

Course-description 2018/2019

Communication, Philosophy and
Technology
Hollandseweg 1
6706 KN Wageningen

MSc Internship Strategic Communication

Course-code:	CPT 71324 / CPT 71327 / CPT 713330 / CPT 71333 / CPT 71336 / CPT 71339
ECTS:	24 / 27 / 30 / 33 / 36 / 39
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Language:	Dutch / English



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1 General

In this study guide, the sub-department Communication, Philosophy and Technology (CPT) aims to clarify the status, organisation and content of an academic internship at the chair group of Strategic Communication (COM). The aim of the academic internship is that you experience the institutional, entrepreneurial, and labour reality of a possible first academic working environment of a recently graduate from your study programme. The internship provides you the opportunity to work outside Wageningen University at a host organisation, e.g. a company, public institution, consultancy firm, research organisation, another university or nongovernmental organisation, thereby broadening your academic horizon. The host organisation/work should be of sufficiently high academic standard to reflect the desired level of Wageningen graduates. You can for example make a policy document, communication plan, evaluation report, landscape design, education or communication material or perform a small research project.

Please note that your internship must always be approved by your COM supervisor before making arrangements with an organisation or going abroad.

2 Learning outcomes

After completion of the internship you are at least expected to be able to:

- apply knowledge and skills acquired during the course of study, i.e. apply theoretical insights and models from communication sciences in practice;
- assess and evaluate the communication practices (both formal and informal) in an organisation;
- work independently and plan your professional activities;
- reflect on the decision-making culture in an organisation;
- execute certain professional skills better, such as cooperation with colleagues and dealing with clients;
- expand and maintain your professional network.

In addition to the above mentioned learning outcomes you should formulate your own more specific, personal learning outcomes in conversation with your supervisor. These might, for example, relate to the acquisition of particular skills such as writing a policy memo, developing extension materials or planning and running a workshop. It goes without saying that students define their learning objectives in line with the aims of the 'client', that is, their internship provider. You discuss how you can exercise and get feedback on your specific, personal learning outcomes. These specific, personal learning outcomes are part of the Wageningen University Contract and Learning Agreement for internships

3 Prerequisites

Students wishing to have their internship supervised by a COM lecturer are expected to have completed at least one introductory and one advanced course in communication sciences. Depending on the subject of the internship, other courses may also be considered to provide prerequisite knowledge.

4 Internship opportunities

Students are free to look for their own internship placement, but it should fulfil a number of criteria:

- the work involved should relate to communication sciences;
- the level of the work should fit the learning objectives of an academic internship;
- the organisation should offer adequate supervision;
- the supervisor should be able to supervise an academic internship.

Finding an internship placement is the student's responsibility, though the sub-department can provide some help. The sub-department is regularly approached by organisations offering scope for internships. These possibilities are publicised on the websites www.wageningenur.nl/com and www.wageningenur.nl/kti, and can be discussed with Joanne Leerlooijer (education coordinator).

5 Supervision

Supervision by the sub-department

An internship is supervised by one of the lecturers in the department. Students can either ask the educational coordinator to identify a suitable supervisor, or can ask a teacher directly. Teachers will usually honour the request, as long as the topic is within their field. Supervision consists of five to eight sessions of 30 to 60 minutes. As well as this, the supervisor allocates some time for reading intermediate work (proposals, progress reports) and the final report.

Supervision by the organisation

The organisation where you do the internship will participate in your supervision. It is important to make clear supervision arrangements and to document these in the internship contract.

6 Important milestones in the internship process

The following procedure and milestones should be considered as providing guidelines for both students and teachers. Things do not always go to plan, e.g. in terms of the content-related supervision or the evaluation of the internship. But as a rule, the procedure is as follows:

The internship contract

Once it is clear where the student is going to do an internship and who is going to do the supervision, an internship contract can be drawn up. In this contract, the supervisor commits him/herself to a number of contact hours, and the host organisation agrees to organise facilities and supervision at the workplace. The student submits one copy of the internship contract to the secretariat of the department (room 4032-4034). In case of extra-ordinary arrangements of any kind, this must have been agreed on in this contract.

The internship proposal

The internship period begins with the writing of an internship proposal, which includes:

- the aims of the internship (i.e. the assignment of the internship provider);
- own learning objectives;

- motivation: here it should be made clear how skills and knowledge from previously followed courses will be used during the internship, and which aspects of communication sciences the student expects to apply during the internship (and the potential for further development);
- the work plan: this states how and over what time span the student expects to be able to complete the assignment.

