



Course Guide

Internship Aquaculture and Fisheries

AFI-70424, AFI-70427, AFI-70430, AFI-70433, AFI-70436, AFI-70439

December 2014



WAGENINGEN UNIVERSITY
AQUACULTURE AND FISHERIES

Internship Aquaculture and Fisheries

General

A student may perform an internship in Aquaculture and Fisheries with a workload of 24, 27, 30, 33, 36, or 39 credits (ECTS) under the supervision of the Aquaculture & Fisheries Group (AFI). The internship provides the student with the opportunity to work outside Wageningen University at a host organisation, e.g. another university, a research organisation, or an industry, thereby broadening his/her scientific horizon. The primary goal of the internship is to subject a student to a potential future academic working environment and to gain work experience. It has a broader scope than a hypothesis-driven research project dealt with in a thesis research project. The host organisation / work should be of sufficiently high academic standard to reflect the desired level of Wageningen graduates.

Learning outcomes

After completion of the internship the student is at least expected to be able to:

- apply knowledge and skills acquired during the course of study;
- execute certain professional skills better
- work independently and with a feeling for the organisation;
- expand your professional network.

In addition to the above-mentioned learning outcomes you should formulate your own more specific, personal learning outcomes in discussion with your supervisor. You discuss how you can exercise and get feedback on your specific, personal learning outcomes (further information under "Internship Report").

Choice and planning of the internship

- The student consults with an AFI teaching staff member on possibilities for internships. The consultation should be done well in advance (preferably at least 12 months) to secure the actual start date of the internship. Alternatively, students are encouraged to find their own host organisation. This host organisation needs to be approved by AFI.
- The host organisation, AFI-supervisor and host supervisor will be identified by an AFI teaching staff member, taking into account the interests/preferences of the student.
- The AFI-supervisor will be the counterpart for the host organisation and as a contact for the student.
- Documentation on the internship can be found on the website: <http://www.afi.wur.nl>. Additional information can also be obtained through the secretariat.
- Appointments about the content and organisation of the internship are laid down in a so-called internship contract by student and supervisor(s). The candidate submits a completed copy of the contract and a (recent) passport photograph (preferably digital) to the secretariat.



Contents of the internship

The precise contents of the internship will vary with the host organisation, but will at least contain:

- practical work (experiments, field work, data analysis, literature study etc.);
- discussions with the (host) supervisor;
- writing a report and discuss the report with the supervisor;
- giving a presentation about the internship at the AFI group.

Internship report

The Internship report is written in English (in exceptional cases the examiner can allow Dutch). The text of tables and figures must be written in English.

The report consists of the following parts:

1. Introduction (**compulsory**). In the introduction the student describes why he/she wants to perform an internship at this particular host organisation. The questions and framework of the internship project are clearly formulated. For instance: "I wanted to perform my internship at company X, because company X is a world leader in the grow-out of species Y, which is an important commercial species. During my internship project I wanted to learn all aspects of grow-out of species Y, by participating in all practical and managerial processes related to the grow-out. My main question was: 'How can the grow-out be further optimized'"
2. *Description of personal learning outcomes (compulsory)*. In addition to the general learning outcomes of the internship, in this part of the report the student describes the aspects that he/she would like to learn specifically. The description should be as concrete and precise as possible and formulated in such a way that they can be evaluated in the self-reflection section of the report. Four to five of such personal learning outcomes should be described.
3. *Description of the host organisation (compulsory)*. This part describes the host organisation, its position within the sector of aquaculture and/or fisheries, within the country and the world. It also describes the main research developments within the organisation and their relationship with other current research. The local, regional, and international context and positioning of the host mission, indicating in detail all relevant aspects of the network of competitors/collaborators and influence on local and regional markets/education/research is indicated. This should be supported by relevant literature references, produced by or with the organisation, or in which the organisation is mentioned.
4. *Description and reflection on the (academic) value of the work (compulsory)*. This part includes detailed descriptions of the research line in which the student was involved, its background, and the type of work that was performed by the student himself/herself. A general description of the results is also included.
5. *Self-reflection (compulsory)*. In this section the student describes if and how the personal learning outcomes were attained. If they were attained it should be indicated how (be precise!, e.g. by using reflection reports on particular situations you experienced). If the learning outcomes were not attained, it should be indicated why not. If a student did not attain all personal learning outcomes this does not, as such, influence the final mark, if the student functions well within the host organisation. The quality of the self-



reflection however, does influence the evaluation of the internship report and the final mark.

