# Afbeeldingsresultaat voor wageningen university logoGuide for internship supervisors of Master students

*Section Communication, Philosophy and Technology (CPT), October 2019*

The section ‘Communication, Philosophy and Technology’ (CPT) of Wageningen University supervises students of various master programmes in their academic internship. The aim of this guide is to inform internship supervisors about the expectations of the internship and university supervisors, and includes relevant elements of the *CPT MSc Internship Course Guide (July 2019)*.

## Supervision

During the internship, a student has two supervisors:

1. The **internship supervisor** is the supervisor on behalf of the internship provider. He/she guides the student through the daily activities and gives feedback on the student’s performance, both in terms of professional performance, as well as on personal development. The internship supervisor works at an academic level. The internship provider and the student meet regularly to discuss content and progress of tasks, and to discuss personal development.
2. The **university supervisor** advises and supports the student before the start of the internship (e.g., on defining specific personal learning outcomes, finding an internship position that meets these goals, clarifying questions concerning the internship) and at the end (assessment). If a student experiences difficulties during the internship that cannot be discussed with the internship supervisor, the student can contact the university supervisor. The university supervisor is regularly updated on progress by the student.

The academic internship is a period of work, study and reflection in a real-world working environment. The length of most internships is 16 weeks (24 ECTs). The aim of the academic internship is to let students experience the potential professional environment in which they could work after graduating from their degree programme. The internship provides an opportunity to work outside Wageningen University at a host organisation, e.g. a company (consultancy firm, industry, etc.), a public institution, a research organisation, another university, or a non-governmental organisation. A student can, for example, work on a research project, a policy document, a communication plan, an evaluation report, a design, or education materials, to name a few.

**Learning outcomes**

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

* apply knowledge and skills acquired during the study in a working environment;
* expand your professional network;
* work independently with commitment, perseverance and show initiative;
* handle feedback and ask for it timely;
* reflect on your functioning within an organisation;
* adapt to a new working environment and work with a feeling for the organisation;
* plan and keep to a time schedule;
* present major results of your work in writing and orally in a comprehensive manner for a specific audience.

In addition to the above-mentioned learning outcomes, the student formulates his/her *own specific learning outcomes* in consultation and agreement with the Wageningen University supervisor. For example, the student may want to formulate personal or technical skills that he/she would like to acquire or expand on during your internship.

## Assessment of the internship

The final assessment is conducted by the university supervisor together with a co-assessor (the internship supervisor). They jointly agree on the final mark. The university supervisor is responsible for the examination of the internship.

The supervisors assess particular elements of the internship. The assessment is based on five elements:

1. the demonstrated professional skills; assessed by ***internship*** supervisor
2. the portfolio of deliverables and/or report; assessed by *university* supervisor
3. the personal reflection report; assessed by *university* supervisor
4. the oral presentation; assessed by ***internship*** supervisor
5. the oral defence. assessed by *university* supervisor

The internship provider assesses the demonstrated professional skills and an oral presentation. He/ she uses the ‘internship supervisor evaluation form’ (see Appendix E) and rubric (see Appendix D) to provide the marks and a description of the student’s performance. Use of the rubric is important to make sure that the assessment is standardised (and comparable with assessments of other students) and transparent.

If no agreement is reached between the university and internship supervisors, the formally appointed examiner of Wageningen University casts the last vote. Appeal procedures exist via the Examination Board for all involved.

**A. Demonstrated professional skills**

The internship provider assesses the student’s professional skills on a scale of 1-10, using the indicators listed in the rubric (Appendix D):

## Summary of actions by the internship supervisor

1. Agree on the student’s learning outcomes and tasks
2. Sign Wageningen University internship contract
3. Optional: contact with university supervisor prior to start of internship
4. Supervision of student on professional and personal learning outcomes
5. Assess student’s professional skills (A) and oral presentation (D) using the rubric
6. Complete ‘Appendix E: Internship supervisor evaluation form’, sign, and send to university supervisor
7. Optional: discuss assessment with university supervisor
8. Initiative and creativity
9. Insight in functioning of another organisation
10. Adaptation capacity
11. Commitment and perseverance
12. Independence
13. Handling supervisor's comments and development skills
14. Time management

**D. Oral presentation**

At the end of the internship, the student gives an oral presentation to share the outputs of the internship with the internship organisation. The internship supervisor attends and assesses the presentation. If possible, the university supervisor can attend and assess the presentation as well. The presentation is also graded on a scale of 1-10 (see the rubric), on two elements:

1. Presentation; graphs, PowerPoint
2. Oral presentation and defence

## Appendix D. Rubric for the assessment of an internship

Author: Marjolijn Coppens with contributions from Arnold F. Moene, Judith Gullikers, Jan Philipsen, Maria Smetsers, Paul Hebinck, Tjeerd Jan Stomph, Ralf Hartemink. Based (in part) on 'Rubric for assessment of MSc-thesis' by Arnold F. Moene (Version: 1.0). This document is released under the Creative Commons Attribution-Noncommercial-Share Alike 3.0 Netherlands License.

| **Item** | **Mark for item** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2-3** | **4-5** | | **6** | | **7** | | **8** | | **9-10** | |
| **1. Professional skills** | | | | | | | | | | | | |
| **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. | | |
| **Insight in functioning of another organisation** | Student shows no insight in functioning of the organisation. | Student shows no insight in functioning of the organisation. | | Student is able to draw an organisation chart of the organisation. | | Student is able to indicate the position of the team within the organisation as a whole. | | Student is able to indicate the responsibilities of the different units within the organisation. | | Student knows how changes are achieved in the organisation. | | |
| Student does not ask for help from the internship provider in case it is necessary. | Student does not ask for help from the internship provider in case it is necessary. | | Student gets things (e.g. receiving information, organising material facilities, etc.) done within the team only via internship supervisor. | | Student is able to get some things (e.g. receiving information, organising material facilities, etc.) done within the team. If necessary, the student asks for help of the supervisor to get things done within the team. | | Student is able to get things (e.g. receiving information, organising material facilities, etc.) done within the team independently. | | Student is able to independently implement changes that affect the whole team. | | |
| **Adaptation capacity** | Student does not adapt and gives an impression of apathy or is often involved in disputes or arguments. | Student does not adapt and gives an impression of apathy or is often involved in disputes or arguments. | | Student knows the do’s and don’ts in the new work environment. | | Student accepts how thing go within the new work environment. | | Student is able to adapt to the new work environment. | | Student adapts easily to the work environment within the limits of his personal values. | | |
| **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. | | |
| **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 person 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 organises his sources of help independently. | | |
| **Handling supervisor's comments and development skills** | Student does not pick up suggestions and ideas of the supervisor | The supervisor needs to act as an instructor and/or supervisor needs to suggest solutions for problems | | Student incorporates some of the comments of the supervisor, but ignores others without arguments | | Student incorporates most or all of the supervisor's comments. | | Supervisor's comments are weighed by the student and asked for when needed. | | Supervisor's comments are critically weighed by the student and asked for when needed, also from other staff members or students. | | |
| Knowledge and insight of the student (in relation to the prerequisites) is insufficient and the student is unable to take appropriate action to remedy this | There is some progress in the professional skills of the student, but suggestions of the supervisor are also ignored occasionally. | | The student is able to adopt some skills as they are presented during supervision | | The student is able to adopt skills as they are presented during supervision and develops some skills independently as well. | | The student is able to adopt new skills mostly independently, and asks for assistance from the supervisor if needed. | | The student has knowledge and insight on an academic level, i.e. he explores solutions on his own, increases skills and knowledge where necessary. | | |
| No learning outcomes formulated. | Learning outcomes formulated, but no progress in any of them. | | On some of the personal learning outcomes, the student shows some progress. | | On all of the personal learning outcomes the student shows some progress. | | On some of the personal learning outcomes, the student shows major progress and on others some progress is shown. | | On all personal learning outcomes, the student has shown major progress. | | |
| **Time management** | No time schedule made. | No realistic time schedule. | | Mostly realistic time schedule, but no timely adjustment of time schedule if necessary. | | Realistic time schedule, with some adjustments if necessary of times only, (but not enough or not all in time). | | Realistic time schedule with, if necessary, timely adjustments of times only. | | Realistic time schedule with, if necessary, timely adjustments of both time and tasks. | | |
| Final version of internship report or presentation more than 50% of the nominal period overdue without a valid reason (force majeure) | Final version of internship report or oral presentation at most 50% of the nominal period overdue (without a valid reason). | | Final version of internship report or oral presentation at most 25% of nominal period overdue (without valid reason) | | Final version of internship report or oral presentation at most 10% of nominal period overdue (without valid reasons) | | Final version of internship report or oral presentation at most 5% of nominal period overdue (without good reasons) | | Final version of internship report or oral presentation finished within planned period (or overdue but with good reason and finished within reasonable time). | | |
| **4. Presentation** |  | |  | |  | |  | |  | |  | | |
| **Presentation: Graphs, PowerPoint** | Presentation has no structure. | | Presentation has unclear structure. | | Presentation is structured, though the audience gets lost in some places. | | Presentation has a clear structure with only few exceptions. | | Presentation has a clear structure. Mostly a good separation between the main message and side-steps. | | Presentation clearly structured, concise and to-the-point. Good separation between the main message and side-steps. | | |
| Unclear lay-out. Unbalanced use of text, graphs, tables or graphics throughout. Too small font size, too many slides. | | Lay-out in many places insufficient: too much text and too few graphics (or graphs, tables) or vice versa. | | Quality of the layout of the slides is mixed. Inappropriate use of text, tables, graphs and graphics in some places. | | Lay-out is mostly clear, with unbalanced use of text, tables, graphs and graphics in few places only. | | Lay-out is clear. Appropriate use of text, tables, graphs and graphics. | | Lay-out is functional and clear. Clever use of graphs and graphics. | | |
| **Oral presentation and defence** | Spoken in such a way that majority of audience could not follow the presentation. | | Presentation is uninspired and/or monotonous and/or student reads from slides: attention of audience not captured | | Quality of presentation is mixed: sometimes clear, sometimes hard to follow. | | Mostly clearly spoken. Sometimes monotonous in some places. | | Clearly spoken in such a way that I keeps audience’s attention. | | Relaxed and lively though concentrated presentation. Clearly spoken in such a way that I keeps audience’s attention. | | |
| Language and interest of audience not taken into consideration at all. | | Language and interest of audience hardly taken into consideration. | | Language and interest of presentation at a couple of points not appropriately targeted at audience. | | Language and interest of presentation mostly targeted at audience. | | Language and interest of presentation well-targeted at audience. Student is able to adjust to some extent to signals from audience that certain parts are not understood. | | Take-home message is clear to the audience. Language and interest of presentation well-targeted at audience. Student is able to adjust to signals from audience that certain parts are not understood. | | |
| Bad timing (way too short or too long). | | Timing not well kept (at most 30% deviation from planned time). | | Timing not well kept (at most 20% deviation from planned time). | | Timing is OK (at most 10% deviation from planned time). | | Presentation finished well in time. | | Presentation finished well in time. | | |
| Student is unable to answer questions. | | Student is able to answer only the simplest questions | | Student answers at least half of the questions appropriately. | | Student is able to answer nearly all questions in an appropriate way. | | Student is able to answer all questions in an appropriate way, although not to-the-point in some cases. | | Student is able to give appropriate, clear and to-the-point answers to all questions. | | |

