

# **BIL completion Guidelines**

**“A step-by-step explanation for completing your  
BSc International Land and Water Management”**



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**Wageningen University**

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## Introducing the BIL completion Guidelines

### “A step-by-step explanation for completing your BSc International Land and Water Management”

These are the *BIL completion Guidelines*; they contain all the information you need to complete your BSc International Land and Water Management. In these guidelines we present the BIL completion as a coherent set of courses and activities, in which you are supervised by WRM and SLM staff members from the start (i.e. the initial generation of ideas during the Internship Fair) till the end (i.e. the delivery of your BSc thesis report, the final end-product of the BIL completion). If you follow these guidelines strictly, you will be able to finalize your BIL completion within the given time schedule and enable a smooth transition to a master’s program; so please read them thoroughly!

In the BIL completion all elements of the BIL programme come together in a final integrated – **36 ECTS** – learning experience on a topic and place of personal preference. The BIL completion consists of three compulsory courses: **YRM-21306** (Research Methodology for Human Environment Interactions), **YEI-70318** (BSc internship) and **YEI-80812** (BSc thesis). These courses are highly interwoven and the latter two courses (the BSc internship and BSc thesis) are carried out simultaneously in an ILW management context abroad. During this stay abroad and while working within a professional organization you will experience the international, interdisciplinary and intercultural nature of your study. In this setting you will do research on a specific topic (**your BSc thesis**) and you will work on your professional and personal learning objectives (**your internship**). All this will be explained step-by-step in the following chapters. But first a summary!

#### **Summary of the BIL completion**

The BIL completion starts halfway BIL year-2 with the Internship & Thesis Fair and finalizes in BIL year-3 with the delivery of your BSc thesis. From the start till the end, the BIL completion is subdivided into three phases. A short description and an overview of the three phases are given below and in Table 1.

1. **Preparation Phase:** you define *where* to do your internship, *what* to do there and *who* will supervise you; and you finish this phase by writing a Research Proposal. The Preparation Phase can only be followed during the second half of BIL year-2, starting in January with the Internship Fair and ending in June with the course YRM-21306 (Research Methodology). When you pass this course you finalize the Preparation Phase (for details see Chapter 1).
2. **Internship Phase:** you do research within an ILW context (abroad, or in clear international setting) at your internship place, based on and guided by your Internship Plan and Research Proposal. This Internship Phase can be carried out either in the first half of BIL year-3 (OPTION 1: from September till December) or in the second half of BIL year-3 (OPTION 2: from February till May). The internship report is the end-product of this Internship Phase (for details see Chapter 2).
3. **Completion Phase:** you present your internship experiences, you write your BSc thesis and you participate in several group sessions focused on guiding the writing process. In this Completion Phase all internship experiences and acquired BIL knowledge come together. It follows directly after your internship in either January or June. The BSc thesis is the end-product of this Completion Phase (for details see Chapter 3).

Phase	Activity	Period	BIL year-2						BIL year-3						
			3	4	5	6	☀	1	2	3	4	5	6		
Preparation	Internship Fair		█												
	Where-what-who orientation		█	█											
	Where-what-who definition			█	█										
	YRM-21306 course				█	█									
Internship	Signing the Internship Contract							1			2				
	BSc thesis research							(1)	1	1		2	2		
	Executing the Internship Plan							(1)	1	1		2	2		
	--> Internship report delivery										1			2	
Completion	Thesis writing & sharing experiences										1				2
	--> BSc thesis report delivery											1			2

**Table 1:** Schedule for the three Phases and main activities of the BIL completion (1 for OPTION 1, and 2 for OPTION 2)

## 1. Preparation Phase

The Preparation Phase of your BIL completion is a 6 months period in which you prepare yourself for the Internship Phase and in which you arrange for all the necessary ins and outs. In this phase a lot depends on your own initiative: you explore internship opportunities, you talk and discuss with staff and students, and you finally decide for yourself where you want to go, what you want to do and who will supervise you. Only during the last month of this Preparation Phase you will follow lectures (in the YRM-21306 course), where you are supervised in the elaboration of your Research Proposal and Internship Plan.

This Preparation Phase starts for all second-year students in Period 3 with the Internship & Thesis Fair, and it finishes with passing the YRM-21306 course in Period 6. Table 2 gives an overview of activities, the WU staff involved and your obligations during this Preparation Phase; the details are explained accordingly in the text.

Time	Activity	WU staff involved	What YOU must do!
January	Internship Fair	all WRM/SLM staff	Be there and talk with WRM/SLM staff
January-March	Where-what-who orientation	Study adviser	Do your BIL completion intake <i>before April 1</i>
April-May	Where-what-who definition	future WU supervisor Study adviser	Make appointments, discuss and be pro-active Deliver where-what-who form <i>before June 1</i>
June	YRM-21306 course	WRM/SLM teachers and future WU supervisor	Deliver your Research Proposal Deliver your Internship Plan (2 pages)

**Table 2:** Detailed scheduling of activities and your obligations in the Preparation Phase

### Internship Fair

The Internship & Thesis Fair is an annual event where the BIL completion will be explained, and where WRM and SLM staff present all readily available and potential internship places. This fair offers a unique opportunity for you to talk with staff and start orienting on “**where** to go for Internship, **what** to do and **who** will supervise”. All advertised internship places will also be visible on the BIL portal and on the respective WRM and SLM websites (refreshed just before the fair). Although the Internship Fair greatly facilitates choosing a topic by offering a wide range of vacancies that comply with the requirements of an adequate internship place (see Annex 1 for an overview of requirements), you may also at your own initiative arrange an internship place (for instance look at <http://www.tip.wur.nl> and other websites of organisations active in the land and water domain).

### Where-what-who orientation

After the Internship & Thesis Fair it is important to continue orientating yourself on possible internship places abroad that fit your preferences. During this Preparation Phase it is very important to be pro-active and clarify for yourself what you really want.

**Before the deadline of April 1<sup>st</sup>** you MUST have had a BIL completion intake with your study adviser (Bert Bruins, Astrid van Haren or Didi Stoltenborg). During the intake your specific interest is discussed and advice is given on whom to contact within WRM or SLM as a possible supervisor for your Internship Phase. To emphasize: this intake and the compliance with the deadline are compulsory if you do your BIL completion, even if you have already arranged an internship place, and also when you will leave in February next year (OPTION 2). Hence, make your appointment in time and well before the deadline, particularly also when you need advice or want to brainstorm about possible internship places. The earlier you come for an intake, the more opportunities for an internship are still available. An intake after the deadline of April 1<sup>st</sup> is not possible.

### ***Where-what-who form***

**Before the deadline of June 1<sup>st</sup>** you decide **where** the Internship Phase will take place (you formally decide where to go to), **what** the research topic for the BSc thesis is (not necessarily in detail), and **who** will be your WU supervisor and host supervisor. The WU supervisor should be a staff member of the WRM or SLM group<sup>1</sup>. The host supervisor is the supervisor at your internship place who has to formally agree on supervising you (see Annex 1 again for some details).

Having decided your where-what-who before this deadline has **enormous benefits**, especially during YRM-21306 course where you can write a proposal for your own case. However, experiences learn that often this course comes too soon and the where-what-who is not yet clear, especially for student who are leaving for internship in the second phase. In that case, try to frame and focus your preferred research topic and internship region as much as possible before the 1<sup>st</sup> of June and send in the where-what-who form with the information you have. The *where-what-who form* is provided in Annex 2. Again: invest time and effort to find an adequate internship place and send in the where-what-who form on time to your study adviser.

### ***YRM-21306 course***

With the start of YRM-21306 in June you begin writing two essential documents for your Internship Phase: your Research Proposal and your Internship Plan. This course is jointly organized by YRM (Research Methodology Group) and WRM and SLM. It covers full days during the second half of Period 6 (June and first week of July). This will allow you (if you opt for OPTION 1) to do the Internship Phase and leave abroad after having completed this course (i.e. during the summer holidays) and stay longer in the region of your internship place. The YRM-21306 course consists of a generic 3 ECTS part on research methodologies given by the YRM group (which is finalized with an exam, for details see the Study Guide), as well as a BIL specific part (also 3 ECTS) in which you work on (initial versions of) your Research Proposal and your personal Internship Plan.

#### **a. The Research Proposal**

Under the guidance of teachers from WRM and SLM you learn to develop and write your Research Proposal. You follow interactive practical lectures, you give and receive feedback, and you present your progress, thus constantly improving your proposal. This learning process basically addresses three fundamental parts of the proposal: (1) introduction and problem description; (2) objective and research questions; and (3) data collection methods and planning. Concerning the Research Proposal that you write during the YRM-21306 course there are three possible scenarios:

1. You have your where-what-who clearly defined and confirmed, so you can actually write a first draft of the Research Proposal that you will use in the Internship Phase. During these weeks of writing you are expected to have contact with your WU supervisor (and if needed host supervisor) concerning the content and adequate direction or focus of the research.
2. Your internship place and topic are not yet defined and confirmed, but you have a clear idea of what you

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<sup>1</sup> Only in exceptional cases, when your internship supervisor from WUR and your study adviser approve, is it possible to choose a supervisor from another chair group, and/or opt for a dual supervision (one WRM/SLM staff + one staff member of another chair group)

want and where you would like to go to (as explained before you have framed and focused your preferred research). In this case you write a proposal which is as much as possible a proxy for the research you want to do, including background information, doable research questions, etc. but you will have no support from a WU-supervisor.

