

BSc Internship Forest and Nature Conservation

Language of instruction

Dutch and/or English

Assumed knowledge and requirements

The student should have at least followed the first two years of the BSc Forest and Nature Conservation Programme. In addition the study programme of the student should be approved by the examining board and the student should have an internship contract that is signed by the supervisors and the study advisor before the start of the BSc Internship Forest and Nature Conservation.

Profile of the BSc Internship Forest and Nature Conservation

The BSc internship consists of a supervised placement in a Forest and Nature Conservation company or organisation in- or outside the Netherlands, that enables students to gain practical experience outside the Wageningen University. The internship consists of a defined individual project(s) on BSc level.

The BSc Internship Forest and Nature Conservation is part of the free choice in the third year of the BSc Forest and Nature Conservation. Aim of the BSc Internship Forest and Nature Conservation is that students are able to gain working experience in the domain of Forest and Nature Conservation and it gives students the opportunity to discover what they want to learn within their MSc after finishing their BSc. In this way students can make more educated choices within their MSc. A BSc Internship Forest and Nature Conservation should take place at a well-established institution, company or organization under supervision of an experienced professional. The internship provides the student with the opportunity to work outside Wageningen University at a host organisation, e.g. a company, public institution, consultancy firm, research organisation, or non-governmental organisation, thereby broadening the academic horizon. During the internship, the student can for example make a policy document, communication plan, evaluation report, education or communication material or perform a research project. The BSc Internship Bos- en Natuurbeheer cannot be performed at one of the chair groups of the Wageningen University.

Contact persons, supervision & examination

During the orientation phase of the BSc internship of Forest and Nature Conservation, the study advisor (leonie.spoelstra@wur.nl) functions as the first contact person for the student. When the student has a clear idea of his/her internship goal, he or she can start searching and applying for an internship at external organisations, company's, non-governmental organisations etc.. After finding an internship and an external internship supervisor the student can contact the Internship Coordinator of one of the four chair groups linked to the BSc Forest and Nature Conservation to ask who can be the Wageningen University (WU) supervisor (internal). See the WUR-webpage of the chair groups linked to BSc Forest and Nature Conservation for contact information of the Internship Coordinator.

The internship supervisor (external) will function as the daily supervisor with whom the student discusses the progress and content of the internship. The internship supervisor will also be involved in the final grading on how the student performed during his/her internship. See Appendix B.

The Wageningen University (WU) supervisor (internal) is involved in the internship at three moments; (1) before the actual start of the internship to assess whether the internship organisation is suitable to host an BSc internship, good supervision of the student is guaranteed and to check whether the internship plan developed by the student together with the internship organisation/supervisor is of sufficient BSc level. If all requirements are fulfilled the internship Contract will be signed by all parties (see Appendix A). (2) During the internship the student will regularly (e.g. bi-weekly) report to the WU supervisor on his/her progress. (3) At the end of the internship the WU supervisor will - with input of the internship supervisor (external) - assess the internship and provide the student with a grade based on professional skills (I), the written report (II) and the reflection report (III). See Appendix C for the Assessment form. In a final meeting the internship supervisor and the student (together with

the external supervisor if possible) will meet to discuss the internship and the grading of the internship.

The student is responsible to initiate the contact moments mentioned above.

Study load

A student may perform an internship of 2 or 3 months with a study load of respectively 12 or 18 ECTS.

Learning outcomes

After successful completion of this course students are expected to be able to:

- work individually under supervision of an academic supervisor within the context of the host institution;
- assess the relevance of the knowledge and skills (learned during the study) in practical and real work situations in the domain of Forest and Nature Conservation;
- acquire additional relevant knowledge, skills and insights in the work field of Forest and Nature Conservation;
- reflect critically on the own performance and process of working in a Forest and Nature Conservation related organization and extends this to a well-motivated choice for a follow-up study programme;
- create a professional network.

How to find an internship?

