



UNIVERSITEIT
GENT

FACULTEIT PSYCHOLOGIE EN
PEDAGOGISCHE WETENSCHAPPEN

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)

2nd Master of Psychology
Main subject Industrial Psychology and Personnel Management
Ghent University

Responsible lecturers: Prof. dr. Eva Deros, Prof. dr. Bert Weijters
Teaching assistants: Carine Dewulf, 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.

This document contains information of interest to all involved: the student himself, the work placement supervisors at the work placement site, the UGent teaching assistants.

We distinguish 3 parts

1. Part 1. Work placement regulations (Part 1 - 6)
2. Part 2. Explanation of the work placement: broader, framing information (Part 7 - 9)
3. Part 3. Annexes (Part 10)

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

Carine Dewulf, Lobke Dedrie, Katrien Lootvoet, work placement supervisors

Prof dr. Eva Deraus; Prof. dr. Bert Weijters

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PART 1: WORK PLACEMENT REGULATIONS

1. Introduction - Code of Conduct

These work placement regulations contain the set of agreements with the aim of guaranteeing the quality of the content and supervision of the work placement.

By signing the code of conduct below, an intern undertakes to respect all the agreements of the work placement regulations.

Code of Conduct

Application of Work Placement Regulations and Explanatory Notes.

This code of conduct guarantees the deontologically correct and substantively proper conduct of the work placement of students in Business Psychology and Human Resources. It constitutes an appendix to the work placement agreement.

I, (first name, name, position, department (= work placement site), company/organization (=work placement provider)), official supervisor of student (first name and student name) at the work placement provider (company/organization), certify that I have read the Work placement Regulations and Notes to the Work placement (version Academic Year 2024-2025) in full, am aware of all agreements regarding the work placement, accept these agreements and commit to applying them consistently throughout the work placement.

I certify that I have final responsibility for the work placement. I undertake to regularly monitor the work placement activities and progress of the intern with all those involved. I confirm that I inform all other supervisors of the agreements in these Work placement Regulations, the Work placement Explanatory Notes and the Work placement Calendar. I guarantee that these agreements will also be followed correctly by the other supervisors.

The supervisor

..... (read and approved)

.....(name of supervisor)

.....(place and date)

Signature of supervisor

.....

2. Terminology

- **The intern:** is a student who is enrolled at Ghent University, who meets the sequence requirements to take the course unit Work placement and deontology and has the course unit work placement and deontology on his or her curriculum.
- **The work placement provider:** the receiving institution/organization (legal entity) where the student is doing a work placement
- **The work placement site:** the department within the organization where the work placement effectively takes place.
- **The work placement supervisor:** person responsible at the work placement site for the daily supervision of the intern.
- **The UGent teaching assistants:** practical assistant who takes care of the practical supervision of the intern from within the program. For the academic year 2024-2025 there are 3 work placement supervisors: Lobke Dedrie, Carine Dewulf, Katrien Lootvoet. They 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.
- **The university work placement manager:** responsible UGent instructor who bears the final responsibility. For academic year 2024-2025, these are Prof. Bert Weijters and Prof. Eva Deros.
- **The work placement coordinator:** the person responsible for organizing the work placements within the program. Bart Verloo assumes this role. He can be contacted with questions about administration or comments on the course of the work placement.
- **The work placement website:** website where students-trainees and work placement mentors can find all information and documents about the preparation of the work placement and the work placement itself. See <https://www.ugent.be/pp/pao/nl/onderwijs/stage>
- **Return Days and Intervisions:** during the work placement period there are 8 return days for intervision meetings, where the student/intern returns to the university. These return days count as regular work placement days and take precedence over work placement site activities. In practice, these are 7 full days and 2 half days for second intervision.

3. Choosing and assigning an work placement provider

3.1. Prerequisites work placement provider and supervisor

- The **work placement provider** must employ a certified psychologist (= university graduate or with a master's degree in psychology) who can act as a **work placement supervisor** 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.
- 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.
- 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.
- A maximum of two interns are allowed per work placement supervisor and a maximum of 4 interns per work placement provider.