3. You have no clear idea, the internship is still far away, and you are undecided: in this case the course coordinators offer you a fictitious topic on which you have to work and for which you will write a Research Proposal. In this case you practice on how to write a proposal which will benefit you once you start writing later in the year on your real Research Proposal.

#### **b. The Internship Plan**

Next to doing research, your internship is also meant to experience the international, interdisciplinary and intercultural nature of your BIL study while working within a professional organization. During your stay abroad you will obtain professional experience (ILW in practice) and personal experience (own performance); in your Internship Plan you describe how you plan to do this and what you would like to learn while working at your internship place. This will serve later as input for your internship report and will also help you in defining your future learning path. In the YRM-21306 course you make your Internship Plan by developing initial ideas concerning the professional and personal learning objectives, each on not more than one page (later – before leaving abroad – you must give more details).

- *Professional learning objectives*

Your professional learning objectives must be different from your BSc research topic and describe what else you want to learn during your internship about the ILW domain. These professional learning objectives can be achieved at your internship place (e.g. by means of field visits, interviews with experts, etc.), but also during visits to other projects, organisations or research programmes. Annex 3 provides examples of professional learning objectives and related questions.

- *Personal learning objectives*

Your personal learning objectives describe what you would like to learn during the internship concerning your own performance and attitude in a different cultural setting and being abroad for a long period. A language course can be planned in your internship, and learning a foreign language can be one of your personal learning objectives. Annex 4 provides examples of personal learning objectives.

#### **c. Your mark for YRM-21306**

You will pass the YRM-21306 course when you have obtained a minimum mark of 5.5 for the exam **AND** when you have obtained a minimum mark of 5.5 for your Research Proposal **AND** when you have delivered your Internship Plan by the end of the YRM course. Concerning the mark for your Research Proposal please take notice of the following points:

- Your participation in the course and your presentations have a strong influence on your mark;
- If you don't pass the minimum mark of 5.5 you have till September 1<sup>st</sup> to re-send your improved Research Proposal for grading by the teachers of the course;
- Research Proposals delivered after September 1<sup>st</sup> will not be considered for grading anymore, meaning that you will have to do the course again next year and cannot leave for internship.

#### ***Some additional information!***

Finally, depending on the country where you perform your Internship and on the time you will leave (OPTION 1 or 2) you should use this Preparation Phase to start arranging for visa, possible permits for travel or employment, vaccinations, (health) insurances, and air tickets. Do this as soon as you know your destination country and before leaving please scan for possible negative travel advice for specific countries or regions.

### **Health risk course**

When you do your internship in a tropical country, we highly recommend you to follow the course ENT-50303 "Analysis and prevention of health risks in the tropics". An additional advantage of following this course is that you can get financial support **for travel and vaccination expenses** via the Wageningen University Travel Funding Regulation, after completing this course (and fulfilling a number of other conditions). The course is offered twice annually, in period 3 and 6, and attendance to the lectures is mandatory. Please note that this course is not included in the regular BIL programme and should be followed on your own initiative at your convenient time!

### **Financial aspects**

- a. In general no salary is paid by the organization which offers the opportunity for an Internship.
- b. WU Travel Funding can be applied for at the Student Service Center:  
<http://www.wageningenur.nl/en/Education-Programmes/Current-Students/Travel-Funding.htm>
- c. The full Travel Funding Regulation, can be found in Annex VIII of the Student Charter:  
<http://www.wageningenur.nl/en/Education-Programmes/Current-Students/Student-Charter-20122013.htm>
- d. The student public travel card (OV-jaarkaart) can be blocked for the period of the Internship. It is advisable to inform yourself on time: <http://www.studentenreisproduct.nl/checklist/stopzetten/>
- e. Students going abroad whilst studying at WU are obliged to take the collective travel assurance paid for by Wageningen University. Students have to apply for the travel assurance at the SSC desk. Please check: <https://www.intranet.wur.nl/nl/services/voorzieningen/reizen/dienstreizen/Pages/ESG-dienstreizen.aspx>
- f. According to the Student Charter (Chapter 8) the chair group (WRM or SLM) pays the expenses for three photocopies of the BSc thesis report.

## **2. Internship phase**

The Internship Phase is a supervised practical working experience in a professional ILW setting that enables you to experience the international, interdisciplinary and intercultural nature of the ILW domain, as well as its complexity. During this Internship Phase you are expected to use and apply the knowledge and skills acquired during your study, but you also acquire and develop new knowledge, skills and insights by doing research on a specific topic, and by working on your professional and personal learning objectives.

The Internship Phase has a total duration of approximately 3,5 months, varying from a minimum required of 3 months abroad to a maximum possible stay of 5,5 months abroad if you leave in July directly after finishing the YRM-21306 course (OPTION 1). In this phase you primarily work on your BSc thesis research according to your Research Proposal, as well as on attaining the professional and personal learning objectives defined in your Internship Plan. **Both your Research Proposal and Internship Plan should therefore be approved by your WU supervisor**, and are annexed to your Internship Contract. This Internship Phase is finalized with the delivery (sending in) of your internship report. Table 3 gives an overview of the scheduling of activities, the WU staff involved and your obligations during this Internship Phase; details are explained accordingly in the text.

<b>Time</b>	<b>Activity</b>	<b>Staff involved</b>	<b>What YOU must do!</b>
1. July/August 2. January	Signing the Internship Contract	WU supervisor	Sign your Internship Contract and annex your approved Research Proposal and Internship Plan
Permanently	BSc thesis research	Host supervisor + WU supervisor	Adapt your Research Proposal to local situation Regularly discuss progress and findings of research Send in updates and mid-term progress report
Permanently	Executing the Internship Plan	WU supervisor + host supervisor	Write regular updates of your internship report Send in Internship Report to your WU supervisor

**Table 3:** Detailed scheduling of activities and your obligations in the Internship Phase (1 for OPTION 1, and 2 for OPTION 2)

### **The Internship Contract**

Before actually leaving abroad, **your WU supervisor must sign your Internship Contract and approve both your Research Proposal and your Internship Plan.** This is very important, so discuss very well with your WU supervisor when you want to leave and plan meetings accordingly to get his/her signature on your Internship Contract. Especially if you want to leave for internship directly after finalizing the YRM course, you will have little time to finish final versions of your Research Proposal and Internship Plan; moreover, during the months of July and August (but also in other months) staff is often out-of-office. So plan and coordinate well!

→ **Concerning the Research Proposal:**

Your WU supervisor is responsible for checking the quality and feasibility of your Research Proposal. Only in exceptional cases is the proposal written during the YRM-21306 course also the definite Research Proposal: you always have to invest time before leaving abroad to fine-tune (or in some cases still completely write) your research Proposal, and this version **MUST** be approved by your host supervisor. Again, even if your initial Research Proposal might have passed the YRM-21306 course (you obtained a mark higher than 5.5), it is possible that your WU supervisor still requires certain adaptations of your Research Proposal. This is the main reason for the need to contact your WU supervisor (again) at least one month before you leave for internship, in order to start (re-)writing and be sure of the right focus of your proposal. ***Your WU supervisor must approve your Research Proposal before you leave!***

→ **Concerning the Internship Plan:**

During the YRM-21306 course you have made already your Internship Plan, which now must be turned into a final Internship Plan. This final version contains a detailed 'where-what-who' description, an overview of other projects, institutions or organizations you are planning to visit to attain your professional (ILW) learning objectives, and an elaborated version of your personal and professional learning objectives (see Annex 3 and 4). **Your WU supervisor must approve your Internship Plan before you leave!**

→ **Concerning the Internship Contract:**

A final task you will have to complete before leaving - say two weeks before, depending also on the availability of your WU supervisor - is to fill out your Internship Contract. This two-page contract provides details on how the supervision is organised (role of WU and host supervisor), what is expected from you (e.g. frequency of updates) and several other aspects such as the language and length of the BSc thesis, confidentiality of data, etc. (see format in Annex 6). While making up this contract it is of course essential to make good agreements with your host supervisor concerning supervision, logistic support, housing, etc. This must be included in the contract, and **your host supervisor must also sign the contract before you leave.** Finally, the contract is signed by yourself, your WU supervisor and your study advisor (see box below!).

***Another prerequisite before leaving abroad!***

In order to be allowed by your study advisor to leave abroad for internship you **MUST** have obtained at least 102 ECTS of study credits, and have passed all first year courses. This criterion will be met if the compulsory part of the BIL program is taken and passed. This will be checked by your study advisor before signing the contract, and failing to comply with this prerequisite will result in the postponement of your internship!