Start at least 6 months in advance with the organisation of your BSc Internship. You need to find an internship organisation yourself, and arrange approval by the WUR supervisor. When you don't have a clear idea of your internship or you don't know where to start, you can contact your study advisor. Note: when you contact the Internship Coordinator of one of the chair groups without a clear internship plan, they can send you back to discuss this with your study advisor first. It is part of the learning process that you organize all arrangements with the internship providing institute yourself (see the checklist for organizing an internship).

Which chair groups are allowed to supervise my internship?

Your internship should have a clear link with the BSc programme of Forest and Nature Conservation and should be supervised by one of the chair groups linked to Forest and Nature Conservation: FEM, FNP, PEN or REG (The Wageningen University (WU) supervisor).

Below you can find the course codes linked to the different chair groups for either 12 or 18 ECTS. See the [study guide](#) of BBN for more information

FEM-708012	BSc Internship Forest Ecology and Forest Management (12 ECTS)
FEM-708018	BSc Internship Forest Ecology and Forest Management (18 ECTS)
FNP-708012	BSc Internship Forest and Nature Conservation Policy (12 ECTS)
FNP-708018	BSc Internship Forest and Nature Conservation Policy (18 ECTS)
PEN-708012	BSc Internship Plant Ecology and Nature Conservation (12 ECTS)
PEN-708018	BSc Internship Plant Ecology and Nature Conservation (18 ECTS)
REG-708012	BSc Internship Resource Ecology (12 ECTS)
REG-708018	BSc Internship Resource Ecology (18 ECTS)

Educational activities

Internship Plan

During your internship you will obtain professional experience (Forest and Nature Conservation in practice) and personal experience (own performance). You start your internship by writing an internship plan including personal and professional learning objectives. In your Internship Plan you describe how you plan to do this and what you would like to learn while working at your internship.

Your professional learning outcomes must describe what you want to learn during your internship about the domain of Forest and Nature Conservation. Your personal learning outcomes describe what you would like to learn during the internship concerning your own performance and attitude in a different setting than a University.

Basically writing your internship plan is filling in the internship contract. The internship plan should be approved by your Wageningen University (WU) supervisor (internal) before you start with BSc internship. The internship plan will serve later – during the Completion Phase – as input for your reflection report and will also help you in defining your future learning path.

BSc self-assessment

When you find it difficult to describe what your personal learning outcomes will be, in other words which personal developments would you like/hope to achieve by performing a BSc internship? You can follow the optional course [ELS-21301 'Self-Assessment for BSc-students'](#) given in the 5th period. During this course you will gain more insight in your personal drivers/motivation and your strengths and weaknesses, which will be linked to your study and possible career path.

Execution of professional activities

During your BSc Internship Forest and Nature Conservation you will execute professional activities under the supervision of the host institution. You will have a position at the level of an 'employee' on an academic BSc level. At the start of the internship it is possible to work with someone else, but during the internship you are supposed to work more and more independently. In contrast to the MSc internship in which you have to design your own internship project plan, for the BSc internship it is sufficient if you execute a project plan made

by your supervisor or intensely discussed with your supervisor. It is not sufficient if you only collect data, but you have to make a synthesis or analysis.

Internship report

Depending on the internship activities the internship report can be written in different ways. It should however be written in a well-structured and concise way and include some basic aspects such as:

- (1) A description of your internship organisation (where located, number of employees, activities etc.);
- (2) A report on your internship activities including information on the relevance of your activities for your internship organisation (if you conducted a study you can include information on your study material, methods you used to analyse data and discussion; if you helped organising a meeting or compiled a collection of educational material you can e.g. describe the relevance of specific activities you have taken to fulfil these tasks.
- (3) Finally, you write a conclusion containing the main outcomes/take home messages from your internship.

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

There is a difference between the report of a scientific thesis and the internship report. When writing a scientific thesis you normally write a discussion where you critically reflect on your results, also linked to other scientific research. For the BSc internship the critical reflection of your work is captured in the separate reflection report, where you reflect on your performance and your own learning goals made at the start of the internship.

