

Course guide MSc Internship at Wageningen University

Environmental Systems Analysis Group

September 2018



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Course profile

The academic internship is a period of work, study and reflection in a real-world working environment. The aim of the academic internship is to let you experience the potential professional environment in which you could work after graduating from your degree programme. The internship provides an opportunity to work outside Wageningen University at a host organisation, e.g. a company (consultancy firm, industry, etc.), a public institution, a research organisation, another university, or a non-governmental organisation. The tasks you complete have to be of a sufficiently high standard to reflect the desired level of recent Wageningen graduates. You could, for example, work on a research project, a policy document, a communication plan, an evaluation report, a design, or education materials, to name a few.

Learning outcomes

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

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

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

Study load

Most MSc degree programmes include an internship of 24 credits; see the description of your MSc programme in the online Study Handbook. Chair Groups offer internships from 24 to 39 credits.

From which Chair Groups can you expect supervision?

Consult the description of your MSc programme to find more information about the Chair Groups that are allowed to supervise your internship. If needed, talk to your study adviser about which Chair Group would be most suitable for your internship supervision.

How to find an internship?

First discuss the planning of your programme including your internship with your study adviser. Generally, it is a good idea to start searching for an internship at least three months in advance, and at least six months in advance if you plan to do your internship abroad.

For a first exploration of potential internships, ask fellow students about their internship experience, ask lecturers for contacts, read professional journals or the internet to find names of possible internship providers and internship supervisors. Some degree programmes/Chair Groups also publish internship offers through mailing lists or portals.

Then contact the internship coordinator of the Chair Group to see whether they can help you with any internship opportunities, or whether they would support you with the internship opportunities you found. They will also help you determine which staff member would be available to be your university internship supervisor. If you have no idea about which Chair Group is most suitable for supervision, contact your study adviser. If necessary, the Chair Group's internship coordinator or university supervisor can introduce you to the organisation hosting the internship. Finally, you can contact the internship provider to discuss any opportunities for working on an internship with them.

It is part of the learning process that you are actively engaged in the search for an appropriate internship position, and that you organise all the arrangements with the internship provider yourself. Usually a student will write or phone the preferred internship provider asking for possible internships. It is common to send a motivation letter and CV. This is also the phase where you agree on who will be your university internship supervisor, and involve him or her in the process. Should there be common ground, then you will usually be invited to an interview as part of the application process. You should have a clear idea about your personal learning outcomes as input for your interview. The experience of finding an internship also is valuable practice for a future job application. Before you start the internship, you and your internship and university supervisors have to agree on the kind of work to be done; this will be included in the internship contract.

Level and approval

The internship tasks have to be at an appropriate academic level. The description of the task(s) should match the level of what can be expected from a recently graduated MSc student in your field of expertise. Before the start of your internship, you should be in possession of a detailed description of the work involved and that it has been approved by the Wageningen University supervisor. In addition, you should be officially registered as an MSc student at Wageningen University for the duration of your internship.

Internship Contract and Learning Agreement

Please use the Wageningen University internship contract (appendix A) and learning agreement (appendix B). If the internship provider requires you to fill in their own contract, then please do so, but this must always be in addition to the university's learning agreement in which the supervision and learning outcomes are agreed. The internship contract should be signed by the student, the internship supervisor, and an official representative of Wageningen University, and the learning agreement should be signed by you and your university supervisor.

Supervision

During your internship you will have two supervisors:

1. The *internship supervisor* is your supervisor on behalf of the internship provider. He/she will guide you through your daily activities and give feedback on your performance. Preferably, your internship supervisor is a university graduate.
2. The *university supervisor* advises and supports you before the start of the internship, e.g. on defining specific personal learning outcomes, finding an internship position that meets these goals, clarifying questions concerning the internship, and assessing your performance at the end of the internship. If you experience difficulties during the internship that cannot be discussed with the internship supervisor, do not hesitate to contact the university supervisor who is there to help if difficulties arise.