***BSc thesis research***

Then finally you can leave for internship and start your research! However, experiences show that even the Research Proposal approved by your supervisors will often change once arrived at the internship place and after having visited the research area and discussed with the host supervisor. Sometimes these concern minor changes or fine-tuning, but it might occur that the local situation is so different than you expected that you have to rewrite parts of your Research Proposal. An adapted version of your Research Proposal is thus written during the Internship Phase, and must be delivered within several weeks after having started the internship abroad. Exact planning for delivering this adapted (final) version should be done with your WU supervisor.

Concerning the BSc thesis research itself (data collection and analysis), we strongly recommend you to keep your WU supervisor regularly informed about your progress and possible changes or difficulties in the research, and ask for feedback and assistance if needed. This will assure adequate supervision concerning the direction and focus of the research. **It is good practice to send at least one mid-term progress report to the WU supervisor** in which you report about the activities of the past time and the planned activities for the coming weeks (see Annex 5 for a format). Hence, make good arrangements with your WU supervisor before leaving Wageningen. When problems occur that may hamper the research, inform your WU supervisor immediately.

We strongly recommend starting data analysis and actual writing of the BSc thesis (especially the often easier-to-write sections concerning the introduction and the methodology) already during your Internship Phase. It is good practice – and in some cases even required – to hand-in to your host supervisor a first draft version of your report, or the results, data or recommendations that emanate from your research. You should discuss such expectations or requirements very well at the start of your stay. In any case you must close your stay with your host organisation by giving a presentation on what you learnt, or what results and suggestions/recommendations emerged from your research (and internship in general). Your WU supervisor will always send the host organization a copy of your final thesis report when completed.

Furthermore, in the first week of the Completion Phase you must already present an overview of the Table of Content of your BSc thesis, as well as your main findings (see Chapter 3), so it is really important to start on time with data analysis and writing, and not wait till you are back in Wageningen!

### ***Executing the Internship Plan***

Concerning your Internship Plan (i.e. attaining your professional and personal learning objectives) we strongly recommend to regularly work on your Internship Report during your stay abroad! The best way to do this is to write every month (or after every interesting visit or event) an update of your findings and the professional and personal learning objectives. The Internship Report is basically an overview of your internship activities (i.e. in the form of a weekly diary) and analysis of / reflection on both the learning objectives. In order to get inspired we recommend you to take note of previous internship reports (ask a teacher to provide these). The report has a maximal length of 5000 words and contains:

- (1) an overview of all internship activities (e.g. organizations visited, work that you carried out)
- (2) analysis of the professional learning objectives
- (3) reflection on your personal learning objectives
- (4) conclusions concerning your own career development path (choice of minor and future MSc, future job you consider adequate for yourself, etc.).

See Annex 7 for a format for the Internship Report. Your Internship Report is the official written end product of the YEI-70318 course, which you will pass once your Internship Report is approved by your WU supervisor. Try finishing the Internship Report before starting the Completion Phase. Please agree with your WU supervisor when to deliver a nice final version of the Internship Report for grading!

### ***Final remark!***

When you participate in the sessions of the Completion Phase we advise you to return on time, i.e. about 2 weeks before the start of the first session of the Completion Phase (the back-from-internship-session). Based on previous experiences we know that you need this time to catch up with your friends and family and make a fresh start for the Completion Phase! This implies that when you undertake your Internship Phase in the first half year (OPTION 1) you return just before Christmas (or earlier); if you opt for the second slot (OPTION 2) you must be back end of May (please check when the first session starts and plan your return ticket accordingly).

### 3. Completion Phase

The main activity in the Completion Phase is the writing of your BSc thesis report: you integrate and digest all your experiences (both from the internship and from previously obtained knowledge on ILW management), you analyse all your remaining data, and you finish your BSc thesis report. During this process, your WU supervisor is your direct contact person with respect to issues related to data analysis and the content and quality of the thesis report; he/she will also grade your final report. It is therefore important to keep in touch with your WU supervisor: make appointments to discuss your results, fix deadlines for sending in draft versions of your report, ask for feedback when needed, make agreements on the length of the report, etc. Good communication and agreements between you and your WU supervisor are completely your own responsibility, and will enormously increase the chance of finishing your report on time! Also note that your WU supervisor has reserved time to supervise you in this period; therefore, comply with deadlines and agreements.

In order to help you in the writing process and in finishing your BSc thesis on time, you can participate in January or June in the **YEI-80812 writing sessions**. These consist of two assignments that help you improve your writing skills by giving and getting feedback from other students, and – most important! – that stimulate you to keep on writing and finishing on time. The completion Phase is therefore an intensive period of writing, but is also fun because you do it together with your fellow students who all struggle with the same problems and have the same challenge of finishing the BSc thesis before the summer break or next period. You can find several documents in the annex that will help you in writing and finishing your thesis in time. These are as follows:

- **Annex 9: BIL internship assessment form.** These are the subjects you will be assessed on, which you can also find in more detail in **annex 14, the BIL thesis assessment rubric**. This will be used by your WUR supervisor to grade your internship and thesis report.
- **Annex 10: Host supervisor evaluation criteria.** This form you can have filled in by your supervisor from your host organisation at the end of your stay. This form will be used by your WUR supervisor to grade the internship. The same form is available in Spanish in **Annex 11: Host supervisor evaluation criteria in Spanish**.
- **Annex 12: Template of a BSc thesis cover page for SLM theses** and **annex 13: Template of a BSc thesis cover page for WRM theses** contain standard formats for thesis title pages of the two respective chair groups. Please use this format for your thesis report.

*Participating in the YEI-80812 writing sessions has enormous added value, and although it is not compulsory, we highly recommend you to join these sessions and as such avoid delay in your study. Furthermore, your participation in these sessions will be graded by the course coordinators and be part of the BSc thesis mark; if you participate actively this will have a positive influence on your final mark (see also table 5 on next page).*

The activities and assignments in the Completion Phase are the following:

#### **Week 1:**

- *Back-from-internship session:* To share internship experiences and present to what extent you have achieved your professional and personal learning objectives.
- *BSc thesis writing session:* With a lecture on BSc thesis writing, an explanation of the assignments for this month, and an evaluation of your research progress and how to finish your BSc thesis within this month.
- *Assignment 1:* To structure your BSc thesis report and to stimulate you to already focus on new insights or findings resulting from your research. This will be reviewed by your group members for feedback.

#### **Week 2:**

- *Feedback Session Assignment 1:* In groups of 4-5 you give feedback to the other group members' assignment and you receive feedback on yours.
- *Assignment 2:* To improve your writing skills and learn from the course coordinators and from your fellow students how you could improve.

**Week 3:**

- *Feedback Session Assignment 2.* In the same groups of four you discuss the peer-reviews made for each group member, focusing on the writing skills rather than on the content of the text.

**Week 4:**

- *BSc thesis presentations.* In groups of 4-6 you present a complete overview of your final BSc thesis, and you receive oral feedback from the audience and - if present - from your WU supervisor.
- *BSc thesis report delivery.* You send your final report by email to your WU supervisor.

**Final remarks about the grading of your work!**

For both the BSc internship course (YEI-70318) and the BSc thesis course (YEI-80812) you will receive a mark, based on the respective assessment forms (see annexes 8 and 9!). The table below shows some of the criteria of these assessment forms and who is responsible for grading.

<b>Criteria for grading BSc internship</b>	<b>Graded by</b>
1 Your capability to work in an international ILW context and organization, your performance and working attitude within the host organization (team work, functioning in an international intercultural team)), as well as the satisfactory fulfilment of tasks and assignments given to you by the host supervisor	Host supervisor
2 The extent to which the professional learning objectives have been achieved	WU supervisor
3 The extent to which the personal learning objectives have been achieved	WU supervisor
4 The quality of the internship report (in style, structure, presentation and English grammar)	WU supervisor
5 Conclusions concerning your own career development path (motivating personal interest, choice of minor and future MSc and specialisation )	WU supervisor
<b>Criteria for grading BSc thesis</b>	<b>Graded by</b>
1 Your capability to analyse/synthesise and interpret data, integrate ILW knowledge, discuss results and formulate clear conclusions & recommendations, as well as your commitment, perseverance, time management and independence in executing and performing research	WU supervisor
2 Quality of your BSc thesis report (in style, structure, presentation and English grammar)	WU supervisor
3 Quality of your final presentation and defence of the thesis (if done)	Course coordinator
4 Your participation and contributions in the group sessions (if done)	Course coordinator

**Table 5:** *Criteria for grading BSc internship and BSc thesis courses*

Once finished the BIL completion, you must send in a digital version (in PDF) of your BSc thesis and your internship report to (1) your WU supervisor, (2) your host supervisor, and (3) the secretary of either WRM or SLM. Your WU supervisor is responsible for registration of the marks, and will do so only after the required reports (in PDF) have been sent in. Furthermore, your Chairgroup might ask you to hand in two hardcopies of your BSc thesis: one for the WU supervisor and the other one for the Chairgroup's archive.