The internship proposal is drawn up in consultation with the client and the sub-department supervisor. It is sometimes necessary to organize a meeting between the client, the supervisor and the student. With their authorization, the student can proceed.

It is a very good idea for the student to keep a diary – called a ‘week book’ – recording:

- the main activities of the week;
- comments on communication issues;
- the way activities were carried out;
- an example of how demands were made on the student’s personal qualities.

Such a ‘week book’ provides useful material for the final report.

Interim feedback

The supervisors will ask to be kept up to date on how the internship is going, e.g. by means of email. About half way through the internship, the student discusses progress with the COM supervisor. The student prepares an agenda for this discussion.

The end of the internship

At the end of the internship, the student writes an internship report. This report forms the basis for the final evaluation.

The final evaluation

The final evaluation is done by the student and the COM supervisor; they may also decide to invite the supervisor from the host organisation to join them. Otherwise, the COM supervisor may consult the supervisor from the host organisation over the phone, before the final evaluation takes place. The supervisor assesses the internship on the basis of the internship report, the views of the supervisor from the workplace, and the final discussion.

7 The internship report

During your internship you will work on a project in the context of an organisation within a relevant Wageningen domain. You will have a position as an ‘employee’ on an academic level. Your internship should be concluded by the writing of two reports: one about your personal development (self-reflection paper) and one about the results of your internship.

Report on internship results

Your internship supervisors should support you during the writing of your report on the tasks done during the internship. The theoretical principles applied in carrying out the assignment should also be made clear. In the introduction of the report you write the goals and framework of the internship. This includes an evaluation of the aims of the internship provider, describing whether and how the assignment was carried out. A professional reflection consists of four moments:

1. A reflection on the choices that were involved in your work, and especially the reasons behind the choices made and how these can be scientifically grounded. As the theoretical principles applied in carrying out the assignment should also be made clear, the project should be supported by a theoretical underpinning with literature. In addition, the report should contain a description of the methods used during the internship and if applicable the obtained data/used body of knowledge.
2. The report should also provide with a critical reflection on the relationship between theory and practice. You should reflect on what it implies to work with theory in practical situations, and what tensions this may bring along. How may practice for example lead to the formulation of new scientific questions, and conversely, how can practice better utilize theory?
3. Furthermore, reflecting on the ethical position of communication related to your internship is important. Almost all communication work is done in a context in which the positioning of the organization is at stake. One could think of the intended and un-intended consequences of communication activities or of the organization that may be more or less accepted to develop communication strategies for specific goals. You must reflect upon the strategic embedding of your task and also develop your vision on it. A reflection on social values and ethical dilemmas of communication in practice settings comes in here.
4. Finally, a reflection on the relations with other employees should be done. You will work in a task-oriented environment, including deliberation and negotiation about tasks and appointments. How did this take place? What did you learn in this respect?

Finally, the report should contain the results of your internship project, a conclusion and discussion.

If necessary, the report can be a confidential report that only may be read and filed by the Wageningen University supervisor and examiner.

Self-reflection personal performance in internship

In addition to the report on internship results you have to write a report in which you reflect upon the internship itself (i.e. organisation, company, country, etc.) and upon the personal learning outcomes you formulated yourselves in conversation with the COM supervisor. The personal reflection report should describe your personal development during the internship and your goals for further development.

Questions on the learning outcomes you have to answer are questions, like:

- What were the most important learning outcomes for you?
- What activities did you perform to attain these learning outcomes?
- How do you evaluate your performance on these activities?
- Could you have done things in another way? And if so how?
- What did you experience as your strong and weak points in this working environment?
- What gaps do you identify in your knowledge and skills in your professional development?
- What new learning objectives do you distinguish for yourself?
- What was the contribution of results to the goals of the organization/the larger project the internship was a part of?

For this report students will be guided by the COM supervisor. The internship report should be between 20 and 40 pages. As mentioned above, keeping a diary can be invaluable for writing an internship report.

Examination

After finishing your report and the self-reflection report you will have an oral examination with your COM supervisor or the examiner of your internship, possibly the internship supervisor is present as well. They will evaluate to what extent you master the subject of your internship and the quality of your reflection on the internship project.