For a successful internship, it is important that you not only discuss progress with the internship provider, but also that you regularly inform the WUR internship supervisor. Therefore, we recommend that you discuss (via phone/ Skype/ email) your progress and performance with your internship provider and university supervisor at least twice (e.g. after one month and towards the end of the internship). In addition, regular contact (e.g. monthly) between you and your university supervisor is important to discuss progress in terms of internship tasks and personal learning goals, planning the next phase, and any other issues that may have arisen during the internship. It is important that you take initiative to inform the university supervisor and ask for specific feedback that the supervisor then can provide.

Before the start of the internship, you, your internship supervisor and the university supervisor agree on the number and frequency of contacts and means of feedback. This will be included in the learning agreement.

Activities during the internship

During your internship you will work on one or more tasks/projects provided by the internship provider. You will have a position equal to a junior employee at an academic level. You can work on tasks leading to one main deliverable or on tasks leading to several deliverables. It is also possible that you contribute to joint deliverables in which the individual contributions are not clearly demarcated.

Portfolio of deliverables

You have to build up a portfolio that contains the internship deliverables, such as a research report, a policy document, a communication plan, an evaluation report, a design, or educational material, as agreed with your supervisor(s) in the learning agreement. In case of poorly demarcated contributions to joint deliverables, describe what your contributions were and the process which led to that end-point. In cases where the portfolio is not report itself, a report describing theoretical perspectives used, reflection on choices made, relevance, conclusions and recommendations, may be required by the university supervisor(s) to assess the level at what level you managed to achieve your learning outcomes.

The portfolio and/or the report may be labelled 'confidential' by the internship provider. Before starting the internship, you, the internship provider and the university supervisor will agree on and sign a confidentiality agreement. Confidential products will be stored by Wageningen University, but will not be accessible for third parties without prior consent of the internship provider and Chair Groups involved.

Personal reflection Report

In addition to the portfolio with deliverables, you have to write a report in which you reflect upon the internship itself (i.e. content, organisation, company, country, etc.) and especially on your functioning within the organisation and the personal goals you formulated in consultation with the university supervisor. For this report, you will be guided by your university supervisor. Questions that could be addressed in your personal reflection report are:

- Which personal goals did you define?
- What activities did you perform to attain these learning outcomes?
- Did the activities all together help you achieve the learning outcomes and your personal goals?
- How do you evaluate your performance on these activities?

- Could you have done things in another way? And if so how?
- What did you experience as your strong and weak points?
- What can you do to improve your weak points?
- How can you use your strong points to strengthen your other skills?
- Which gaps did you identify in your personal knowledge and skills with respect to the activities you had to perform?
- Did you perform the activities in a team and, if yes, what was your contribution?
- How well did you function within the team?
- What were your strong and weak point in cooperation?
- How will you use your strong and weak points to improve cooperation?
- Did you get good insights in the structure of the organisation, and did you feel a part of it?
- What were your experiences with the culture and structure of the organisation?
- Is there a code of conduct? Did you and your colleagues in the organisation comply with the code of conduct and professional ethical standards of the internship organisation? Did you encounter other ethical issues?

In general, the report should at least contain an explanation of the learning outcomes formulated at the start of the internship, a critical evaluation of the extent to which these outcomes were reached (including the activities relevant for each of them), and a set of new learning outcomes, formulated during and at the end of the internship. Obviously, the content of the report is much more important than its length, but as a rule of thumb, a personal reflection report should at least cover four pages / 2200 words.

Oral presentation

At the end of your internship, you may be expected to give an oral presentation to the internship provider. The internship supervisor is expected to attend your presentation and provide feedback. Preferably, the university supervisor will also be present. If this is not possible, then the presentation should be given (a second time) at the Chair Group or shared digitally via skype, video conference, or a recording of the actual presentation. In both cases a copy of the slides should be sent to the university supervisor.

Examination

After finishing your portfolio of deliverables, your personal reflection report and the oral presentation, you will have an oral defence with your university supervisor and the internship examiner of the Chair Group. The internship supervisor is allowed to be present as well, but this is not obligatory. In the defence, you will be assessed on the extent you have mastered your internship subject and the quality of your reflection on the internship project. The portfolio of products, the personal reflection report and a copy of the oral presentation and a written (non-binding) advice of the internship supervisor must be provided to the university supervisor and the examiner at least two weeks before the defence.