6. *Copy of reports for the host organisation (optional)*. The student is free to attach copies of any reports, produced for the host organisation. The report will **not** be judged by AFI.

A draft version of the report, covering the compulsory items will be reviewed by the AFI-supervisor. After approval, **one (1) printed copy** of the final version of the report is handed over to the secretariat. First, the student needs to request the secretariat for an internship number and a front page template. The PDF of the final/approved internship report and 1 printed version needs to be submitted to the secretariat **at least 1 week before the final feedback discussion**. Documents in Word will *not* be accepted.

Presentation

- The student will give a presentation at the AFI group at the end of his/her internship. Student presentations are given during the weekly meetings. The student arranges his/her presentation with the meeting co-ordinator.
- A presentation will take maximally 20 minutes, followed by 10 minutes discussion.
- PowerPoint can be used to illustrate the oral presentations. In such cases the student is responsible for the timely uploading of the presentation to the network
- The presentation quality will be given a mark by AFI staff members, following the criteria outlined in the **internship assessment form**.

Evaluation

After submitting the final/approved report and completion of the oral presentation, the candidate's work will be evaluated. The **internship assessment form** lists the criteria used and the weights of the individual criteria to calculate the overall mark. The host supervisor will fill in the professional skills section of the assessment form. The internship report will be evaluated by the AFI-supervisor. The presentation will be evaluated by the AFI staff. Finally, the student will have a feedback discussion on his/her internship with the examiner / supervisor of AFI. The internship report will be the basis of this discussion.

December 2014,

AFI

teaching

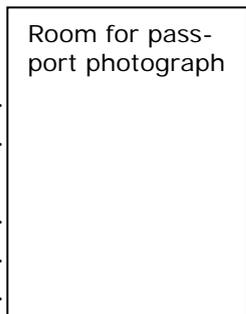
staff

Appendix 1:

Aquaculture and Fisheries (AFI) internship contract

1. Student particulars

Name.....
First name.....
Sex M/F
Address.....
Registration number.....
Telephone.....
E-mail.....
Study programme.....
Course code / ECTS.....



2. Contact Person at Wageningen University / AFI

Name.....
E-mail.....

3. Supervisor at internship provider (host)

Name.....
Institution.....
Address.....
Country.....
Telephone.....
E-mail.....

4. Examiner

Name AFI teaching staff
Department Animal Sciences Group, Aquaculture & Fisheries Group (AFI)
Address De Elst 1, 6708 WD Wageningen, The Netherlands
Telephone +31 (0)317 483307
E-mail Office.AFI@wur.nl

5. General description and planning scheme for the internship

Subject.....
.....
.....
Planned starting date.....
Planned completion date.....
Intensity (hours/week).....
Special circumstances concerning planning.....
.....
.....
.....

6. Magnitude of activities, planned and actual

Nature of the activities	Deadline	Actual weeks of work
.....
.....
.....
.....
.....

7. Agreements regarding supervision

- The daily supervisor (host) is responsible for the daily supervision of the student, thereby assuring the quality of the academic research training. Any specifications may be listed below, or added separately.

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8. Agreements regarding reporting

The prerequisites regarding reporting are to be found in the Internship Study Guide. Specifications regarding confidentiality are mentioned under 9. Evaluation procedures are mentioned under 10. Any other specification can be mentioned here

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9. Agreements regarding special circumstances and/or confidentiality

- If there are any specific agreements regarding circumstances beyond one's control, physical impairments etc., they may be listed below, or added separately.
- A Wageningen University internship research project is **public by default**. Specific confidentiality agreements can be made regarding dissemination , access to the internship report, etc. These have to be made explicit before the start of the internship and described in a separate document.

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10. Evaluation procedure

- The internship will be evaluated according to the evaluation procedure which can be found in the Internship Study Guide.
- The host will submit an evaluation report on the student's skills and attitude according to the evaluation form of the Wageningen University.
- The student will have to give an oral presentation at AFI on his research results (20 minutes for presentation and 10 minutes for questions).
- The AFI examiner will evaluate the report according to the evaluation procedure.
- Finally, the student will be examined on his internship by the examiner of AFI (The complete internship report needs to be submitted at least 2 weeks in advance before this final examination).