## **Annex 1: Requirements for an Adequate Internship Place**

The Internship Phase of your BIL completion can be hosted by any organization or project that works on topics related to ILWM: commercial companies, consultancy firms, NGOs abroad or in the Netherlands, governmental organizations, MFOs (Mede-Financierings Organisaties like Oxfam Novib or ICCO), and intergovernmental or multilateral organizations. In your “where-what-who form” (see Annex 2) you have to describe how your host organization fulfills the following requirements.

*The host organization must:*

- Perform ongoing activities related to International Land and Water Management;
- Be located abroad or operate in a clearly international setting (e.g. the international branch of a Dutch consultancy firm)
- Have an organizational structure (i.e. it cannot be a one-man’s company or a PhD researcher)
- Be willing and able to assist you with local logistics, e.g. local transportation, a workspace (i.e. a desk in the organization’s office), an introduction to the study area and people that may help you (e.g. interpreters, key informants)

*The host supervisor must:*

- Have an MSc degree or higher (preferably in a field relevant to ILWM)
- Be able and willing to supervise you, especially during the BSc thesis research

*Furthermore (and very important!):* There must be a possibility to pay visits to other projects, organizations, etc. active in the ILWM domain, where you can fulfill the professional learning objectives as formulated in your Internship Plan.

## Annex 2: Where-what-who form

Full name: \_\_\_\_\_  
Student number: \_\_\_\_\_  
Date (dd-mm-yyyy): \_\_\_\_ - \_\_\_\_ - \_\_\_\_  
Study adviser: \_\_\_\_\_  
Study progress: \_\_\_\_\_ ECTS obtained so far.

### 1. Where

Name of host organization: \_\_\_\_\_  
Location (city/village, country): \_\_\_\_\_  
Describe the host organization and how it complies with the requirements formulated in Annex 1:

\_\_\_\_\_  
\_\_\_\_\_

### 2. What

Briefly describe your thesis objective or main research question and how this relates to (or fits in) the host organization's aims and activities

\_\_\_\_\_  
\_\_\_\_\_

### 3. Who

Name of WU supervisor: \_\_\_\_\_  
Chair group of WU supervisor: \_\_\_\_\_  
Name of host supervisor: \_\_\_\_\_

## Annex 3: Duties and benefits for the host organization of an internship

**The following letter can be sent to your intership hosts, to clarify the duties and benefits of hosting a BSc student International Land and Water Management for their internship and thesis.**

-----  
**The internship of the Bachelor programme International Land and Water Management**

**- Wageningen University, the Netherlands -**

### **Duties and benefits for the host organization of an internship**

#### ***Our BSc programme and the internship***

The aim of this information paper is to explain what we (Wageningen University teachers involved in the BSc programme International Land and Water Management) expect from a host organization that receives one of our internship students, and what the host organization can expect from us and from the student.

The BSc programme International Land and Water Management (BIL) at Wageningen University (WU) is a 3-years study programme that prepares students to work on technical and socioeconomic aspects of land and water management. It provides students with knowledge to develop land and water management plans, often in collaboration with stakeholders. BIL is therefore a typical interdisciplinary study programme.

Because of its international scope, we find it important that students get first-hand experience with working **abroad in a professional organisation**. Therefore, within the third year of the BIL an internship is compulsory. The aim of the internship is that the student experiences the international, interdisciplinary and intercultural nature of International Land and Water Management, as well as its complexity. The student is expected to use and apply the knowledge and skills acquired during the study, but also to acquire and develop new knowledge, skills and insights by doing (guided) research on a specific topic and that will **result in a BSc thesis**.

#### ***Ins and outs of the internship***

The Internship has a total duration of approximately 3.5 months. Most of the time (about 75%) should be spent on (guided) research within the host organization. Furthermore, given that we want students to experience the broadness and complexity of development issues, we want them to work on some professional learning objectives that help them to define their future career. This means that, next to the focus on the BSc thesis research, the student will have to **participate in some of the daily activities of the host organization**, and **visit some other organizations in the region** to broaden the experience.

For the organization that hosts one of our internship students there are several benefits. Most important: the student will carry out research on a specific topic set by, and for the benefit of, the host organization. All the ins and outs of this research, as well as related activities, will be defined before the students leaves the Netherlands for the internship. This is done in close collaboration between the host organization, the Wageningen University supervisor and the student.

The student will give an oral presentation about his internship and main research findings before returning to the Netherlands. The BSc thesis will be finalized here in Wageningen and sent to the host organization. Next to these

tangible outputs, the student will contribute his/her knowledge on land and water management issues, and might be very eager to participate and contribute to the host organization's on-going projects.

### ***Supervision and expectations***

Supervision during the internship period is the most important request to the host organization. This refers particularly to the supervision of the BSc thesis research. Prior to the arrival of the student there will be an exchange of ideas about the objectives and research questions, the methodology, etc. During the internship, also practical assistance is often needed: in finding affordable accommodation (either with a host family or independently), means of transportation, and interpreters and enumerators if necessary. Other specific expectations are:

- To assist in arranging (and covering the costs of) transportation to research sites, interpreters, etc.;
- To provide the student a working place (most students can bring their own laptop);
- To give feedback to the student in all phases of the internship, so that the intern can learn most from it;
- To clearly communicate your expectations to the student;
- To help the student to get in touch with other organizations in the region;
- To assess the student's performance (a short questionnaire to be filled out after the internship).

In general, hosting a BIL student from our programme of International Land and Water Management does not imply major costs: students will pay for their own travel, food and accommodation, and they do not expect to be paid any internship allowance or remuneration. The research itself will have to be financed by the host organization, but as stated before the host organization defines the topic and research objectives and should make sure that the research is to the benefit of the organization's goals.

### ***Concluding remarks***

In our decades-long experience with these internships we can only conclude that hosting a BIL student is often an enriching experience for the host organization, and of mutual benefit. It has also often shown to be the start of an enduring collaboration between Wageningen University and the host organization, leading to the exchange MSc and PhD students and the participation in projects. A truly enriching experience indeed!

### ***Two examples of an internship!***

In order to illustrate what an internship could look like for an average BIL student, we present two brief descriptions of exemplary internships.

#### ***Internship student Chris de Bont***

Chris de Bont did her internship with the the National Agriculture and Environmental Forum (NAEF) in Nepal. She conducted a study on the adoption and diffusion of small, mostly Chinese made, irrigation pumps and locally produced plastic lay-flat pipes (LFP) in Rupandehi district. Apart from a literature study, Chris conducted field work in March and April; she mapped the spread of the pumps and then took 125 interviews (103 with farmers, 10 with dealers, 8 with government officials, 3 with NGO-staff and 1 with a researcher). At the end of her stay in Nepal she presented her findings for validation purposes. In order to broaden her experience in the field of irrigation and water management, Chris visited two development projects in Nepal; in both projects she stayed for one week and participated in the daily activities. After her return to Wageningen she wrote her thesis.

#### ***Internship student Jasper van der Woude***

Jasper did his internship in with the Pachamama Raymi project in Peru. This project had carried out a post-disaster development project after the earthquake in Ica (in 2007). Jasper conducted an evaluation of this project to assess adoption rates among 145 participants. He found that in general a majority of the participants in the competitions of Pachamama Raymi still continues to practice most of the introduced innovations, including terraces for soil and water conservation. He concluded however that the project had been too short to guarantee sustained adoption. Jasper stayed for 3 months in Peru and made several trips to the communities together with a translator of the project. Next to the fieldwork for his BSc thesis report, Jasper paid several visits to Cuzco where he participated in

the daily activities of the Dexcel (an international NGO) and Pronamachcs (a Peruvian national extension programme). He presented the results of his research and recommendations for the project just before returning to Wageningen and finished his report once back.

## Annex 4: Professional Learning Objectives

The professional learning objectives define what you want to learn during the Internship Phase about certain aspects of the ILW domain. These professional learning objectives should be addressed during your Internship Phase, based on your experiences with the host organisation and the ILW issues pertaining to the internship place. Furthermore, you are required to also visit other projects, organisations or research programmes during the Internship Phase, in order to enrich your professional learning experience. The defined professional learning objectives can guide these visits and challenge you to investigate and reflect on these (personally defined) aspects of the ILW domain. **Please make sure that the professional learning objectives are different from the topic of your BSc thesis research:** they are meant to also learn more about other BIL topics! You formulate at least three professional learning objectives, according to the following format:

### *Topic*

In one sentence or a few key words, you describe the issue or topic you want to learn more about. It should be an issue or topic from the ILW domain about which you would like to learn more during your Internship (preferably not related to your BSc thesis topic!). Some examples of topics are: silting problems in drip irrigation; the practice of irrigation system O&M; cultural aspects of land management; farmer participation; flow measurements; erosion measurements; relations between upstream and downstream water users; land rights; food security and water rights; irrigation system design; relation between erosion measures and slope; farmers' perceptions of land and water problems; strategies to communicate with land users; etc.

