



Course Guide

Internship Aquaculture and Fisheries

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

June 2018



WAGENINGEN
UNIVERSITY & RESEARCH

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.
- Additional information on the internship can be obtained through the supervisor and/or 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, 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 AFI secretariat (office.afi@wur.nl).
- 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.

June 2018,

AFI teaching staff

Assessment internship Wageningen University: Aquaculture and Fisheries Group

Complete the green fields boxed with a single line. Use a point as decimal sign; the default language is English (UK)

Name chairgroup	Aquaculture & Fisheries	Fee Percentage per C
Name student		
Registration number		
MSc programme		
Specialisation		
Course code internship	AFI-704	
Short title internship		
Date internship contract		
Date examination		
Name and signature supervisor chair group	Prof. Geert Wiegertjes	
Name supervisor internship provider		
Name and address internship provider		
Name and signature examiner internship		

Learning Outcomes

A Professional skills (20-50%) *

- 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

Grading
Mark 1-10

Relative
weight *

45%

	}	#DIV/0!					
		}	#DIV/0!				
			}	#DIV/0!			
				}	#DIV/0!		
					}	#DIV/0!	
						}	#DIV/0!
							#DIV/0!

B Report internship (20-50%) *

- 1 Formulation goals, frame work project
- 2 Theoretical underpinning, use of literature
- 3 Use of methods and processing data
- 4 Reflection on results
- 5 Conclusions and discussion
- 6 Fluency of language and writing skills

20%

	}	#DIV/0!				
		}	#DIV/0!			
			}	#DIV/0!		
				}	#DIV/0!	
					}	#DIV/0!
						#DIV/0!

C Self reflection on internship (10-30%) *

- 1 Report on self reflection

25%

	}	0.00
		#DIV/0!

D Presentation (5-10%) *

- 1 Presentation: graphs, powerpoint
- 2 Oral presentation and defence

5%

	}	#DIV/0!
		#DIV/0!

E Examination (5-10%) *

- 1 Defence of the report
- 2 Reflection on the internship

5%

	}	#DIV/0!
		#DIV/0!

* Choose rel. weights to a total of 100%

100%



TOTAL #DIV/0!

FINAL GRADE #DIV/0!

Comments internship provider

Comments examiner

Rubric for assessment of MSc-thesis

Author: Arnold F. Moene, Meteorology and Air Quality Group, Wageningen University

Version: 1.1 (December 15, 2010)

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Item	Mark for item					
	2-/3	4-/5	6	7	8	9-/10
1. Research competence (30-60%) *						
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 research.	Student initiates discussions on new ideas with supervisor and develops one or two own ideas on minor parts of the research.	Student has his own creative ideas on hypothesis formulation, design or data processing.	Innovative research methods and/or data-analysis methods developed. Possibly the scientific problem has been formulated by the student.
1.2 Insight in functioning of another organisation	No awareness of the local, regional, and international context and positioning of the host mission as well as it's internal functioning	Little awareness of the local, regional, and international context and positioning of the host mission as well as it's internal functioning	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 as well as it's internal processes to achieve it's aims and the specific role the student has	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 as well as it's internal processes to achieve it's aims and the specific role the student has	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 as well as it's internal processes to achieve it's aims and the specific role the student has	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 as well as it's internal processes to achieve it's aims and the specific role the student has
1.3 Adaptation capacity	No capacity to adapt to specific working conditions and demands of the host organisation, and to changes in these conditions during the internship	Limited capacity to adapt to specific working conditions and demands of the host organisation, and to changes in these conditions during the internship	Some capacity to adapt to specific working conditions and demands of the host organisation, and to changes in these conditions during the internship only after clear	Good capacity to adapt to specific working conditions and demands of the host organisation, and to changes in these conditions during the internship on the instigation of host	Good, pro-active, capacity to adapt to specific working conditions and demands of the host organisation, and to changes in these conditions during the internship in discussion with the host	Excellent, pro-active, capacity to adapt to specific working conditions and demands of the host organisation, and to changes in these conditions during the internship in clear communication with the host
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 thesis 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. Takes complete control of his own project. Considers setbacks as an extra motivation.
1.5. Independence	The student can only perform the project 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.