8 Assessment

Your COM supervisor is responsible for the assessment and grading with a mark. The internship supervisor provides advice about the mark. For the evaluation of the performance of the student a standard internship assessment form is used. Your COM supervisor assesses you based on an evaluation of your performance by your internship supervisor and on both reports.

For the evaluation of the performance of the student by the internship supervisor a form is given in appendix B. Wageningen University supervisors assess students based on an evaluation of the performance of the student by the internship supervisor and on both reports, including an evaluation interview with the examiner. For the assessment Wageningen University supervisors use the form Assessment Internship Wageningen University; see appendix C and D. In appendix E you can find an assessment tool which is called a Rubric that may be used as a guideline to determine the mark for your internship.

9 Miscellaneous

The sub-department does not pay an allowance for travel expenses. We advise you to negotiate with your host organisation about such expenses.

Insurance

A 'normal' traveller's accidents and luggage insurance might not be sufficient if you go abroad for studying (and therefore the WUR traveller's accidents and luggage insurance is offered). Students can take out a (free) traveller's accidents and luggage insurance if they go on an internship abroad. For more information about this insurance go to SSC. If you are planning to travel after your internship you should make sure that you take out a travellers insurance for that purpose. It is always unwise to have two insurances at the same time as they might start to fight about who of them should pay for an accident. So cancel your own (continuous) traveller's accidents and luggage insurance during your study period abroad, but make sure that you have one at the moment you are planning to travel after your internship.

Students have to take out a health insurance with world coverage themselves.

All students are automatically insured for liability insurance (=WA verzekering) during study activities (lab work, field work etc.), but not during their leisure time.

For international students studying at Wageningen University special arrangements are made regarding insurances. For more information they should contact the SSC.

Grants

For more information about grants see the following websites:

<http://www.beursopener.nl/content/index.asp> (unfortunately in Dutch only) and <http://www.wageningenuniversity.nl/UK/informationfor/Current+students/Links/Funding+fellowships+and+grants/>.

10 Checklist for organizing an internship

For all internships:

- ✓ Find an internship
- ✓ Find a supervisor
- ✓ Fill in Wageningen University Internship Contract and Learning Agreement together with Wageningen University supervisor and internship supervisor
- ✓ Hand in Wageningen University Internship Contract and Learning Agreement at:
 1. the secretary of the supervising chair group,
 2. and the study advisor of your study programme
- ✓ If applicable fill in the internship contract of the host institution

For internships abroad:

- ✓ If possible apply for grants
- ✓ Arrange proper insurances
- ✓ Make sure you have the right vaccinations for the country you are travelling to
- ✓ Apply for a visa
- ✓ Arrange tickets
- ✓ Arrange housing
- ✓ Fill in the form 'OV studentenkaart buitenland' and hand in your OV card in order to receive a refund of travelling costs (for Dutch students only)

Attached:

- Appendix A: Wageningen University Internship Contract and Learning Agreement
- Appendix B: Example of a form for the evaluation of the performance of the student by the internship supervisor
- Appendix C: Assessment form for internships at Wageningen University
- Appendix D: Manual for use of MSc-internship assessment rubric (version 1.0) to be used in conjunction with the thesis evaluation form of Wageningen University
- Appendix E: Rubric for the assessment of internships

Appendix B. Example of a form for the evaluation of the performance of the student by the internship supervisor.

Internship Evaluation Wageningen University

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

Name student:

Registration number:

Company/Organisation:

Name supervisor(s):

Email address:

Date of final evaluation meeting :

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

(summary of the internship plan)

2. The results of the work during the internship period:

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

3. Performance of the student during the internship period

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

4. Judgement on the student from the internship supervisor:

(mark a category, if possible, the personal skills mentioned below)

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

Assessment of professional skills	2-3	4-5	6	7	8	9-10
Initiative and creativity						
Insight in functioning in another organisation						
Adaptation capacity						
Commitment and perseverance						
Independence						
Handling supervisor's comments and development skills						
Time management						
Presentation; graphs, structure						
Oral presentation and defence						

5. Student's opinion about his/her future career

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

Name and signature of the internship supervisor: Name and signature of the student:

Date: _____ Date: _____

To be filled in by Wageningen University:

Name and signature of the responsible internship coordinator of Wageningen University.