The format of the internship report may be adjusted in discussion with both supervisors, also in relation to the expectations and/or the format of the host organisation.

Writing lab

When you have difficulties with writing a report, you can contact the [writing lab](#) at the WUR. Know that they can help you with writing skills, however you are the author of your work, so the tutor will not correct the grammar or style of your text or comment on the content.

Reflection report

Next to this internship report you have to write a reflection report on your performance during internship and upon the personal learning outcomes you have formulated before the start of the internship. The personal reflection report should describe your personal development during the internship and your goals for further development. The goal of writing a reflection report is that it gives you an idea of the possibilities on the job market and gives you an idea of the things you want to learn during your MSc. This can help you by deciding upon the MSc programme and the thesis within your MSc programme.

The questions on the learning outcomes you have to answer at least in your report are:

- 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?
- How can you improve your weak points?
- What gaps do you identify in your knowledge and skills in your professional development?
- What was the contribution of results to the goals of the organization/the larger project the internship was a part of?

Connect what you have learned with what you want to learn in the future. After having looked back upon your internship, it is time to look forward:

- What are you going to do next?
- If you want to do an MSc programme, which one and why?
- What do you want to specialize in within your MSc programme?
- You can also think further ahead: what kind of jobs would you like or dislike, with what type of organization or company, in which thematic field?

- What implications does this have for the choices you have to make?
- Have you discovered things about your capacities that influence your ideas about your future ambitions?

Try to link the answers to these questions to the things you have experienced during your internship.

You should discuss this reflection report with the Wageningen University (WU) supervisor and regarding your future choices within your study programme you can contact your study advisor.

Oral presentation

After finishing your BSc Internship Forest and Nature Conservation you give an oral presentation about your internship experiences at your internship organisation. You will not be graded for this presentation.

Examination

- Evaluation of professional skills (40- 60%);
- Internship report (30-50%);
- Reflection report (10-30%).

Depending on the topic and structure of your thesis the weight of each evaluation criteria can shift in the range given between brackets, as long as the sum of the evaluation criteria is 100%. The Wageningen University (WU) supervisor (internal) can discuss this with the student and when necessary with the internship supervisor (external).

Assessment of the internship

Wageningen University is responsible for the assessment and grading with a mark. At the end of your BSc internship both your supervisors will evaluate your performance. For the evaluation of the performance of the student by the internship supervisor a form is given in appendix B. Wageningen University (WU) supervisors assess students based on an evaluation of the performance of the student by the internship supervisor and on both reports. For the assessment WUR supervisors use the form Assessment form 'BSc Internship Forest and Nature Conservation' (see appendix C). In appendix D 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.

The formal administrative responsibility (granting permission to students, final registration of examination result) lies with internship coordinators of the involved chair group.

In the final evaluation meeting with your WU supervisor you discuss this evaluation and aspects you can improve in the future. You as the student are responsible to set the date for the final meeting with your WU supervisor.

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) traveler'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.

Grants

For more information about grants see the following websites:

<http://www.beursopener.nl/content/index.asp> (unfortunately in Dutch only) and

<http://www.wageningenur.nl/en/Education-Programmes/prospective-master-students/Study-grants.htm>

Checklist for organizing an internship

For all internships:

- ✓ Discuss and fine-tune your idea with the study advisor
- ✓ Find and apply for an internship
- ✓ Find an internship supervisor (external)
- ✓ Find a Wageningen University (WU) supervisor (internal)
- ✓ Fill in BSc Forest and Nature Conservation Internship Contract with your WUR supervisor and internship supervisor. You also need a signature of your study advisor on this contract.
- ✓ Hand in BSc Internship Forest and Nature Conservation Contract at the supervising chair group
- ✓ 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: BSc Internship Forest and Nature Conservation Contract
- appendix B: Form for the evaluation of the performance of the student by the internship supervisor
- appendix C: Assessment form BSc Internship Forest and Nature Conservation
- appendix D: Rubric for assessment of BSc internship Forest and Nature Conservation

