to express initiative / interest, if I wanted to do so.	1	2	3	4	5	6	x
Employees have responded to my questions.	1	2	3	4	5	6	x
Work tasks were relevant/suitable to my study programme.	1	2	3	4	5	6	x
Work plan comprised of tasks was helpful for my internship.	1	2	3	4	5	6	x
*Please, add a comment – in what way it influenced acquisition of competences/skills, your expectations for WBL etc.:							



* Clearly structured internship has increased my motivation for work tasks.	1	2	3	4	5	6	x	
* Clearly structured internship has increased my responsibility for my professional career.	1	2	3	4	5	6	x	
Sometimes I didn't really know what to do in the company.	1	2	3	4	5	6	x	
Organiser of internship was available if required during my internship.	1	2	3	4	5	6	x	
I got accustomed to the culture of the work environment and the rules of behaviour in the company.	1	2	3	4	5	6	x	
I got accustomed to the working discipline and responsibility for performance of tasks.	1	2	3	4	5	6	x	
Overall satisfaction with internship.	1	2	3	4	5	6	x	
I would recommend this company for internship to a friend.	1	2	3	4	5	6	x	
During internship I was most pleased with:								
During internship I was least pleased with:								
My suggestions for improvement of the quality of internship:								

1 – I fully agree ... 6 – I fully disagree. X – I don't know / not relevant

Please, describe your experience regarding internship in comparison to the internship in the first year. How do you assess the planning of the internship? In what way did it influence your internship (work, orientation, expectations, acquisition of competences/skills/knowledge?)

Thank you!