- The work placement provider commits to assume all responsibilities as defined below. Frequent work at home (more than 2 days per week on average), both from intern and from supervisor, are not allowed, as interaction is an important prerequisite to learning.
- If a supervisor can no longer supervise the intern, either temporarily (e.g., several weeks of illness) or permanently (e.g., job change), the work placement sponsor will notify the work placement coordinator as soon as possible so that an appropriate solution can be jointly found.

3.2. The work placement mentor's role in 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.

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.

The work placement mentor coordinates the intern's start-up. Specifically, this includes during the first week of the work placement:

- **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 1 or 2 projects in more detail.
- Communication by the student about their absence during the eight **return days** with interventions (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.

Role as 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. We expect the supervisor to regularly encourage the student to provide feedback (e.g., via a short report) and questions (e.g., via conversations with staff with whom the student works) about the process and progress.

To discuss interns' progress and any questions they may have, it is necessary for supervisor and student to meet on a regular basis; bi-weekly for at least half an hour.

When the work placement is not progressing well and the actions taken do not have the desired result, the supervisor will contact the work placement supervisor to look for possibilities together to still bring the work placement to a win-win situation for student and organization.

Evaluator of the intern

There are two formal evaluation moments (mid-term in December and at the end of the work placement), according to a standard evaluation document with four rubrics (see assessment document attached):

- Two personal learning objectives
- One work placement project
- Seven competencies: Decisive action, Cooperation, Communication, Analysis, Planning and organizing, Adaptability, Commitment and Involvement; each with 3 to 4 behavioural indicators
- Personal development

The scores on the mid-term evaluation do not count toward the final score. The expectation is that a student will “grow” during the work placement. A genuinely critical attitude on the part of the supervisor promotes this.

The supervisor allocates sufficient time to prepare and discuss this evaluation with the student, according to the following outline:

1. Student and supervisor both, independently of each other, complete the evaluation document (e.g. via a word version of the document).
2. Supervisor and trainee discuss this, see which points agree and differ, clarify mutually
3. The supervisor makes a final version of the evaluation and transfers it into the web version of the evaluation document (copy-paste from the word document)

After forwarding the completed document (of midterm / final evaluation), both supervisor and student receive an email containing representation of the evaluation.

The final evaluation forms the basis for the student's final grade on the Work placement and Deontology component. The judgment of the work placement supervisor counts for 70% of the final grade, that of the UGent teaching assistants for 30% (see table).

Work placement mentor evaluation		University evaluation	
Learning objectives	4/20 (20%)	Professional behaviour and development	3/20 (15%)
Projects	4/20 (20%)	Work placement report	3/20 (15%)
Competencies	6/20 (30%)		
Personal development	0		

It is

important that both the work placement mentor and the student have a shared vision about the application of these competencies within the specific work placement context. To this end, a

consultation will take place after 3 to 4 weeks of work placement. The student takes the initiative to schedule this consultation with the work placement 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 work placement expects from the student.

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

3.3. Prerequisites job description

3.3.1. Basic conditions

In order to achieve the broader training objectives (see Part 2, explanation of work placement), a work placement must fulfil three basic requirements.

1. The work placement 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 work placement 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/>)

3. The work placement 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 work placement project, in the form of a scientific basis for the chosen theme (see below).

3.3.2. Job description – Personal learning objectives – Project

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 or two projects 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 projects can change until the first, interim evaluation (after joint consultation), but not afterwards.

Personal learning objectives and learning path

We don't need to convince psychologists how important it is to set goals if you want to make progress. Therefore, from the university's perspective, we attach great importance to well-formulated learning goals in terms of the knowledge and skills to be learned. These will be different for each work placement site. Because the learning objectives relate to the competencies that are crucial for professional performance of the job as a master of business psychology and human resources in the specific context of the work placement site.

Work placement mentors know the activities of the department inside out. Thus, they are best placed to indicate what learning objectives can be realized at the work placement and what the learning trajectory might look like throughout those 24 weeks, per learning objective. We ask work placement mentors to describe at least 4 learning objectives (psychological and master level) per work placement site and the learning pathway associated with them, with interim milestones.

During a first visit to the future work placement site, the student and the supervisor determine together, based on this list of 4 learning objectives, which two learning objectives will be the focus during the work placement. The supervisor and the student are free to agree on variations on these learning objectives as long as they meet the criteria.