Date: _____ Course code: _____

Appendix C. Assessment Internship Wageningen University

Assessment internship Wageningen University		
Complete the single lined fields (use decimal point or comma, depending on the language setting)		
Name chairgroup (three letter code)	<input type="text"/>	
Name student	<input type="text"/>	
Registration number	<input type="text"/>	
MSc programme	<input type="text"/>	
Specialisation	<input type="text"/>	
Course code internship	<input type="text"/>	
Short title internship	<input type="text"/>	
Date internship contract	<input type="text"/>	
Date examination	<input type="text"/>	
Name supervisor chair group	<input type="text"/>	
Name supervisor internship provider	<input type="text"/>	
Name and address internship provider	<input type="text"/>	
Name and signature examiner internship	<input type="text"/>	<input type="text"/>
Learning Outcomes		
A Professional skills (20-50%)*	Grading Mark 1-10	Relative weight *
1 Initiative and creativity	<input type="text"/>	<input type="text"/>
2 Insight in functioning of another organisation	<input type="text"/>	<input type="text"/>
3 Adaptation capacity	<input type="text"/>	<input type="text"/>
4 Commitment and perseverance	<input type="text"/>	<input type="text"/>
5 Independence	<input type="text"/>	<input type="text"/>
6 Handling supervisor's comments and development skills	<input type="text"/>	<input type="text"/>
7 Time management	<input type="text"/>	<input type="text"/>
		<input type="text" value="0.0"/>
B Report internship (20-50%)*		<input type="text"/>
1 Formulation goals, frame work project	<input type="text"/>	<input type="text"/>
2 Theoretical underpinning, use of literature	<input type="text"/>	<input type="text"/>
3 Use of methods and processing data	<input type="text"/>	<input type="text"/>
4 Reflection on results	<input type="text"/>	<input type="text"/>
5 Conclusions and discussion	<input type="text"/>	<input type="text"/>
6 Fluency of language and writing skills	<input type="text"/>	<input type="text"/>
		<input type="text" value="0.0"/>
C Self reflection on internship (10-30%)*		<input type="text"/>
1 Report on self reflection	<input type="text"/>	<input type="text"/>
		<input type="text" value="0.0"/>
D Presentation (5%)*		<input type="text"/>
1 Presentation: graphs, powerpoint	<input type="text"/>	<input type="text"/>
2 Oral presentation and defence	<input type="text"/>	<input type="text"/>
		<input type="text" value="0.0"/>
E Examination (5%)*		<input type="text"/>
1 Defence of the report	<input type="text"/>	<input type="text"/>
2 Reflection on the internship	<input type="text"/>	<input type="text"/>
		<input type="text" value="0.0"/>
* Choose rel. weights to a total of 100%		
FINAL GRADE		<input type="text" value="0.0"/>
Comments internship provider		
<input type="text"/>		
Comments examiner		
<input type="text"/>		

<https://portal.wur.nl/sites/owi/kwaliteitszorg/Policy Documents and Forms/Internship assessment form.xls>

Appendix D. Manual for use of MSc-internship assessment rubric (version 1.0) to be used in conjunction with the thesis evaluation form of Wageningen University

User instructions:

- The assessment form has the form of an analytic rubric (see e.g. Andrade (2005), Reynolds *et al.* (2009), URL1, URL2). Each line discusses one **criterion** for assessment. Each column gives a **level** for the grading. Each cell contains the **descriptor** of the level for that criterion.
- The criteria in the rubric exactly follow the items presented in the Excel worksheet “Internship evaluation Wageningen University” constructed by the OWI. In a few cases the criteria in the original thesis evaluation document were split into two or more parts because the description of the criteria clearly covered different subjects. The average mark for the different subject should be given in those cases. A mark should be given for all items mentioned in **bold**.
- Since the final mark is composed of so many criteria, the scores on individual criteria should be discriminative. Not all levels are equally broad in marks. Since the final marks of theses usually range between 6 and 9 individual levels have been established for the marks of 6, 7 and 8. When performance is at the 9-10 level, decide whether the student is on the low edge (9) or high edge (10) of this level. Descriptions at the 9-10 level tend to describe the ultimate performance (10). Hence, if a student performs well above 8, but below the description at the 9-10 level, a 9 would be the appropriate mark.
- Keep in mind that each line in the rubric should be read independently: it could be that a student scores a 2-3 on one criterion and a 9-10 on another.
- Always start at the lowest mark, and test if the student should be awarded the next higher mark. In some cases achievements of a next lower level are not repeated at the higher level (i.e. the lower level achievements are implicit in the higher levels). Furthermore, if a level has a range of marks, choose the most appropriate one (consider the description of the level of performance as a continuum, rather than a discrete description).
- Wherever the student is indicated as ‘he’, one can also read ‘she’.
- Please report any positive or negative experiences and suggestions to marjolijn.coppens@wur.nl.