Assessment of the internship

Wageningen University is responsible for the assessment and the final grade. The internship supervisor must provide an evaluation of your performance during your internship and a non-binding advice about the grade. However, the advice from your internship supervisor may differ from the grade given by the university supervisor and examiner due to differences in expectations and assessment of your work between the supervisors, and differences in grading levels between organisations and countries. The assessment will be based on five elements:

- the portfolio of deliverables;

- the personal reflection report;
- the oral presentation;
- the oral defence;
- the evaluation of the performance by the internship supervisor at the internship provider.

For assessment by the university supervisor and examiner, the Wageningen University Assessment Form and rubric (appendix C) should be used.

For assessment by the internship supervisor the 'form for the evaluation of the performance of the student by the internship supervisor' should be used. This can be found on the ESA website or you can request it from your university supervisor.

Insurance

A 'normal' travel accident and luggage insurance may not be sufficient if you go abroad for your internship. You may want to use the free WUR travel accident and luggage insurance if you go on an internship abroad. For more information, go to the Student Service Centre (SSC). This insurance is applicable only during the actual internship; if you plan to travel after your internship, you will need to take out a personal travel insurance for that purpose. It is not wise to have two insurances at the same time as there can be disagreement on which insurer should pay in case of an accident. Therefore, if you have a (continuous) travel insurance policy, you should cancel that for the period of your study abroad, but make sure that it is reinstated when you start your travels after your internship.

You have to ensure that your own health insurance has world coverage. All students automatically have a liability insurance (=WA verzekering) during study activities (lab work, field work etc.), but not during their leisure time.

Grants

For information about grants see the following websites:

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

<https://www.wur.nl/en/Education-Programmes/master/Study-grants.htm>

<https://www.wur.nl/en/Education-Programmes/Current-Students/Travel-Funding.htm>

Checklist for organising an internship

1. *At least three months, but for internships abroad, at least six months before the planned start of the internship:*
 - Orientate yourself on possible internships.
 - Find a university supervisor by making an appointment with the internship coordinator of the Chair Group to discuss who will supervise you during the internship. Prepare for the meeting by reading the course guide and formulating personal goals and ideas about preferred internship providers.
 - Prepare a motivation letter and CV for an internship position at the selected internship providers.
 - Contact potential internship providers.
 - Find an internship supervisor at the internship provider.
 - Contact the university supervisor for approval.

- Inform other involved internship providers that a position elsewhere has been accepted.
 - Discuss the exact internship tasks with the university supervisor and the internship supervisor.
 - If all applications are rejected, contact the university supervisor to discuss other options.
- 2. One month before start of internship:**
- Fill in the Wageningen University internship contract or the internship contract of the internship provider together with your supervisors, and send the signed contract to the internship coordinator.
 - Fill in the Wageningen University learning agreement in consultation with the internship supervisor and the university supervisor. It may take a few drafts before the learning agreement is approved.
 - If applicable, contact the owner of your room to organise subletting your room.
- 3. One month after the start of the internship:**
- Organise a meeting (in person, by e-mail or by skype) between the internship and university supervisors and between you and university supervisor (separately) in which content, progress, personal performance, problems and cultural issues can be discussed.
- 4. Monthly during the internship:**
- Send an e-mail to your university supervisor about your wellbeing, progress, personal goals, and your plans for the next month.
- 5. At least one month before the end of the internship:**
- Arrange a day, time and location for the oral presentation (at the internship provider).
 - Arrange a day, time and location for the defence with your university supervisor.
- 6. Approximately three weeks before the end of the internship:**
- Provide a draft portfolio of products to the internship provider for a check on a correct representation of the organisation and projects, and on confidentiality.
- 7. One week before the defence:**
- Submit the portfolio of products, the personal reflection report, your student number and internship code, and a copy of the oral presentation to the internship supervisor and university supervisor and examiner.
 - Check your approved study programme (SPA) for the correct internship code and make sure this code is noted on the evaluation form by the university supervisor.
 - The internship supervisor will send the signed evaluation form of the student's performance to the university supervisor.
- 8. After the defence:**
- The university supervisor will make sure the mark is registered at SSC. Please note that advance registration for the internship at SSC by the student is not needed.
 - Check that the internship code that is given corresponds to the code in your approved study programme (SPA).
- * Extra for internships abroad:**
- If possible apply for grants.
 - Make sure you have the right vaccinations for the travel destination(s).
 - Arrange proper insurance.
 - Timely apply for a student visa if necessary.
 - Arrange travel tickets.
 - Arrange housing.