Item	Mark for item					
	2-/3	4-/5	6	7	8	9-/10
	No critical self-reflection at all.	No critical self-reflection at all.	Student is able to reflect on his functioning with the help of the supervisor only.	The student occasionally shows critical self-reflection.	Student actively performs critical self-reflection on some aspects of his functioning	Student actively performs critical self-reflection on various aspects of his own functioning and performance.
1.6. Handling supervisor's comments and development of 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 of 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 research 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 scientific level, i.e. he explores solutions on his own, increases skills and knowledge where necessary.
1.7. Keeping to the time schedule	Final version of thesis or colloquium more than 50% of the nominal period overdue without a valid reason (force majeure)	Final version of thesis or colloquium at most 50% of the nominal period overdue (without a valid reason).	Final version of thesis or colloquium at most 25% of nominal period overdue (without valid reason)	Final version of thesis or colloquium at most 10% of nominal period overdue (without valid reasons)	Final version of thesis or colloquium at most 5% of nominal period overdue (without good reasons)	Final version of thesis and colloquium finished within planned period (or overdue but with good reason).
	No time schedule made.	No realistic time schedule.	Mostly realistic time schedule, but no timely adjustment of time schedule.	Realistic time schedule, with some adjustments (but not enough or not all in time) in times only.	Realistic time schedule, with timely adjustments. of times only.	Realistic time schedule, with timely adjustments of both time and tasks.
2. Thesis report (30-60%) *						
2.1. Formulation goals, framework project	No link is made to existing terms of reference/research on the topic. No terms of reference/research context is described.	The context of the topic at hand is described in broad terms but there is no link between what is known and what will be terms of reference/researched.	The link between the thesis terms of reference/research and existing terms of reference/research does not go beyond the information provided by the supervisor.	Context of the terms of reference/research is defined well, with input from the student. There is a link between the context and terms of reference/research questions.	Context of the terms of reference/research is defined sharply and to-the-point. terms of reference/research questions emerge directly from the described context.	Thesis terms of reference/research is positioned sharply in the relevant scientific field. Novelty and innovation of the terms of reference/research are indicated.
	There is no operationalising of ToR, researchable question and the delineation of the terms of reference/research is absent	Most terms of reference/research questions are unclear or researchable and the delineation of the work is weak	At least either the terms of reference/research questions or the delineation of the work are clear	The terms of reference/research questions and the delineation of the work are mostly clear but could have been defined sharper at some points	The terms of reference/research questions are clear and operational/researchable and the delineation is clear.	The terms of reference/research questions are clear and formulated to-the-point and limits of the terms of reference/research are well-defined.
2.2. Theoretical	No discussion of underlying theory.	There is some discussion of underlying theory, but the description shows serious errors.	The relevant theory is used, but the description has not been tailored to the research at hand or shows occasional errors.	The relevant theory is used, and the description has been tailored partially successful to the research at hand. Few errors occur.	The relevant theory is used, it is nicely synthesized, and it is successfully tailored to the research at hand.	Clear, complete and coherent overview of relevant theory on the level of an up-to-date review paper. Exactly tailored to the research at hand.

Item	Mark for item					
	2-/3	4-/5	6	7	8	9-/10
underpinning, use of literature	No peer-reviewed/primary scientific papers in reference list except for those already suggested by the supervisor	Only a couple of peer-reviewed papers in reference list.	Some peer-reviewed papers in reference list but also a significant body of grey literature.	Relevant peer-reviewed papers in reference list but also some grey literature or text books. Some included references less relevant.	Mostly peer-reviewed papers or specialized monographs in reference list. An occasional reference may be less relevant.	Almost exclusively peer-reviewed papers in reference list or specialized monographs (not text books). All papers included are relevant.
2.3. Use of methods and processing data	No description of methods and/or data.	terms of reference/research is not reproducible due to insufficient information on data (collection and/or treatment) and analysis methods	Some aspects of the terms of reference/research regarding data-collection, data-treatment, models or the analysis methods are described insufficiently so that that particular aspect of the research is not reproducible.	Description of the data (collection, treatment) or models as well as the analysis methods used is lacking in a number of places so that at most a more or less similar terms of reference/research could be performed by others.	Description of the data (collection, treatment) or models as well as the analysis methods used is mostly complete, but reproduction of and learning from the terms of reference/research is not possible due to lack of some details.	Description of the data (collection, treatment) or models as well as the analysis methods is complete and clear so that exact reproduction of the terms of reference/research and learning from it is possible.
2.4. Reflection on results	No discussion and/or reflection on the terms of reference/research Discussion only touches trivial or very general points of criticism.	Only some possible weaknesses and/or weaknesses which are in reality irrelevant or non-existent have been identified.	Most weaknesses in the terms of reference/research are indicated, but impacts on the main results are not weighed relative to each other.	Most weaknesses in the terms of reference/research are indicated and impacts on the main results are weighed relative to each other.	All weaknesses in the terms of reference/research are indicated and weighed relative to each other. Furthermore, (better) alternatives for the methods used are indicated.	Not only all possible weaknesses in the terms of reference/research are indicated, but also it is indicated which weaknesses affect the conclusions most.
	No confrontation with existing literature.	Confrontation with irrelevant existing literature.	Only trivial reflection vis-a-vis existing literature.	Only most obvious conflicts and correspondences with existing literature are identified. The value of the study is described, but it is not related to existing research.	Minor and major conflicts and correspondences with literature are shown. The added value of the research relative to existing literature is identified.	Results are critically confronted with existing literature. In case of conflicts, the relative weight of own results and existing literature is assessed. The contribution of his terms of reference/research and it's positioning within scientific concepts is identified.
2.5. Conclusions and recommendations	No link between terms of reference/research questions, results and conclusions.	Conclusions are drawn, but in many cases these are only partial answers to the research question. Conclusions merely repeat results.	Conclusions are linked to the Terms of Reference or research questions, but not all questions are addressed. Some conclusions are not substantiated by results or merely repeat results.	Most conclusions well-linked to reTerms of Reference/search questions and substantiated by results. Conclusions are mostly formulated clearly but with some vagueness in wording.	Clear link between terms of Reference/research questions and conclusions. All conclusions substantiated by results. Conclusions are formulated exact.	Clear link between research questions and conclusions. Conclusions substantiated by results. Conclusions are formulated exact and concise. Conclusions are grouped/ordered in a logical way.
	No recommendations given.	Recommendations are absent or trivial.	Some recommendations are given, but the link of those to the conclusions is not always clear.	Recommendations are well-linked to the conclusions.	Recommendations are to-the-point, well-linked to the conclusions and original.	Recommendations are to-the-point, well-linked to the conclusions, original and are extensive enough to serve as project description for a new thesis project.

Item	Mark for item					
	2-/3	4-/5	6	7	8	9-/10
2.6. Fluency of language and writing skills	Thesis 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.
	Formulations in the text are often incorrect/inexact inhibiting a correct interpretation of the text.	Vagueness and/or inexactness in wording occur 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. Thesis could have been written more concisely.	Formulations in text are clear and exact, as well as concise.	<i>Textual</i> quality of thesis (or manuscript in the form of a journal paper) is such that it could be acceptable for a peer-reviewed journal.