### *Starting knowledge*

Here you summarize briefly (max. 100 words) what you already know about the topic. You may make references to literature, but this is not a requirement.

### *Professional learning objective or question*

This is the goal you want to attain when learning more about the topic during your Internship. It is important to be specific and limit the objective in such a way that you can achieve it (or can gather enough information) during your Internship Phase. It is often very helpful to formulate one or more questions instead of (or next to) the specific objective.

### *Ideas for achieving the objective*

Here you list the ways in which you think you will achieve your learning objectives. Many opportunities to achieve your learning objectives will come unexpected during your internship; however, it will help you to think about these opportunities beforehand so that you are better focused on your professional learning objectives during the internship. At this place you should also mention other projects or organizations you would like to visit during your Internship Phase.

### ***An example (more examples will be given during the YRM 21306 course)***

Topic: Participatory Planning

Starting knowledge: 'Participation' means that resource users (e.g. farmers, golf course owners) are consulted and given decision-making powers. This can take place during several stages of the planning cycle: problem identification, priority setting, selection and design of solutions, implementation, evaluation and monitoring. Although many organizations pay lip service to the concept, it often is not applied that well in reality.

Professional learning objective or question: To what extent is the planning of project activities done in a participatory way, and what are the observed constraints?

Ideas for achieving the objective: I will gather the information mainly through observations and informal interviews. Within Caritas-Cuzco I will ask my colleagues about their experiences with participatory planning. Furthermore I will

join project planning meetings with local farmers and ask local farmers about their experiences with developments projects. Finally, I will visit also the Pachamama Raymi project, participate in their field activities and talk with their staff. If possible, but not yet confirmed, I will join extension workers of the Governmental organization Pronamachcs during their visits to local communities.

## Annex 5: Personal Learning Objectives

During your internship, you will find out many things about yourself: how you cope with a new situation, how you react to being submerged in another culture, how you function within your host organization, etc. You will also (further) develop personal skills, often without realizing it. As with the professional learning objectives, you can get even more out of it by consciously reflecting on your experiences and behavior, by taking time to sit down and write about it. Personal learning objectives are meant to facilitate this process, to guide your reflective learning process. You formulate at least three personal learning objectives according to following format:

### *Topic*

In one sentence or a few key words, you describe an aspect of your own person (beliefs, attitudes, behavior, skills) that you want to find out more about or want to improve upon in the context of your internship. Some examples are: personal functioning in a foreign culture; self-discipline and planning for large assignments; pro-active professional attitude; professionally working in a team; inventiveness and creativity in solving problems in unexpected situations; dealing with the language barrier; learning Spanish/Arabic/Swahili; differences between expat vs. local professionals; the kind of ILWM job that would fit me; communication skills; etc.

### *Starting position*

Here you describe briefly (max. 100 words) where you are now. If the learning objective concerns beliefs or attitudes, you describe your current beliefs and attitudes in as much detail as possible, so that you can see exactly if and how these beliefs and attitudes are challenged and perhaps transformed during the internship. If it concerns behavior or skills, you indicate as precisely as possible to what extent you already possess the skill / show the behavior you see as desirable. A helpful tool you can use here is the scale of competence. At the bottom of this scale, (level 1) you describe what it is like if someone has no competence at all on this topic; at the top (level 6) you describe what it is like when someone is perfectly competent. You then fill in the steps in between; step 3 should be just insufficient and step 4 just sufficient. After filling in all the steps of the scale, you indicate the level at which you think you are now, providing arguments or examples to explain this (see also Example 1 below).

### *Specific learning objective*

The personal learning objective should be specific, so that you can assess your progress on the topic. It should be personal, so start with "I". For example: "I want to be able to find creative solutions when I encounter unexpected problems". If you are using the scale of competence, you can indicate the level on the scale that you want to attain during your internship period. Your objectives should be attainable within you Internship Phase; you cannot expect to change yourself completely within 3,5 months.

### *Ideas for achieving the objective*

Here you list the ways in which you think you will achieve your personal learning objectives. Many opportunities will come unexpected during your internship; however, it will help you to think about these opportunities beforehand so that you are focused on your learning objectives during the internship.

### ***Personal Learning Objective Example 1***

Topic: Intercultural communication

Starting position: To indicate my starting position, I use the scale of competence (see below). I think that my current level of skill in intercultural communication is 2. I have heard many stories about misunderstandings when people go abroad, and I know theoretically that this can be caused by cultural differences. But because I have never really been submerged myself in a new cultural context, I have not been able to reflect upon my own experiences with intercultural communication.

*Competence scale for intercultural communication*

Level 6: Meticulously observes all intercultural encounters and reflects on them carefully; asks members of the foreign culture for feedback and explanations. Continuously experiments with and improves upon ways of communication.

Level 5: Consciously observes what is going on during most intercultural encounters; often experiments with and improves upon ways of communication; reflects on these experiments.

Level 4: Reflects on both good and bad experiences of intercultural communication; Occasionally experiments with new forms of communicating.

Level 3: Occasionally reflects on experiences of miscommunication as being possibly caused by cultural differences; recognizes patterns in the way members of the 'other' culture communicates; does not act upon these observations.

Level 2: Knows that miscommunications can be attributed to cultural differences; Does however not apply this knowledge to real life situations and does not reflect on intercultural encounters as such.

Level 1: Does not realize that there is a difference in culture that could cause misunderstandings; Blames the other party for all miscommunication; Never reflects on intercultural encounters as such.

Specific learning objective: I want to learn how to observe well in intercultural encounters and to occasionally experiment with new ways of communicating. In terms of the competence scale, I want to reach level 4 by the end of my Internship Phase.

Ideas for achieving the objective:

- Search the internet for tips on observation of other cultures;
- Write a detailed analysis of at least three intercultural encounters;
- Design a number of concrete communication experiments/try-outs and reflect on the result.

### ***Personal Learning Objective Example 2***

Topic: The kind of ILWM job that would fit me

Starting position: I am a creative person, but not very orderly. I also like to work in a team and talk to as many people as possible about my plans and projects. I was born on a farm, which is perhaps the reason that I always want to see a strong link between my job and the practical consequences of my work. The problem is that I really don't know what kind of jobs there are in ILWM, so how these traits relate to a possible future job is something to find out during my internship.

Specific learning objective: I want to find out what kinds of different jobs there are in the field of ILWM, and which kind of job would fit me.

Ideas for achieving the objective:

- Talking to as many colleagues as possible about their activities and what they like and dislike about their job;
- Visiting some other ILWM organizations/projects and ask the same to the professionals I meet there. Specifically I am planning to visit the organizations Pachamama Raymi and Pronamachcs, but I will also try to talk to other expats living in Cuzco and discuss with them.
- Asking colleagues to take me with them on their job for a day

**Annex 6: Internship Contract (version 2018)**

## Internship Contract 2018

### 1. General info<sup>2</sup>

Student particulars	
Last name	
Name	
Registration number	
Study program	
Phone number	

Internship planning		
Country + region		
Date of departure		
Date of return		
Exact period of stay at the internship	From:	Until:

Travel permission	
Travel advise (colour code) by Ministry of Foreign Affairs upon departure:	
In case of code yellow: have you obtained travel permission from the director of ESG?	
* Please include the travel permission as an annex to this document.	

Contact in case of emergency	
Name	
Related to you as:	
Street + house nr.	
Postal code	
City	
Phone number	
Email	

Wageningen University supervisor	
Name	

<sup>2</sup> Please send a copy of this table and annex in Microsoft Word (.doc) to [bil.bsc@wur.nl](mailto:bil.bsc@wur.nl). We keep a record of all students abroad for safety purposes. Send it digitally so we can copy-paste it into our system. A PDF-document doesn't work!

Chair group	
-------------	--

Host supervisor	
Name	
Institution	
Address (street + nr)	
Postal code	
City	
Country	
Phone number	
Email	

**2 Role of the WU supervisor**

*Please state all agreements made, particularly concerning responsibilities, supervision, communication and evaluation. Also provide here the agreed deadline for sending in the mid-term report (see Annex 5)*

.....

.....

.....

.....

.....

.....

.....

.....

**3 Role of the host supervisor**

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

.....

.....

.....

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.....

.....

.....

.....

**4 Report**

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

.....

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.....

.....

.....

.....

**5 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.*

.....  
.....  
.....  
.....  
.....  
.....  
.....

**7 Signing the agreement**

Student                      WU Supervisor                      Host supervisor                      Study advisor

.....                      .....                      .....                      .....

.....                      .....                      .....                      .....  
*Both supervisors confirm approval of Research  
Internship Plan*                      *Confirms the Proposal  
compliance with the  
102ECTS requirement  
and having passed all  
first year courses.*

Date                      Date                      Date                      Date

.....                      .....                      .....                      .....