11. *Signing the agreement*

	Student	Host supervisor	AFI supervisor

<i>Place</i>
<i>Date</i>

STATUS OF THE THESIS CONTRACT

- The thesis contract formalises the agreements made between the student and the department. In this sense, it is a further supplementation and elaboration of the rights and obligations that the parties already have based on the Higher Education and Research Act, the Education and Exam Regulations and the student statute.

FILL IN AND SIGN THE CONTRACT

- Before any thesis activities begin, this form must be filled in for all thesis courses by the student and the representative of the department.
- The student and the department representative must each sign two completed forms. Each will receive an original, and a copy will also be sent to the study coordinator.
- After adding to and/or changing the contract, the student will be given a new copy.

PROBLEMS AND COMPLAINTS

- If there are problems or complaints having to do with supervision or evaluation, the student can contact:
 - the Department Administrator (Dagelijks bestuur) or the Education Coordinator;
 - a Student Counsellor;
 - his / her Study Coordinator;
 - the Examination Appeal Committee;
 - the Confidential Counsellor.
- If necessary, the legal office can help you choose the plaintiff and submit the complaint.

Appendix 3: Internship rubric

CRITERION	2-3	4-5	6	7	8	9-10
1. Commitment and perseverance	Student is not motivated. Student escapes work and gives up regularly	Student has little motivation. Tends to be distracted easily. Has given up once or twice	Student is motivated at times, but often, sees the work as a compulsory task. Is distracted from work now and then.	The student is motivated. Overcomes an occasional setback with help of the supervisor.	The student is motivated and/or overcomes an occasional setback on his own and considers the work as his "own" project.	The student is very motivated, goes at length to get the most out of the project.
2. Initiative and creativity	Student shows no initiative or new ideas at all.	Student picks up some initiatives and/or new ideas suggested by others (e.g. supervisor), but the selection is not motivated.	Student shows some initiative and/or together with the supervisor develops one or two new ideas on minor parts of the project.	Student initiates discussions on new ideas with supervisor and develops one or two own ideas on minor parts of the project.	Student has his own creative ideas.	Innovative methods and analysis of information/data. Possibly the idea for the project has been formulated by the student.
3. Independence	The student can only perform the work properly after repeated detailed instructions and with direct help from the supervisor.	The student needs frequent instructions and well-defined tasks from the supervisor and the supervisor needs careful checks to see if all tasks have been performed.	The supervisor is the main responsible for setting out the tasks, but the student is able to perform them mostly independently	Student selects and plans the tasks together with the supervisor and performs these tasks on his own	Student plans and performs tasks mostly independently, asks for help from the supervisor when needed.	Student plans and performs tasks independently and organizes his sources of help independently.
4. Oral communication ability	Almost no qualitatively good communication about the work with the supervisor / collaborators / stakeholders	Insufficient qualitatively good communication about the work with the supervisor / collaborators / stakeholders	Sufficient and qualitatively good communication about the work with the supervisor / collaborators / stakeholders	Sufficient and qualitatively good communication about the work with the supervisor / collaborators / stakeholders; the student taking initiative in this	Good communication about the work with the supervisor / collaborators / stakeholders, both in quality and quantity; the student taking initiative in this	Good communication about the work with the supervisor / collaborators / stakeholders, both in quality and quantity; the student taking initiative in this and organising the communication channels
5. Organisation and planning	No time schedule or planning made.	No realistic time schedule and/or planning	Mostly realistic time schedule and planning, but no timely adjustment	Realistic time schedule and planning, with some adjustments (but not enough or not all in time)	Realistic time schedule and planning, with timely adjustments mostly	Realistic time schedule and planning, with timely adjustments of both time and tasks.
6. Identification of learning goals & ability to negotiate them.	Student shows no identification of learning goals & no ability to negotiate them.	Student shows limited identification of learning goals & ability to negotiate them.	Student shows sufficient identification of some learning goals & ability to negotiate them.	Student shows fair identification of some learning goals and specific ways to negotiate them	Student shows good identification of diverse learning goals and specific ways to negotiate them	The student identifies learning goals, is able to identify strategies how to achieve them, monitors them and report on the progress.
1. Formulation goals, framework project	No goals and framework of project.	Formulation of goals and framework of project is not clear.	Formulation of goals and framework of project is clear, but link between tasks and goals is not clear. Framework of project does not fit with the object of the internship project.	Formulation of goals and framework of project is clear, but link between tasks and goals is not always clear.. Framework of project does not fit with all aspects of the internship project.	Formulation of goals and framework of project is clear.	Clear formulation of goals and framework of project. Both are well linked with all aspects of the internship project.