Remarks:

- The main intention of using a rubric is enhance homogeneity of assessments and the ability to communicate about assessments both with students and with colleagues. Furthermore, it clarifies to students the expectations of the supervisor and helps the supervisor to structure feedback during the process of thesis research.
Although the intention is to homogenize the process of assessment, it should be noted that even with the use of a rubric some arbitrariness will remain.
- We suggest that all main categories (groups of criteria: research competence, thesis report, colloquium, examination) should have an assessment of 'sufficient' (i.e. a '6') before the total thesis work can be considered as sufficient. So, no compensation between main categories is possible to obtain a final mark of '6'.

- Author of the rubric: Marjolijn Coppens, with valuable contributions from Arnold F. Moene, Ralf Hartemink, Jan Philipsen, Maria Smetsers, Paul Hebinck, Tjeerd Jan Stomph, Judith Gulikers.

References:

Andrade, H.G, 2005. Teaching With Rubrics: The Good, the Bad, and the Ugly. *College Teaching* **53**, p. 27-31.

Reynolds, J., R. Smith, C. Moskovitz and A. Sayle, 2009. BioTAP: A Systematic Approach to Teaching Scientific Writing and Evaluating Undergraduate Theses. *Bioscience* **59**, p. 896-903.

URL1: <http://jonathan.mueller.faculty.noctrl.edu/toolbox/rubrics.htm> (last visited November 17, 2009).

URL2: [http://en.wikipedia.org/wiki/Rubric_\(academic\)](http://en.wikipedia.org/wiki/Rubric_(academic)) (last visited November 17, 2009).



Appendix E. Rubric for assessment of MSc-Internship

Author: Marjolijn Coppens with contributions of 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)

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Item	Mark for item					
	2-3	4-5	6	7	8	9-10
A. Professional skills (20-50%) *						
1.1. 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.
1.2 Insight in functioning of another organization	Student shows no insight in functioning of the organization.	Student shows no insight in functioning of the organization.	Student is able to draw an organization chart of the organization.	Student is able to indicate the position of the team within the organization as a whole.	Student is able to indicate the responsibilities of the different units within the organization.	Student knows how changes are realized in the organization.
	Student doesn't ask for help from the internship provider in case it is necessary.	Student doesn't ask for help from the internship provider in case it is necessary.	Student gets things (e.g. receiving information, organizing material facilities, etc.) done within the team only via internship supervisor.	Student is able to get some things (e.g. receiving information, organizing 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, organizing material facilities, etc.) done within the team independently.	Student is able to independently implement changes that affect the whole team.
1.3 Adaptation capacity	Student doesn't adapt and gives an impression of apathy or is often involved in disputes or arguments.	Student doesn't adapt and gives an impression of apathy or is often involved in disputes or arguments.	Student knows the do's and don't in the new work environment.	Student accepts how things 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.
1.4 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	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	The student is very motivated, goes at length to get the most out of the project.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
			and then.		as his "own" project.	
1.5 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.
1.6 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 not able 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 a 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 the student shows major progress and on others some progress is shown.	On all personal learning outcomes the student has shown major progress.
1.7. 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 (but not enough or not all in time) in times only.	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	Final version of internship report or oral presentation at most 50% of the nominal	Final version of internship report or oral presentation at most 25% of nominal period	Final version of internship report or oral presentation at most 10% of nominal period	Final version of internship report or oral presentation at most 5% of nominal period	Final version of internship report or oral presentation finished within planned period