## **Annex 7: Format for the mid-term report**

The mid-term report is meant to inform your WU supervisor about the progress of your research and internship activities. In the internship contract you have agreed on the deadline to send in this mid-term report, please comply with this deadline. The suggested points to be taken into account in your mid-term report are as follows:

- Short overview of activities carried out so far
- Progress concerning your BSc research (explain well, also mention possible problems)
- Progress concerning your Internship (to what extent are your goals already attained)
- Working conditions at the host institute (also supervision)
- Problems or important points that your WU supervisor should discuss with the host supervisor
- Planning for the second half of your internship

## **Annex 8: Format for Internship Report**

The main part of the internship report should be the reflection on your personal and professional learning objectives. The internship report should be short and concise, with a maximum of 5000 words. It speaks for itself that you provide the report with a cover page (including the internship title, the date, your name, the names of your supervisors, and the course code (YEI-70318)), clear lay-out and headings, page numbering, and a table of contents. The internship report contains the following sections:

### *1. Introduction*

In the Introduction, you give general information on your internship: when and where you did it (the country, region, the host organization), what activities you have undertaken and why, and who your supervisors were. You also summarize the different tasks that you have performed and describe the extra organizations or projects that you have visited.

### *2. Professional learning objectives*

Here you reflect on the Professional Learning Objectives that you specified in your Internship Plan. Making use of the notes you have taken regularly during the internship, you reflect on each learning objective. In this reflection, you show to what extent you have reached the objective and how you have achieved this. Make sure that the reflection is a well-structured whole with a head and a tail that clearly gets your message across. The nature of the reflection depends, of course, on the topic, but the quality of your reflection can be increased by including the following elements:

- Describe the situations that were related to the learning objective
- Explain your role in these situations: what did you do, feel, think, etc.?
- Explain how others reacted to you and how you reacted to them.
- Reflect on your reactions: do you think they were appropriate, would you (like to) react differently now, have your reactions changed during the internship?
- Distill a general picture from the examples you have given: What did you learn from this collection of experiences with regard to your learning objectives? To what extent have you attained the objective?
- Connect what you have learned with what you want to learn in the future

### *3. Personal learning objectives*

Here you reflect on the Personal Learning Objectives that you specified in your Internship Plan. The guidelines are the same as for the Professional Learning Objectives.

### *4. Future education and career*

After having looked back upon your internship, it is time to look forward: what are you going to do next? Perhaps you still have to choose some courses to finish your BSc programme – what courses or minor do you want to choose? 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? Would you like to work abroad or rather find a job in your own country? What implications does this have for choosing an MSc programme? 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.

## Annex 9: BIL internship assessment form

BIL internship assessment form (Wageningen University)			
Complete the single lined fields (use decimal point or comma, depending on the language setting)			
Name student			
Registration number			
Course code internship	YE-70318		
Short title internship			
Date internship contract			
Date examination			
Supervising chair group (code)			
Name WU supervisor			
Name host supervisor			
Name and address of host organisation			
Name and signature examiner internship			
		Grading Mark 1-10	Relative weight *
<b>A Professional skills (50%)</b>			50%
1 Initiative and creativity			0.0
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 Land and Water management issues			
7 Time management			
<b>B Internship report (50%)</b>			50%
1 Overview of internship activities			0.0
2 Analysis of professional learning objectives			
3 Reflection on personal learning objectives			
4 Conclusions on career development path			
5 Coherency and structure of the report			
6 Fluency of language and writing skills			
		<b>FINAL GRADE</b>	<b>0.0</b>

## Annex 10: Host supervisor evaluation criteria

We would like you to evaluate the student during the internship by the criteria listed below. For each criterion, we ask you to indicate to what extent you agree with a number of statements. Please give your motivate also.

Name student:

Period:

Local supervisor:

Institute:

Date:

Signature:

	Disagree strongly	Disagree	Neutral	Agree	Agree strongly
<b>1. Initiative and creativity</b>					
<i>"The student showed own initiative in his/her professional work"</i>					
<i>"The student was creative in his/her daily work in my organisation"</i>					
Comments: <please fill in>					

### 2. Performance

*"The student performed well in fulfilling the requested tasks"*

*"The student performed well in extra assignments and tasks requested"*

Comments: <please fill in>

Comments: <please fill in>				

### 3. Working attitude

*"I was satisfied with the general attitude of the student"*

*"The way the student executed the tasks I gave him/her met my expectations"*

*"The student was clear in his/her communication to me and other colleagues"*

*"The student was able to work independently"*

*"The student made valuable contributions to team work"*

Comments: <please fill in>

Comments: <please fill in>				

### 4. Adaptation capacity

*"The student adapted well to the working culture in our organization"*

*"The student adapted well to the different culture of this country"*

Comments: <please fill in>

Comments: <please fill in>				

### 5. Handling supervisor's comments and development skills

*"The student asked me for advice when necessary"*

*"The student made good use of my feedback and advice"*

*"The student has increasingly learned and developed new skills"*

Comments: <please fill in>

Comments: <please fill in>				

### 6. Knowledge of Land and Water Management issues

*"The student knew and understood LWM issues well"*

*"The student was able to make practical use of knowledge (s)he already had"*

*"The student easily acquired new knowledge and skills"*

*"The student contributed with his/her knowledge to our organization"*

Comments: <please fill in>

Comments: <please fill in>				

### 7. Time management

*"The student worked according to a set time schedule"*

--	--	--	--	--

*"The student kept to the planning and finished his/her tasks on time"*

*"The made good use of the available time during the internship"*

Comments: <please fill in>


## Annex 11: Host supervisor evaluation criteria in Spanish

### Supervisor anfitrión criterios de evaluación

Queremos evaluar al estudiante durante su pasantía según los siguientes criterios. Por cada criterio por favor indicar hasta qué medida está de acuerdo con las declaraciones. Por favor, motivar su respuesta también.

Nombre del estudiante:

Periodo

Supervisor local:

Instituto

Fecha:

Firma:

	Muy en desacuerdo	desacuerdo	Neutral	Acuerdo	Muy en acuerdo
<b>8. Iniciativa y creatividad</b>					
<i>"El estudiante mostró iniciativa propia en su trabajo profesional"</i>					
<i>"El estudiante era creativo en su trabajo diario en mi organización"</i>					

#### 8. Iniciativa y creatividad

*"El estudiante mostró iniciativa propia en su trabajo profesional"*

*"El estudiante era creativo en su trabajo diario en mi organización"*

Comentarios: <por favor rellene>

#### 9. Funcionamiento

*"El estudiante tuvo un buen desempeño en el cumplimiento de lo solicitado"*

*"El estudiante obtuvo buenos resultados en las tareas adicionales solicitadas"*

Comentarios: <por favor rellene>

#### 10. Actitud de trabajo

*"Me quedé satisfecho con la actitud general del estudiante"*

*"La manera en que el estudiante ejecutó las tareas cumplió mis expectativas"*

*"El estudiante fue claro en su comunicación conmigo y otros compañeros"*

*"El estudiante pudo trabajar de forma independiente"*

*"El estudiante hizo valiosas contribuciones al trabajo en equipo"*

Comentarios: <por favor rellene>

#### 11. Capacidad de adaptación

*"El estudiante se adaptó bien a la cultura de trabajo en nuestra organización"*

*"El estudiante se adaptó bien a la cultura y costumbres del país"*

Comentarios: <por favor rellene>

#### 12. El manejo de los comentarios de supervisores y habilidades de desarrollo

*"El estudiante me pidió consejo cuando fue necesario"*

*"El estudiante hizo un buen uso de mis consejos"*

*"El estudiante ha aprendido cada vez más y desarrollado nuevas capacidades"*

Comentarios: <por favor rellene>

#### 13. Conocimiento de los problemas de gestión de tierras y aguas (GTA)

*"El estudiante sabía y entendía bien las cuestiones relacionadas a la GTA"*

*"El estudiante pudo hacer un uso práctico del conocimiento que ya tenía"*

*"El estudiante fácilmente adquirió nuevos conocimientos y capacidades"*

*"El estudiante contribuyó con sus conocimientos para nuestra organización"*

Comentarios: <por favor rellene>

**14. Gestión del tiempo**

*"El estudiante trabajó según un horario predeterminado"*

*"El estudiante cumplió con la planificación y terminó sus tareas a tiempo"*

*"El estudiante hizo un buen uso del tiempo disponible durante la pasantía"*


Comentarios: <por favor rellene>

**Annex 12: Template of a BSc thesis cover page for SLM theses (page 24-25)**

**Title of BSc thesis (Verdana 22)**

**Sub-title (Verdana 18)**



**BSc thesis by < your name > (Verdana 13)**

**< month > < year > (Verdana 12)**

Title and sub-title of BSc thesis (Verdana 14)