CRITERION	2-3	4-5	6	7	8	9-10
2. Awareness for local, regional, and international context positioning host mission	No awareness of the local, regional, and international context and positioning of the host mission	Little awareness of the local, regional, and international context and positioning of the host mission	Sufficient awareness of the local, regional, and international context and positioning of the host mission, generally indicating the main network of competitors/collaborators and influence on local and regional markets/education/research	Quite good awareness of the local, regional, and international context and positioning of the host mission, indicating in some detail the network of competitors/collaborators and influence on local and regional markets/education/research	Good awareness of the local, regional, and international context and positioning of the host mission, indicating in detail the network of competitors/collaborators and influence on local and regional markets/education/research	Excellent awareness of the local, regional, and international context and positioning of the host mission, indicating in detail all relevant aspects of the network of competitors/collaborators and influence on local and regional markets/education/research
3. Use of information sources; synthesis capacity.	No discussion of underlying theories.	There is some discussion of underlying theories, but the description shows serious errors.	Student has found the relevant theories, but the description has not been tailored to the project at hand or shows occasional errors.	Student has found the relevant theories, and has been partially successful in tailoring the description to the project at hand. Few errors occur.	Student has found the relevant theories, makes a synthesis of those, and has been successful in tailoring the description to the project at hand.	Clear, complete and coherent overview of relevant theories. Exactly tailored to the project at hand.
4. Reflection on academic value/implication local work	Did not reflect on the academic value/implication of the local work	Some reflection on the academic value/implication of the local work, but insufficient to judge whether the local organisation's work is scientifically up-to-date	Sufficient reflection on the academic value/implication of the local work/processes, enabling judgement whether the local organisation's work/processes is scientifically valuable and up-to-date	Quite good reflection on the academic value/implication of the local work/processes, enabling judgement whether the local organisation's work is scientifically valuable and up-to-date and giving some general advice on the work/processes	Good reflection on the academic value/implication of the local work, enabling judgement whether the local organisation's work is scientifically valuable and up-to-date and giving some concrete recommendations on the local work/processes	Very good / excellent reflection on the academic value/implication of the local work, enabling judgement whether the local organisation's work is scientifically valuable and up-to-date and giving valuable concrete recommendations on the local work/processes
5. Fluency of language and writing skills and	Internship report is badly structured. In many cases information appears in wrong locations. Level of detail is inappropriate throughout.	Main structure incorrect in some places, and placement of material in different chapters illogical in many places. Level of detail varies widely (information missing, or irrelevant information given).	Main structure is correct, but lower level hierarchy of sections is not logical in places. Some sections have overlapping functions leading to ambiguity in placement of information. Level of detail varies widely (information missing, or irrelevant information given).	Main structure correct, but placement of material in different chapters illogical in places. Level of detail inappropriate in a number of places (irrelevant information given).	Most sections have a clear and unique function. Hierarchy of sections is mostly correct. Ordering of sections is mostly logical. All information occurs at the correct place, with few exceptions. In most places level of detail is appropriate.	Well-structured: each section has a clear and unique function. Hierarchy of sections is correct. Ordering of sections is logical. All information occurs at the correct place. Level of detail is appropriate throughout.

CRITERION	2-3	4-5	6	7	8	9-10
6. Self reflection on internship.	Is not able to describe an event or situation in which he was involved and that relates to a formulated learning outcome.	Is able to describe at least one event or situation in which he was involved and that relates to a formulated learning outcome but unable to distinguish between the event description and the description of the personal emotions involved.	Is able to describe at least one event or situation in which he was involved and that relates to a formulated learning outcome, properly distinguishing between the event description and the personal emotions involved, but unable to formulate personal points of improvement and related actions in a future situation	Is able to describe at least one event or situation in which he was involved and that relates to a formulated learning outcome, properly distinguishing between the event description and the personal emotions involved, and able to formulate personal points of improvement and related actions in a future situation	Is able to analyze objectively most events or situations in which he was involved and that relates to formulated learning outcomes, derive improvements for a future situation and formulate plan for improved functioning in a new situation. Shows the ability in at least one case to implement the formulated plan for improved functioning	Is able to analyze objectively any event or situation in which he was involved and that relates to formulated learning outcomes, derive improvements for a future situation and formulate and implement a plan for improved functioning in a new situation.