## Appendix E: Internship supervisor evaluation form

**Internship evaluation Wageningen University**

**Report of the evaluation meeting at the end of the internship period**

Name student: ................................................ Registration number: ...............................

Course code: .................................................. Study programme: ...................................

Company/ organisation: .....................................................................................................

Name supervisor(s): ....................................... Email address: .........................................

Date of final meeting between student and internship supervisor: ........................................

1. **The task(s) of the student during the internship period:**

(summary of the internship plan)

1. **The results of the work during the internship period:**

(short description of results, confidentiality, oral and written reporting )

1. **Performance of the student during the internship period:**

(energy, interest, responsibility, independency, punctuality, cooperation, 360° review, etc.)

1. **Assessment of the student by the internship supervisor:**

For a description of the marks within these categories use the rubric in Appendix D.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A. Professional skills** | **2-3** | **4-5** | **6** | **7** | **8** | **9-10** |
| 1. Initiative and creativity |  |  |  |  |  |  |
| 2. Insight in functioning of another organisation |  |  |  |  |  |  |
| 3. Adaptation capacity |  |  |  |  |  |  |
| 4. Commitment and perseverance |  |  |  |  |  |  |
| 5. Independence |  |  |  |  |  |  |
| 6. Handling supervisor’s comments and development skills |  |  |  |  |  |  |
| 7. Time management |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **D. Presentation** |  |  |  |  |  |  |
| 1. Presentation; graphs, PowerPoint |  |  |  |  |  |  |
| 2. Oral presentation and defence |  |  |  |  |  |  |

1. **Student’s opinion about his/her future career:**

(and the advice of the internship supervisor(s))

**Internship supervisor**

Name: .......................................................................... Signature: ..........................................

Date: ............................................................................