Bachelor thesis Soil Physics and Land Management Group  
submitted in partial fulfilment of the degree of Bachelor of  
Science in International Land and Water Management at  
Wageningen University, the Netherlands

**Study program:**

BSc International Land and Water Management

**Student registration number:**

123456789

**YEI 80812**

**Supervisors:**

WU Supervisor:

Host supervisor:

(others)

**Examinator:**

Prof. Coen Ritsema

**Date:**

dd/mm/yy

**Soil Physics and Land Management Group, Wageningen University**

**Annex 13: Template of a BSc thesis cover page for WRM theses (page 28-31)**

# TITLE

*SUBTITLE*



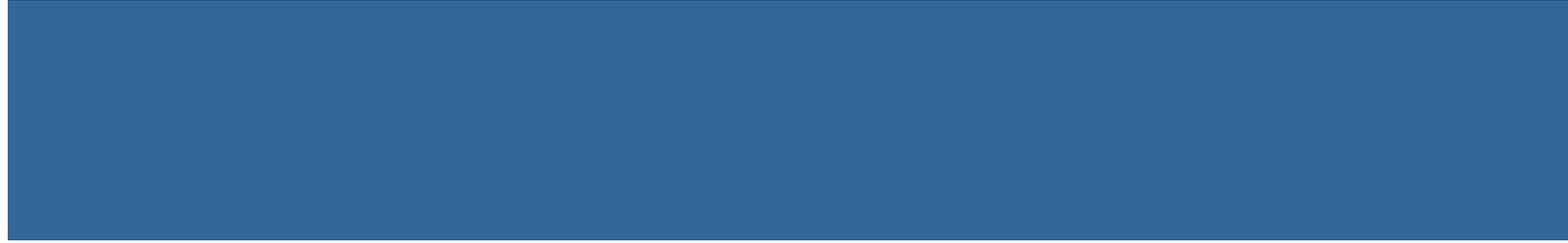
BSc. Thesis by <your name>

<Date>

Water Resources Management group



WAGENINGEN UNIVERSITY  
WAGENINGEN UR



<empty page>

# Title

*Subtitle*

Bachelor thesis Water Resources Management submitted in partial fulfillment of the degree of Bachelor of Science in International Land and Water Management at Wageningen University, the Netherlands

<Your name>

<Date>

**Supervisor(s):**

**Name + titles**

Water Resources Management group  
Wageningen University and Research  
The Netherlands  
[www.wageningenur.nl/wrm](http://www.wageningenur.nl/wrm)

**Host organization:**

**Name + titles**

Address

<empty page>

## Annex 14: BIL thesis assessment rubric

Author of the rubric: Marjolijn Coppens, with valuable contributions from Arnold F. Moene, Judith Gulikers, Anja Kuipers, Sonja Isken and Lotte Woittiez, 16-11-2010.

### User instructions

In the BSc-thesis assessment form, a number of criteria for the assessment of the BSc-thesis are mentioned. The *rubric* can be used as a tool to determine the appropriate mark for each criterion. In the rubric, which has the form of a table, each line discusses one *criterion* for assessment, each column gives a *level* for the grading, and each cell contains the *descriptor* of the level for that criterion. The criteria in the rubric follow the order of the criteria in the assessment form for the BSc thesis of BPW, BBI, BBT and BML. For more information on the analytic rubric, see e.g. Andrade (2005), Reynolds *et al.* (2009), URL1, URL2.

The main intention of using a rubric is to enhance the 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. However, it should be noted that even with the use of a rubric some arbitrariness will remain.

In a few cases the criteria were split into two or more parts because the description of the criteria clearly covered different subjects. The mark for the criterion should in such a case consist of the average mark for the different subjects or if one criteria is far more important for that particular thesis, that criteria should be weighted more.

When determining the mark of a certain criterion, always start at the lowest level and test if the student should be awarded the next higher mark. Note that in some cases achievements of a lower level are not repeated at the higher level because the lower level achievements are implicit in the higher levels. 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). Since the final marks of a thesis 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, it is necessary to 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 1-3 on one criterion and a 9-10 on another.

The final mark of the thesis is determined using the BSc-thesis assessment form. The main categories (groups of criteria: research competence, research plan, execution research, report, presentation, examination) should have an assessment of 'sufficient' (>5.5) before the total thesis work can be considered as sufficient. So, no compensation between main categories is possible to obtain a final mark of 5.5.

**Keep in mind that the difference between a BSc and MSc thesis is that a BSc thesis is more intensely supervised than an MSc thesis and/or a BSc thesis project is shorter and less complex project than an MSc thesis project.**

Please report any positive or negative experiences and suggestions to marjolijn.coppens@wur.nl.

### 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> Jon Mueller (2010) [North Central College](#), Naperville, IL.
- URL2: [http://en.wikipedia.org/wiki/Rubric\\_\(academic\)](http://en.wikipedia.org/wiki/Rubric_(academic)) Wikipedia, 7-11-2010.

**A1) Research competence (20-55%)**

**1. Initiative, pro-activity and creativity**

1-3	4-5	6	7	8	9-10
Student shows no initiative or ideas at all.	Student picks up some initiatives and/or 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 ideas on minor parts of the research.	Student initiates discussions on 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.	Student develops innovative hypotheses, research methods and/or data-analysis methods.

**2. Commitment and perseverance**

1-3	4-5	6	7	8	9-10
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 this 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.

**3. Time management**

1-3	4-5	6	7	8	9-10
No planning is made.	Planning is without any detail, not feasible and backup strategies are lacking.	Planning is somewhat concrete but not feasible and backup strategies are lacking.	Planning is quite concrete, but some aspects of the planning are not feasible and backup strategies are insufficient.	Planning is quite concrete and feasible, but backup strategies are insufficient.	Planning is concrete and feasible and backup strategies are sufficient.
Final version of BSc-thesis or presentation hugely overdue (without a valid reason).	Final version of BSc-thesis or oral presentation at one-two months overdue (without a valid reason).	Final version of BSc-thesis or oral presentation at most a month overdue (without valid reason).	Final version of BSc-thesis or oral presentation at most two weeks overdue (without valid reasons).	Final version of BSc-thesis or oral presentation at most one week overdue (without valid reasons).	Final version of BSc-thesis or oral presentation finished within planned period.

**4. Critical and self-reflective capacity**

1-3	4-5	6	7	8	9-10
Student doesn't realize the occurrence of strengths and weaknesses of the research (plan).	Student is not able to point out strengths and weaknesses of the research (plan).	Student is able to point out some strengths and weaknesses of the research (plan).	Student is able to point out many of the strengths and weaknesses of the research (plan).	Student is able to point out most of the strengths and weaknesses of the research (plan).	Student is able to point out most of the strengths and weaknesses of the research (plan) and is able to give some constructive suggestions for improvement.

<b>5. Handling supervisor's comments</b>					
1-3	4-5	6	7	8	9-10
Student does not pick up suggestions and ideas of the supervisor.	The supervisor needs to act as an instructor and constantly 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.
<b>6. Analysis and processing (literature) data: a) experimental work, b) data analysis, c) model development, d) literature analysis.</b> Only assess those criteria that are relevant for the BSc-thesis of the student.					
1-3	4-5	6	7	8	9-10
<u>a) Experimental work</u>  Student is not able to setup and/or execute an experiment.	Student is able to execute detailed instructions to some extent, but errors are made often, invalidating (part of) the experiment. Every single step has to be supervised.	Student is able to execute an experiment that has been designed by someone else (without critical assessment of sources of error and uncertainty). Check of supervisor is necessary.	Student is able to execute an experiment that has been designed by someone else. Takes sources of error and uncertainty into account in a qualitative sense.	Student is able to judge the setup of an existing experiment and to include modifications if needed. Takes into account sources of error and uncertainty quantitatively.	Student is able to setup or modify an experiment exactly tailored to answering the research questions. Quantitative consideration of sources of error and uncertainty. Execution of the experiment is flawless.
<u>b) Data analysis</u>  Student is lost when using data. Is not able to use a spreadsheet program or any other appropriate data-processing program.	Student is able to organize the data, but is not able to perform checks and/or simple analyses.	Student is able to organize data and perform some simple checks; but the way the data are used does not clearly contribute to answering of the research questions and/or he is unable to analyse the data independently.	Student is able to organize the data, perform some basic checks and perform basic analyses that contribute to the research question.	Student is able to organize the data, perform commonly used checks and perform some advanced analyses on the data.	Student is able to organize the data, perform thorough checks and perform advanced and original analyses on the data.
<u>c) Model development</u>  Student is not able to make any modification/addition to an existing model.	Student is able to make minor modifications to an existing model, but errors occur and persist. No validation.	Student is able to make minor modifications (e.g. a single formula) to an existing model. Superficial validation.	Student is able to make major modifications to an existing model, based on literature. Validation using some basic measures of quality.	Student is able to make major modifications to an existing model, based on literature or own analyses. Validation using appropriate statistical measures.	Student is able to develop a model from scratch, or add an important new part to an existing model. Excellent theoretical basis for modeling as well as use of advanced validation methods.
<u>d) Literature analysis</u>	Student is able to organize the literature,	Student is able to organize literature and	Student is able to organize literature and	Student is able to organize literature and	Student is able to organize literature and