It is the role of the supervisor to link a learning pathway to these learning objectives that runs over the full duration of the work placement, because learning objectives emphasize the learning process rather than mere outcomes. Note that there should be no overlap between these two learning objectives and the seven competencies that are also part of the assessment.

Examples of learning objective:

- Learn the process and methodology of assessment from A to Z and eventually apply it independently: create competency matrix, develop report format according to client expectations, create interview structure, interview candidates, include role of assessor, interpret and process all available information into professional assessment report.
- Learn the full flow of scientifically based quantitative/qualitative market research through involvement in multiple projects and as the learning process progresses also apply it independently: translate the client question into a research design, develop the analysis design and then interpret results, formulate conclusions, communicate findings to the client.
Gradually learn the duties and responsibilities of an HR Business Partner and eventually take on partial aspects of them independently, specifically 1. Recruitment & Selection from A to Z: from the intake with a hiring manager to the onboarding of new employees; 2. Learning & Development: Identify and address learning needs, support managers and employees in drawing up personal development plans, ...

PS: 'independently' does not mean 'without guidance or supervision'

Project

Together with the work placement mentor, each trainee formulates 1 project with concrete objectives that meets the quality standards. Of course, the intern may be involved in multiple projects, although only one will be assessed as an work placement 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”*.

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.

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).

The responsibility for 'pulling' the project lies with the intern, although there is guidance and support from the work placement location.

The work placement 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,...

Project example:

- Develop an assessment tool for the measurement of, grounded in scientific research, including writing a manual and providing in-house training to future users of this tool.
- Psychometric validation of a psychological test.
- Elaborate a training - content and didactic - for developing feedback skills of supervisors.
- Analyze current onboarding and, based on findings from scientific research, work out an improved approach, tailored to the different target groups in the company
- Critically examine some of our service offerings, specifically products X, Y and Z, for the extent to which they meet evidence-based standards, then propose adjustments and implement them after consultation.

3.4. Allocation process

3.4.1. Matching supply and demand for work placement

The student himself is responsible for finding a work placement. The faculty supports the student in this through the Get Recruited website on which organizations can register as work placement providers and the organization of a work placement fair with speed dates. Separately, students can apply for work placements themselves. It is of prime importance that the work placement provider has sufficient relevant expertise to support the learning process. The content of the work placement fits at least one of the previously described subdisciplines.

3.4.2. Job description – Personal learning objectives – Project

If there is a match between a student and a work placement site, the next step is to define the job description. After all, it must be clear what responsibilities and tasks the student is willing to take on and the work placement site can entrust to the student (see above). The job description includes the essence of the work placement: work placement supervisor (indicating the degree), 2 learning objectives and a work placement project.

Next, the student uploads the document the job description in UFORA, the official digital learning environment of UGent by May 15 at the latest.

Then there is a content assessment of these task descriptions by the UGent teach assistants. Criteria for this are:

- does the work placement supervisor have the required degree
- work placement content at master level and psychological in nature
- gradual and continuous growth at master level possible until the end of the work placement
- clearly defined learning objectives that do not overlap with the 7 competences
- an work placement project according to the described standards.

The UGent teach assistants give the student personal feedback via Ufora. There are 2 possible forms of feedback:

1. "This job description is sufficiently solid to submit now. Any necessary adjustments you make at the start of the work placement, in consultation with your supervisor and according to our feedback."
2. "Contact the work placement site to report that adjustments to the job description are needed. Together with your supervisor, make the necessary adjustments, using the info from the Work placement Regulations as a guide. Based on that, draft a new job description."

With that, the student sets to work.

At the beginning of the work placement, the UGent work placement supervisors check whether the necessary adjustments were made as in the feedback.

3.4.3. Formal decision: work placement agreement

Once there is a mutual agreement between supervisor and intern and the feedback on the first version of the job description resulted in an adapted job description (if necessary), the student-trainee draws up a work placement agreement (standard document from UGent for all faculties) and takes care of the signing by a representative of the work placement provider and himself. The student-trainee uploads the work placement agreement into UFORA. The work placement coordinator provides further follow-up and delivers a version of the work placement agreement signed by all parties to all parties. An work placement agreement signed by all parties is binding.

Exceptional situations may arise that make it impossible to fulfill the work placement agreement.