- Fill in the 'OV studentenkaart buitenland' and hand in the OV card in order to receive a refund of travelling costs (for Dutch students only).

Attached:

Appendix A: Internship Contract

Appendix B: Learning Agreement

Appendix C: Assessment form and rubric

Downloads:

[ESA - course guide MSc Internship at Wageningen University](#)

[Internship contract](#)

[Learning agreement](#)

[Form for the evaluation of the performance of the student by the internship supervisor](#)

Appendix A: Wageningen University Internship Contract

This Internship Contract serves to lay down the agreement on the internship between the student, the employer and the university.

Signed copies have to be sent to the student and his/her study adviser, the supervisors on behalf of the employer and university.

Internship contract (hereinafter: "the Contract")

Parties:

Student

Last name: _____ (hereinafter: "the Student")
First name: _____
BSN ('sofinummer'): _____
Date of birth: _____
Place of birth: _____
Address: _____
Postal code and town: _____
Telephone number: _____
Nationality: _____

Internship provider

Name: _____ (hereinafter: "the Employer")
Address: _____
Postal code and town: _____
Country: _____
Represented by: _____
Email representative: _____

University

Name: _____ Wageningen University (hereinafter: "the University")
Address: _____ Post office box 9101
Postal code and town: _____ 6700 HB Wageningen
Country: _____ The Netherlands
Chair group: _____
Represented by: _____
Email representative: _____

Where:

1. the Student is registered at the University based on a teaching agreement;
2. an internship is part of the master programme:

Article 1.

The internship will start on _____ and will end
on _____

The Employer shall offer the Student the opportunity to have an internship at its offices /premises. The Employer shall only assign those tasks to the Student that have a clear relationship with the objectives of the internship as described in article 2.

The internship shall be at _____ (place of work).

The time to be spent at the work placement is in accordance with normal full time working hours, except if agreed otherwise and not contrary to youth employment legislation.

Article 2.

The subject/topic of the internship is titled:

.....

The university code of the internship is:

.....

The internship programme (description of the project) is attached as annex 1 to this Contract. This programme may be changed from time to time pursuant to a written agreement between the Employer, the University and the Student.

In a Learning Agreement, attached as annex 2 to this Contract, the Student and the (supervisor of the) University have set out the arrangements made in respect of the learning outcomes and the assessment of the internship.

Article 3.

The internship supervisor on the side of the Employer is:

.....

Article 4.

The supervisor¹ on the side of the University is:

.....

Article 5.

The Student shall write a report and a self-reflection paper (that can be included in the report or a separate paper) at the end of his/her internship. Moreover, the Student shall give a final oral presentation about his/her internship at the University and/or (if agreed so) at the work placement. The Student shall send the University a report and reflection paper, and (if applicable) a PowerPoint paper of his/her presentation at the work placement.

Article 6.

The Employer internship supervisor shall fill in an evaluation form on the performance of the Student. The final assessment and grade is the responsibility of the University supervisor and examiner.

Article 7.

The Student shall meet the requirements of the Employer regarding safety, health, labour hours/ holiday and confidentiality, etc. If requested by the Employer, the Student and the Employer shall conclude a secrecy agreement, provided however that the Student always retains the right to present the results of his/her internship as described in article 5. In the event of a conflict between the terms of such secrecy agreement and the terms and conditions of this Contract, the latter shall prevail.