Student is not able to organize literature and come to a synthesis.	but is not able come to a synthesis that results in own insights, hypotheses or conclusions independently.	comes to a synthesis that results in own insights, hypotheses or conclusions; but the way the literature is used does not clearly contribute to answering of the research questions	comes to a synthesis that results in own insights, hypotheses or conclusions which contribute to the research question.	critically evaluates the quality of his literature sources. He comes to a synthesis that results in own insights, hypotheses or conclusions which contribute to the research question.	critically evaluates the quality of his literature sources. He comes to an original synthesis that results in own original insights, hypotheses or conclusions which contribute to the research question.
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### A2) Laboratory skills (0-50%)

1. Technical skills					
1-3	4-5	6	7	8	9-10
Not able to perform any technical handling.	Performs technical handling but makes errors even with direct help of supervisor.	Performs technical handling correctly with direct help of supervisor.	Performs most technical handlings correctly after detailed instruction by supervisor.	Performs most technical handlings correctly after global instruction by supervisor.	Performs technical handlings correctly, and suggests useful modifications.
2. Accuracy					
1-3	4-5	6	7	8	9-10
Not able to execute experiment set up by supervisor and/or lost when using data; makes no notes.	Makes many errors when executing detailed instructions even with help of supervisor; notes not understandable.	Executes detailed instructions to some extent and avoids errors as long as direct help is present; student can work.	Executes detailed instructions but does not take sources of error and uncertainty into account; notes understandable with explanations.	Executes detailed instructions and takes sources of error and uncertainty into account; notes understandable for supervisor.	Able to judge set up of existing experiment, includes modifications if needed and executes it. Takes sources of error and uncertainty into account; notes understandable for others.
3. Lab journal, logbook					
1-3	4-5	6	7	8	9-10
No description of methods and recording of the information/data.	Insufficient description of methods and insufficient recording of the information/data.	Some descriptions of methods. Recordings of the information/data are present but not always sufficient.	Most methods are described. Recordings of the information/data are present and mostly sufficient.	Methods are described but details are sometimes lacking. Recordings of the information/data are present and sufficient.	Descriptions of methods and recordings of the information/data are appropriate, complete and clear.

**D) Report (10-50%)**

**1. Problem definition & research set-up**

1-3	4-5	6	7	8	9-10
There is no researchable research question and the delineation of the research is absent.	Most research questions are unclear, or not researchable and the delineation of the research is weak..	The research questions are mostly clear but could have been defined sharper at some points.	The research questions and the delineation are mostly clear but could have been defined sharper at some points.	The research questions are clear and researchable and the delineation is clear..	The research questions are clear and formulated to-the-point and limits of the research are well-defined.
No link is made to existing research on the topic. No 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 researched.	The link between the thesis research and existing research does not go beyond the information provided by the supervisor.	Context of the research is defined well, with input from the student. There is a link between the context and research questions.	Context of the research is defined sharply and to-the-point. Research questions emerge directly from the described context.	Research is positioned sharply in the relevant scientific field. Student is able to indicate the novelty and innovation of the research.

**2. Theoretical underpinning and use of literature**

1-3	4-5	6	7	8	9-10
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 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 gray literature.	Relevant peer-reviewed papers in reference list but also some gray 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 All papers included are relevant.

**3. Description methods and analysis (literature) data**

1-3	4-5	6	7	8	9-10
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 places. 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.

<b>4. Clarity of argumentation and conclusions</b>					
1-3	4-5	6	7	8	9-10
No link between 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 or conclusions are not substantiated by results.	Conclusions are linked to the research questions, but not all questions are addressed. Some conclusions are not substantiated by results or merely repeat results.	Most conclusions well-linked to research questions and substantiated by results. Conclusions mostly formulated clearly but some vagueness in wording.	Clear link between 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.
<b>5. Critical discussion</b>					
1-3	4-5	6	7	8	9-10
No discussion and/or reflection on the research. 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 research, but does not weigh their impact on the main results relative to each other.	Student indicates most weaknesses in the research and is able to weigh their impact on the main results relative to each other.	Student indicates all weaknesses in the research and weighs them relative to each other. Furthermore, (better) alternatives for the methods used are indicated.	Student is able to identify all possible weaknesses in the research and to indicate which weaknesses affect the conclusions most.
No confrontation with existing literature.	Some confrontation with existing literature but incomplete and irrelevant.	Some confrontation with existing literature, some relevance.	Student identifies only most obvious conflicts and correspondences with existing literature. Student tries to describe the added value of his study but does not relate this to existing research.	Student shows minor and major conflicts and correspondences with literature and can identify the added value of his research relative to existing literature.	Student critically confronts results to existing literature and in case of conflicts is able to weigh own results relative to existing literature. Student is able to identify the contribution of his work to the development of scientific concepts
<b>6. Writing skills including correct quoting</b>					

1-3	4-5	6	7	8	9-10
BSc thesis 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. BSc thesis report could have been written more concisely.	Formulations in text are clear and exact, as well as concise.	<i>Textual</i> quality of thesis is such that it could be acceptable for a peer-reviewed journal.
English incorrect and unreadable. Spelling and grammar errors too many to count.	English incorrect and very hard to read. Spelling and grammar errors so numerous that they make the thesis almost impossible to understand.	English somehow correct but not pleasant to read. Spelling and grammar errors numerous.	English basically correct and readable. Spelling and grammar errors present but at acceptable quantities.	English correct and pleasant to read. Some spelling and grammar errors.	English fluent and pleasant to read. Few spelling and grammar errors. English is (almost) at the level of what is written in peer-reviewed journals.
Student is often inconsequent in references in the text and/or reference list or often references are lacking.	Student is often inconsequent in references in the text and/or reference list or often references are lacking.	Student is sometimes inconsequent in references in the text and/or reference list or sometimes references are lacking.	Student is sometimes inconsequent in references in the text and/or reference list.	Student uses one format for references in the text and reference list.	Student uses one format for references in the text and reference list.

**C) PRESENTATION (0-10%)**

<b>1. Graphical presentation</b>					
1-3	4-5	6	7	8	9-10
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.
<b>2. Verbal and non-verbal presentation, and defense</b>					
1-3	4-5	6	7	8	9-10
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 or difficult to follow.	Clearly spoken in such a way that it keeps audience's attention.	Relaxed and lively though concentrated presentation. Clearly spoken in such a way that it keeps audience's attention.
Student does not make eye-contact, moves in a very restless way or is completely frozen, does not support his words with gestures.	Student hardly makes eye-contact, moves too much or is almost frozen, hardly supports his words with gestures.	Student sometimes makes eye-contact, moves in a way that is not very annoying or distracting, makes some useful supporting gestures.	Student regularly makes eye-contact, moves rather naturally, makes some supporting gestures.	Student makes eye-contact, moves naturally, makes supporting gestures.	Student constantly makes eye-contact, moves naturally, is lively and relaxed and makes supporting gestures.
Language and interest of audience not taken into consideration at all.	Language and interest of audience hardly taken into consideration.	Language and interest of presentation at a couple of points not appropriately targeted at audience.	Language and interest of presentation mostly targeted at audience.	Language and interest of presentation well-targeted at audience. Student is able to adjust to some extent to signals from audience that certain parts are not understood.	Take-home message is clear to the audience. Language and interest of presentation well-targeted at audience. Student is able to adjust to signals from audience that certain parts are not understood.

Bad timing (way too short or going on and on till stopped by supervisor or chairman).	Bad timing (way too short or at least twice as long as planned).	Timing marginally okay but rushing or killing time in the end.	Timing more or less okay, no rushing or killing 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 some of the relevant questions appropriately and deals in an acceptable way with the questions he cannot answer.	Student is able to answer many relevant questions in an appropriate way, although not to-the-point in some cases.	Student is able to answer most of the relevant questions in an appropriate way.	Student is able to give appropriate, clear and to-the-point answers to all relevant questions.

### E) Final discussion (0-5%)

1. Knowledge study domain					
1-3	4-5	6	7	8	9-10
Student does not master the most basic knowledge (even below the starting level for the thesis).	The student does not understand all of the subject matter discussed in the thesis.	The student understands the subject matter of the thesis on a textbook level.	The student understands the subject matter of the thesis on a textbook level and realizes the importance of literature without using it.	The student understands the subject matter of the thesis including the literature used in the thesis.	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 thesis topic.
2. Defence of thesis					
1-3	4-5	6	7	8	9-10
Student is not able to defend/discuss his thesis. He does not master the contents	The student has difficulty to explain the subject matter of the thesis.	Student is able to defend his thesis. 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 thesis. 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 thesis, including indications where 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 thesis and to place the thesis in the context of current scientific literature and practical contexts.