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
	nominal period overdue without a valid reason (force majeure)	period overdue (without a valid reason).	overdue (without valid reason)	overdue (without valid reasons)	overdue (without good reasons)	(or overdue but with good reason and finished within reasonable time).
B. Report internship (20-50%)						
2.1 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.
2.2. Theoretical underpinning, use of literature	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.
	No relevant literature in reference list except for those already suggested by the supervisor	Only a couple of relevant literature references in the reference list.	Some relevant literature in reference list but also significant body of irrelevant literature.	Relevant literature in reference list but some references are less relevant.	Used literature is relevant for the goal of the project. An occasional reference may be less relevant.	Used literature is relevant for the goal of the project.
2.3. Use of methods and processing data	No description of methods and analysis of the information/data.	Insufficient information on methods and insufficient analysis of the information.	Some aspects of the project regarding methods and analysis of information are described insufficiently. Used methods and analysis of data/information are not always appropriate.	Description of methods and analysis of information/data is lacking in a number of placed. Used methods and analysis of data/information mostly appropriate.	Description of methods and analysis of information/data is mostly complete, but there are lacking some details. Used methods and analysis of data/information are appropriate.	Description of methods used and analysis of the information is appropriate, complete and clear.
2.4. Reflection on results	No reflection on the results of internship project. Discussion only touches trivial or very general points of criticism.	Student identifies only some possible weaknesses and/or points at weaknesses which are in reality irrelevant or non-existent.	Student indicates most weaknesses in the results, but does not weigh their impact on the main results relative to each other.	Student indicates most weaknesses in the results and is able to weigh their impact on the main results relative to each other.	Student indicates all weaknesses in the results and weighs them relative to each other. Furthermore, (better) alternatives for the methods used are indicated.	Student is not only able to identify all possible weaknesses in the results, but is also able to indicate which weaknesses affect the outcome of the internship

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
2.5. Conclusions and discussion						project most.
	No link between goals, results and conclusions.	Conclusions are drawn, but in many cases only address part of the goals. Conclusions merely repeat results or conclusions are not substantiated by results.	Conclusions are linked to the goals, but not all goals are addressed. Some conclusions are not substantiated by results or merely repeat results.	Most conclusions well-linked to goals and substantiated by results. Conclusions mostly formulated clearly but some vagueness in wording.	Clear link between goals and conclusions. All conclusions substantiated by results. Conclusions are formulated exact.	Clear link between goals and conclusions. Conclusions substantiated by results. Conclusions are formulated exact and concise. Conclusions are grouped/ordered in a logical way.
	No discussion about the added value of the project for the organization.	Student assigns irrelevant aspects of the project as added value for the project for the organization.	Student only reflects on trivial aspects of his project for the organization and does not relate this to the goals of the organization.	Student is able to identify the added value of his project for the organization, but does not relate this to the goals of the organization.	Student is able to identify the added value of his project for the organization and relates this to the goals of the organization.	Student is able to identify the added value of his project and relates this to the goals of the organization. In addition, the student is able to indicate the added value of his project for the society as a whole.
	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.
2.6. Fluency of language and writing skills	Formulations in the text are often incorrect/inexact inhibiting a correct interpretation of the text.	Vagueness and/or inexactness in wording occurs regularly and it affects the interpretation of the text.	The text is ambiguous in some places but this does not always inhibit a correct interpretation of the text.	Formulations in text are predominantly clear and exact. Internship report could have been written more concisely.	Formulations in text are clear and exact, as well as concise.	Textual quality of the internship report is such that it could be acceptable for a peer-reviewed journal.
C. Self reflection on internship (10-30%)						
3.1 Report on self	Is not able to describe an	Is able to describe at least	Is able to describe at least	Is able to describe at least	Is able to analyze objectively	Is able to analyze objectively

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
reflection D. Presentation (5%)	event or situation in which he was involved and that relates to a formulated learning outcome.	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.	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	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	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	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.
4.1. 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.
4.2. Oral presentation and defense	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	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

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
					understood.	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 not able 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.
E. Examination (5%)						
5.1 Defense of the report	Student is not able to defend/discuss his internship reports. He does not master the contents.	The student has difficulty to explain the subject matter of the internship project.	Student is able to defend his internship project. He mostly masters the contents of what he wrote, but for a limited number of items he is not able to explain what he did, or why.	Student is able to defend his internship project. He masters the contents of what he wrote, but not beyond that. Is not able to place thesis in scientific or practical context.	Student is able to defend his internship project, including indications how the work could have been done better. Student is able to place thesis in either scientific or practical context.	Student is able to freely discuss the contents of the internship project and to place the internship project in the context of current scientific literature and practical contexts.
5.2 Reflection on the 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.