- By the work placement provider: company activities are stopped, the supervisor leaves the company and there is no one who can provide the necessary level supervision.

- By the student-trainee: quitting the program, not having passed certain courses in 1st master and therefore not being allowed to start the work placement.

In this case, the other 2 parties are immediately informed by the work placement coordinator.

The work placement agreement itself refers to 3 annexes (see further formalities):

1. Job description
2. Risk analysis
3. Regulation: <https://www.ugent.be/student/nl/studeren/stage/stageovereenkomst/rechten-plichten.pdf>

4. Duration, period, work schedule

- The intern does a work placement for **24 consecutive weeks**. The only exception to this is interruption due to illness or the recorded leave days. Taking additional leave is not allowed. Absence due to illness results in an extension of the work placement. Interrupting and extending the work placement for other reasons is only possible after consultation and approval by the work placement mentor and teaching assistant. This is then formally recorded by a manual change to the work placement agreement with the signature of the student and the work placement mentor.
- Those 24 weeks start in the first week of the academic year (i.e. last week of September).
- If a student wishes to start earlier - for example, at the request of the work placement site - a voluntary work placement may offer an opportunity to do so. Please note: the period of voluntary work placement does not count as an work placement period and no supervision is provided from the program during this period. See part 2 for info on applying.
- 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. The average working time is 38 h/week. It is the work placement mentor's responsibility to ensure the balance and that the student works an average of 38 hours per week.
- **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/>. Sick days must be compensated. The work placement can be extended by a maximum of two weeks for this purpose.

- 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 below).

5. UGent teaching assistants

The UGent teaching assistants form the connection between the work placement supervisor, the student and the university. At the start of the academic year, interns are assigned to an intervision group with about 10 students. In Part 2 of this document, we explain the role UGent teaching assistants have towards the student.

UGent teaching assistants also have a supportive role towards the work placement supervisors, from their overarching overview across the different **work placements**. Every academic year they gain new insights about the factors that make work placement a win-win. To convey that knowledge to the work placement supervisor, the university organizes a digital information moment every academic year in which all new **work placement** mentors are required to participate. For experienced work placement supervisors, we strongly encourage participation.

- The week before the start of the work placement, containing:
 - explanation of changes in the work placement Regulations compared to last academic year
 - mutual expectations regarding work placement and project content, supervision, etc.
 - Q&A

6. Summary overview of process and formalities

6.1. Overview of process

OVERVIEW WORK PLACEMENT PROCESS BEFORE AND DURING WORKPLACEMENT			
DATE	STUDENT	WORK PLACEMENT SUPERVISOR	UGENT
DURING THE WORK PLACEMENT PERIOD (ACADEMY YEAR 2024-2025)			
Tuesday 17 September 2024 From 12h till 13h		digital info session	
Monday 23 September 2024	start work placement period academy year 2024-2025		
During first 2 weeks after starting work placement	Consultation meeting start work placement		Intervisions
Friday 4 October 2024	deadline submitting code of conduct signed by work placement supervisor	reading and approving work placement regulations and explanatory notes, via signing code of conduct	
November 2024	Preparing midterm evaluation		

Friday 13 December 2024	deadline updated work placement project (job description)		
		deadline registering midterm evaluation	
January 2025			
February 2025	Preparing final evaluation		
Friday 7 March 2025	End of work placement		
Friday 21 March 2025	End of potential buffer period work placement		
		deadline registering final evaluation	
	Deadline submitting work placement report		
April and May 2025			Integration of work placement part scores (final evaluation, interviews and work placement report) into final score
PREPARATION WORK PLACEMENT ACADEMY YEAR 2025-2026			
Monday 7 October 2024		Start registration work placement fair Get Recruited	
Tuesday 25 October 2024	Information session work placement		Information session work placement students 1 ^o Master
Thursday 31 October 2024		deadline registration work placement fair Get Recruited	
Friday 8 November 2024	Workshops First Aid for work placement application		Workshops First Aid for work placement application fo1 ^o Master 1 ^o Master
Friday 6 December 2024	work placement fair Get Recruited		
15 May 2025	deadline submitting job description for approval		control prerequisites and quality of learning objectives and work placement project
15 June 2025	deadline submitting adapted job description		
1 July 2025	deadline submitting work placement agreement and risk analysis		

6.2. Formalities

Risk analysis - Insurance

- insuranceBefore 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.
- 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 interventions are therefore covered by this policy.