Appendix A: BSc Internship Contract Forest and Nature Conservation

1 Student particulars

Full name:

Registration number:

Study programme:

Contact in case of emergency

Name:

Street + house number:

Postal code:

City:

Phone number:

E-mail:

2 Wageningen University (WU) Supervisor (internal)

Name:

Function:

Chair Group:

3 Internship Supervisor (external)

Name:

Institution:

Address (street + number):

Postal Code:

City:

Country:

Phone number:

E-mail:

4 Role of the WU supervisor (internal)

Please state all agreements made, particularly concerning responsibilities, supervision, communication and evaluation. Also provide here the agreed deadline for sending in the report.

5 Role of the internship supervisor (external)

Please state all agreements made, particularly concerning responsibilities, supervision and evaluation

6 Professional and personal learning outcomes

Your professional learning outcomes must describe what you want to learn during your internship about the domain of Forest and Nature Conservation. Your personal learning outcomes describe what you would like to learn during the internship concerning your own performance and attitude in a different setting than a University.

7 Report

Please state any agreements made regarding the thesis report (e.g. language, length).

8 Other agreements

Please state any other agreements made pertaining to e.g. rights to data and other output, workspace, materials, housing, insurance, expenses, transportation, etc.

9 Internship period

Departure: (dd/mm/yy)

Return: (dd/mm/yy)

Exact period of stay at host institution: from till

10 Signing the agreement

Signature and date

Student WU: Wageningen University Supervisor: Study advisor:

Date:

Date:

Date:

Appendix B: Form for the evaluation of the performance of the student by the Internship supervisor (external)

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:

2. The results of the work during the internship period:
(short description of results, confidentiality, 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, pro-activity and creativity						
Performance (in fulfilling tasks)						
Working attitude (independence/teamwork)						
Adaptation capacity						
Handling supervisor's comments and development skills						
Knowledge of the domain of Forest and Nature Conservation						
Time management						

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 form BSc Internship Forest and Nature Conservation

Assessment BSc internship Forest and Nature Conservation Wageningen University			
Complete the single lined fields (use decimal point or comma, depending on the language setting)			
Name chairgroup (three letter code)			
Name student			
Registration number			
Bsc programme			
Major			
Course code internship			
Short title BSc internship			
Date Bsc internship Forest and Nature conservation contract			
Date examination			
Name Wageningen University (WU) supervisor (internal)		signature	
Name supervisor internship (external)			
Name and address host organisation			
Name and signature examiner internship			
Evaluation criteria		Grading Mark 1-10	Relative weight *
A Professional skills (40-60%)*			55%
1 Initiative and creativity		1	1.00
2 Performance (in fulfilling tasks)			
3 Working attitude (independence/teamwork)			
4 Adaptation capacity (to new conditions)			
5 Handling supervisor's comments and development skills			
6 Knowledge of the domain of Forest and Nature Conservation			
7 Time management			
B Report internship (30-50%) *			30%
1 Overview of internship activities		1	1.00
2 Writing skills			
C Self reflection on internship (10-30%)*			15%
1 Self-reflection on professional en personal learning outcomes		1	1.00
2 Conclusions on career development path			
* Choose rel. weights to a total of 100%			100%
	TOTAL		1.00
	FINAL GRADE		1.0
Comments internship provider			

Manual for use of BSc internship Forest and Nature Conservation assessment rubric to be used in conjunction with the excel evaluation form

Rubric for assessment of BSc Internship Forest and Nature Conservation

Based (in part) on 'Rubric for assessment of MSc-thesis' by Arnold F. Moene (Version: 1.0)

