

Explanation

SUPERVISOR(S)

The examiner will be the chair holder or another staff member appointed by the examining board. The supervisor is responsible for daily supervision. Supervisors from an external organisation cannot have a formal role and cannot be involved in the grading. If multiple supervisors and/or chair groups are involved, each role should be explained in the “Arrangements regarding supervision”.

ADMISSION

The student is required to discuss the possibility to start a research practice (in terms of study progress and selection of chair group) with the study advisor in advance.

Chair groups may determine a maximum of two prerequisite courses (in total 12 credits) for starting an MSc research practice or MSc thesis. These prerequisites have to be published in the study handbook. The student has to pass the exam(s) before being granted access to the thesis or research practice.

For internships no mandatory prerequisites are allowed. There can be assumed knowledge/skills and this should be elaborated.

The examiner can make an exception for the prerequisite courses. This should be elaborated in the learning agreement.

PLANNING

It is required to have agreement on dates for progress evaluation and completion of the project, a.o. with regard to regulations for delay. If the student intends to combine the project for one or more periods with course work, to interrupt the project for interim exams or a period of leave/absence, this has to be agreed with the supervisor in advance and included in the planning noted in the learning agreement.

BRIEF PROJECT DESCRIPTION

The description includes the subject of the project and activities.

If relevant, reference can be made to an existing chair group project proposal. An important aspect is that the student has to be aware of all the consequences with respect to type of activities, intensity and planning of work.

For a research practice or internship project, the Personal learning goals are part of the learning agreement.

Setting up personal learning goals supports the student to focus on the learning process and progress during the research practice/internship. These learning goals are the behaviour and knowledge areas that the student identifies as important for learning. The goals should be useful for the student, yet they should not be only self-serving. Working on personal intended learning goals should enhance functioning within chair group/internship provider and result in a higher quality end-product. Previous lecturers or peers with whom the student worked during earlier projects, might already have some useful feedback that provides them with input for defining personal learning goals.

ARRANGEMENTS

Regarding supervision

Making these arrangements explicit is important to manage expectations for both parties. Supervisors have their own guidelines for planning meetings with students and for involving co-workers. In particular in cases where multiple supervisors and chair groups are involved, the student should not be confronted with conflicting rules and opinions: one supervisor should be the focal point for the student.

Regarding facilities (not for internships)

The chair group arranges the facilities required for the student. In general, it should be assumed that the student is unfamiliar with the policy concerning priorities for use of equipment and facilities, and is not aware who is in charge of them. The student needs to be informed that arrangements made are never a guarantee for availability, and that due to unpredictable circumstances, the thesis/research practice project may have to be adapted with respect to time planning and/or content. The chair group and the student then have to agree solutions together.

Regarding progress evaluation

The progress evaluation is a meeting between student and supervisor that takes place before the student is halfway through the project. It is up to the chair group if this meeting is scheduled right after the completion of the research proposal or later on, but should be agreed upon with the student in the Learning Agreement. In this meeting, all aspects of the research practice at that point (i.e. Research proposal, supervision, performance) are discussed. The principle of two-way feedback applies to the progress evaluation.

In case of severe problems regarding the dedication, skills, knowledge or communication, only the examiner may decide to terminate the research practice

after consultation of the supervisor and student. In order to prevent this, it is essential to make expectations regarding the progress evaluation explicit in the Learning Agreement. In case the research practice is terminated, this decision should be thoroughly substantiated and archived by the chair group.

Regarding report

Specific rules on the form and lay-out of a report (report, paper or otherwise), the transfer of data sets and processed results (data management) have to be agreed.

The research practice may be part of a larger project in which external partners are involved, or in which results may be generated that require confidentiality. The university has guidelines regarding protection and embargo of scientific results. Research practice reports can be registered with a restriction on disclosure of contents. The examiners and supervisor(s), however, always need a full copy to be able to assess the student.

All MSc research practice reports should be archived. It is up to the chair group and student to decide whether the report will be made public or not in the Digital Library.

For individual situations

Students can ask for specific facilities for example in the case of disabilities. The student and chair group can ask a study advisor or dean for students for advice. Additional arrangements for Double Degree students can be included here if needed.

When there are specific situation the impact the planning, this should also be elaborated here.