Rights and duties

- The "rights and duties" document is attached to the work placement agreement.

Work placement agreement

- After approval of the job description by the university, the student creates a work placement agreement via a UGent web application and submits it to the work placement provider for signature.

Code of conduct

- By signing the code of conduct, a work placement supervisor declares his or her agreement with the work placement regulations and explanation of the work placement.

PART 2: Explanation of the work placement

7. Work placement, part of the master's program in psychology

7.1. Master's programme in Psychology briefly outlined

Every year, almost 500 master students in psychology graduate from the Faculty of Psychology and Educational Sciences (FPPW) of Ghent University, in the fields of Industrial Psychology¹ and Personnel Management, Education, Clinical Psychology, and Theoretical and Experimental Psychology. Every year, about 80 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.

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: [Ghent University: Bachelor of Science in Psychology \(Personnel Management and Industrial Psychology\) \(ugent.be\)](https://www.ugent.be/studyguide/bachelor-of-science-in-psychology-personnel-management-and-industrial-psychology)

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 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.

¹ '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.

- **Two course units** (after the work placement has ended)
- **Work placement:** the work placement stands for 30 ECTS-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.

7.2. Vision on work placement – Types of work placements

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.²

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).

We distinguish between 3 types of work placement, most students opt for a domestic work placement.

- 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.
- 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).
- Research work placement:** the student does a work placement as a researcher in a department or research group (e.g. at the FPPW).

7.3. Content of the code of conduct

Every student should read through the Belgian psychological code of conduct before the start of the work placement and should start following the code once the work placement commences. This code of conduct has a twofold use: it protects the rights of the general public and it guarantees high quality

² 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).

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.

1. 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.
1. 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.
2. Responsibility (articles 25 to 29): A psychologist is at all times responsible for his or her actions on the job.
3. Competency (articles 30 to 34): A psychologist must be able to critically evaluate his or her own capabilities and must refer clients if necessary.
4. 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.

8. Work placement objectives and content

8.1. Work placement objectives and competencies

Win-win

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.

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.

Five study programme objectives

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.

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.

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.

8.2. Work placement subject matter

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.

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.

9. Guidance from the university

9.1. 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 in the table in point 6.

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 work placement 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 work placement position on a yearly basis.

Work placement fair

With the course unit 'Work placement and Deontology', we organise the work placement fair 'Get Recruited' in on the first Friday of 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.

9.2. Work placement guidance

The UGent 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.

They have several roles:

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 UGent teaching assistant can, in a 3rd step, request the intervention of the UGent teaching assistants Prof. dr. Eva Deros and prof. dr. Bert Weijters. In a 4th step and only in very exceptional cases, this can lead to the termination of the work placement contract.

Evaluator

The UGent teaching assistant 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 work placement report, the student reflects on the work placement progress, the responsibilities he/she could take on, project(s), the scientific foundation, etc. In principle, the work placement mentor is not involved in this. If the student wishes, he/she is free to share this report with the work placement mentor, after completing the work placement and the assessment by the work placement mentor.

9.3. Eight 'return days' - intervisions

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 UGent teaching assistant 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.

Themes of the eight intervisions

- Intersivision 1: Introduction between the UGent teaching assistant and the students. Students explain their talents and learning and project objectives and receive input to further refine these.
- Intersivision 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.
- Intersivision 4: Theme Professional Behaviour
- Intersivision 5: Theme Guidance at the Work Placement
- Intersivision 6: Theme Personal Development
- Intersivision 7: Theme Scientist-Practitioner Gap
- Intersivision 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.

Intersivisions for work placements abroad

Students who do a work placement abroad are also assigned a teaching assistant 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.