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
A. Professional skills (40-60%)						
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 and actively puts these on the table.	Innovative methods and analysis of information/data. Possibly new ideas for the project have been formulated by the student.
2.a Performance (in fulfilling tasks) accuracy	Not able to execute tasks that are described in detail by the supervisor and/or lost when using data.	Makes many errors when executing detailed instructions even with help of supervisor.	Executes detailed instructions to some extent and avoids errors as long as direct help is present.	Executes detailed instructions but does not take sources of error or uncertainty into account.	Executes detailed instructions and takes sources of error or uncertainty into account.	Executes detailed instructions and beyond and anticipates sources of error or uncertainty.
2.b Data management (methods, collection)	No description of methods and collection and recording of the information/data	Insufficient description of methods and collection and recording of the information/data collected.	Some description of methods. Collection and recordings of the information/data are present but not always sufficient.	Most methods are described. Collection and recordings of the information/data are present and mostly sufficient.	Methods are described but details are sometimes lacking. Collection and recordings of the information/data are present and sufficient.	Description of methods and collection and recordings of the information/data are appropriate, complete and clear.
3. Working attitude (Independence/ teamwork)	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.
	The student can only perform the work properly after repeated detailed instructions and with direct help from the	The student needs frequent instructions and well-defined tasks from the supervisor and the supervisor needs careful checks to see if all	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
	supervisor.	tasks have been performed.				
4. Adaptation capacity (to new conditions)	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.
5. 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 an academic level, i.e. he explores solutions on his own, increases skills and knowledge where necessary.
6. Knowledge of the domain of Forest and Nature Conservation	Student does not master the most basic knowledge (even below the starting level for the internship).	The student does not understand all of the subject matter discussed in the internship.	The student understands the subject matter of the internship on a textbook level.	The student understands the subject matter of the internship including the literature used in the internship.	Student is well on top of subjects discussed in thesis: not only does he understand but he is also aware of current discussions in the literature related to the internship topic.	Student is well on top of subjects discussed in internship: not only does he understand but he is also aware of discussions in the literature beyond the topic (but related to) of the internship.
	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 internship 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.
7. Time management	No time schedule made.	No realistic time schedule.	Mostly realistic time	Realistic time schedule, with	Realistic time schedule, with	Realistic time schedule, with

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
			schedule, but no timely adjustment of time schedule if necessary.	some adjustments if necessary (but not enough or not all in time) in times only.	if necessary timely adjustments of times only.	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).
B. Report internship (30-50%)						
1. Overview of internship activities	Not clear what the student did during the internship, not clear why the student did it, the results are messy and no analysis of the results.	Not fully clear what the student did during the internship, not fully clear why the student did it, the results are poorly presented and the analysis is incomplete.	It is understandable what the student did during the internship, but the description is superficial, results are poorly presented and the analysis is superficial.	Description of what the student did during the internship is lacking in some places. Results are accurately presented, analysis of the results is mostly appropriate.	Description of what the student did during the internship is mostly complete, but there are lacking some details, Results are presented and analyzed appropriately	Description of what the student did during the internship, the presentation of the results and the analysis is excellent, appropriate and clear.
2. Writing skills	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.
	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.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
C. Self-reflection report on internship (10-30%)						
1. Self-reflection - professional learning outcomes - personal learning outcomes	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.
2. Conclusions on career development path	No link between personal learning outcomes, conclusions on career development.	Conclusions on career development are drawn, but in many cases only address part of the learning outcomes. Conclusions on career development merely repeat learning outcomes or conclusions are not substantiated by examples.	Conclusions on career development are linked to the learning outcomes, but not all learning outcomes are addressed. Some conclusions on career development are not substantiated by examples results or merely repeat examples.	Most conclusions in career development are well-linked to learning outcomes and substantiated by examples. Conclusions on career development mostly formulated clearly but some vagueness in wording.	Clear link between learning outcomes and conclusions on career development. All conclusions on career development are substantiated by examples. Conclusions are formulated exact.	Clear link between learning outcomes and conclusions on career development. Conclusions substantiated by examples. Conclusions on career development are formulated exact and concise. Conclusions are grouped/ordered in a logical way.