PART 3: ANNEXES

10. Evaluation form 'Work Placement'

To calculate the score of the assessment of the work placement supervisor (14 out of 20 points) we use the scale below:

Below expected level			On expected level			Above expected level		
0	2	4	5	6	7	8	9	10
The student does not demonstrate this competency. There is extreme room for improvement.	The student demonstrates this competency grossly inadequate. There is very much room to improve.	The student does not sufficiently demonstrate this competency. There is much room for improvement.	The student demonstrates this competency at a basic level. There is room for improvement.	The student demonstrates this competency adequately, meeting minimum expectations. There is still room for improvement.	The student demonstrates a previously well-developed level for this competency, meeting expectations.	The student shows a well-developed level for this competency. The competency is better developed than expected.	The student shows a very well developed level for this competency. The competency is much better developed than expected.	The student demonstrates an exceptionally high level on this competency.

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.

Learning objective 1:

Below expected level			On expected level			Above expected level		
0	2	4	5	6	7	8	9	10

Explanation of this score

Learning objective 2:

Below expected level			On expected level			Above expected level		
0	2	4	5	6	7	8	9	10

Explanation of this score

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 1. During the midterm evaluation, please rate the progress of the project to date.

Description project

Please briefly describe and situate the project.

Objective

What is the (sub)project's objective?

Process

	Below expected level			On expected level			Above expected level		
	0	2	4	5	6	7	8	9	10
The organisation of the project was good in terms of structure and implementation (so far).									
The progress of the project has been good (so far).									
The trainee has shown sufficient commitment and involvement in the elaboration of the project (so far).									

Product

	Below expected level			On expected level			Above expected level		
	0	2	4	5	6	7	8	9	10
The project has achieved its intended goal/results (so far).									
The scientific foundation is relevant and correctly integrated.									
The elaboration of the project is of sufficient quality (so far).									
The (interim) objectives were achieved in time .									

Feedback

What went not that well and why?

What went well and why?

3. Competencies

Acting Decisively

	Below expected level			On expected level			Above expected level		
	0	2	4	5	6	7	8	9	10
Taking responsibility: The trainee is responsible and takes responsibility for the quality of the tasks undertaken and tries to solve questions and/or problems themselves.									
Taking initiative: The trainee proposes of their own accord to start new tasks; sees work and attracts work.									
Working independently: 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.									

Acting proactively: 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

	Below expected level			On expected level			Above expected level		
	0	2	4	5	6	7	8	9	10
Working in team: The trainee smoothly integrates into the team; informs colleagues clearly and completely; is willing to help colleagues; actively thinks along with others.									
Acting with integrity: The trainee will handle confidential information appropriately; complies with the deontological code; respects the legislation related to specific tasks; acts respectfully and reliably.									
Interacting with 'others': 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

	Below expected level			On expected level			Above expected level		
	0	2	4	5	6	7	8	9	10
Argumentation and presentation skills: 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.									
Oral language proficiency: The trainee conveys a message clearly; uses the appropriate tempo and intonation; adapts language use to the interlocutor or the audience; uses correct language.									
Written language proficiency: 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.									
Listening proficiency: The trainee lets the interlocutor speak; demonstrates active listening; understands what to do after an explanation; show (non-)verbally that they are interested.									

Concrete illustrations and/or comments regarding this competency cluster:

Analysing

	Below expected level			On expected level			Above expected level		
	0	2	4	5	6	7	8	9	10
Analysing and evaluation information: The trainee finds the core of information; sees (causal) connections between data; evaluates information from multiple points of view.									
Form judgments: The trainee can develop and argue their own vision by looking for facts and interpreting them logically and, if necessary, looking for additional information.									
Conjure solutions: 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.									
Critical attitude: 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

	Below expected level			On expected level			Above expected level		
	0	2	4	5	6	7	8	9	10
Making a diagnosis: 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.									
Setting and achieving goals: 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.									
Planning and organising: 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

	Below expected level			On expected level			Above expected level		
	0	2	4	5	6	7	8	9	10
Stress resistance: 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.									
Dealing with feedback: The trainee listens to and accepts feedback; responds constructively, even when the feedback is not justified in their opinion; draws lessons from comments received.									
Adaptive learning ability: 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.										
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Concrete illustrations and/or comments regarding this competency cluster:

Commitment and Engagement

	Below expected level			On expected level			Above expected level		
	0	2	4	5	6	7	8	9	10
Self-development: 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.									
Showing motivation: The trainee is dedicated, driven and determined; has an adequate work pace; persevere despite fatigue or setbacks; is motivated to complete a task.									
Organisational Engagement: 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?