Any intellectual property rights being the results of the internship will belong to the Employer. However, the Student has always the right to publish these results as described in article 5. In the event that (part of) these results must be kept confidential for reasons of vesting an intellectual property right in the name of the Employer, the latter may request that dissemination of the relevant results occurs in a closed assessment meeting.

Article 8.

The Student must inform both supervisors on absence and return from absence.

¹ This can be another staff member than the representative of the Chair Group.

Article 9.

In the performance of the activities being part of the internship, neither the Student, nor the University will be liable towards the Employer and/or any third party for any damage or loss, except when the Student is liable for damage or losses being the result of wilful conduct or gross negligence.

The Employer shall indemnify and hold the Student and the University harmless for third party claims in respect of direct and indirect damage and losses.

The Employer shall take care of an adequate insurance of the Student similar to the one in place for employees.

The University has taken out a liability insurance policy which covers liability (if any) for both the University and the Student.

Article 10.

The Employer is responsible for withholding (income) taxes and premiums for social security and premiums where applicable, and shall indemnify and hold the Student and the University harmless for third party claims to that extent.

Article 11.

In case of accidents either at work or on the way to or from work, the Student shall immediately inform the University supervisor.

Article 12.

The Student receives a gross allowance of monthly at a fulltime workweek:

€

The allowance for travel is:

€

The holiday allowance is:

€

Other allowances

€

Article 13.

This Contract will terminate automatically:

1. at the end of the internship period as referred to in article 1;
2. at the moment that the Student is no longer registered as a student of the University;
3. upon mutual written consent between the Student, the Employer, and the University.

Article 14.

The Employer may terminate this Contract early after consultation with the Student and the University if the Student does not perform pursuant the terms of this Contract, more specifically if the Student acts in violation with the rules as referred to in article 7, provided however that the Employer has issued a prior written warning to the Student.

Article 15.

In case of conflicts, the Student shall try to resolve the problem with the Employer supervisor. If they do not reach a solution of the problem(s), it will be discussed with the University supervisor.

Article 16.

This Contract is governed by Dutch Law. General terms and conditions of the Employer, whatever named, shall not be applicable to this Contract. Disputes will be amicably settled between the Parties. If an amicable solution cannot be reached, the Civil Court in Arnhem, the Netherlands, will be the competent court

Agreed and signed by

Employer

Student

Wageningen University

.....

.....

.....

Place:

.....

Date:

.....

Appendix B: Wageningen University Learning agreement

Internship description:

The specific learning outcomes for this internship are:

The requirements for the internship report are:

The form Assessment internship Wageningen University will be used. The percentages used in the assessment form will be:

Learning outcomes (assessment criteria)	percentage
A. Professional skills	50%
B. Report internship	20%
C. Self-reflection on internship	20%
D. Presentation	5%
E. Examination	5%

Agreed and signed by

Student

University supervisor



Rubric for assessment of MSc-Internship

Adapted for ENP by Kris van Koppen and Bas van Vliet, from the Rubric by Marjolijn Coppens with contributions of Arnold F. Moene, Judith Gullikers, Jan Philipsen, Maria Smetsers, Paul Hebinck, Tjeerd Jan Stomph, and Ralf Hartemink, released under the Creative Commons Attribution-Noncommercial-Share Alike 3.0 Netherlands License.

Where she or her is written, he or his is also implied. Most of the items under B (Product report) have different criteria for a research-oriented and a task-oriented internship.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
Professional skills						
Initiative and creativity	Student shows no initiative or new ideas at all.	Student picks up some initiatives and/or new ideas suggested by others (e.g. supervisor), but the selection is not motivated.	Student shows some initiative and together with the supervisor develops one or two new ideas on minor parts of the project.	Student initiates discussions on new ideas with supervisor and develops one or two own ideas on minor parts of the project.	Student has his own creative ideas.	Innovative methods and analysis of information/data. Possibly the idea for the project has been formulated by the student.
Insight in functioning of another organisation	Student shows no insight in functioning of the organization. Student does not communicate with team members.	Student shows no insight in functioning of the organization. Student only communicates with the team when explicitly told so by the supervisor.	Student is able to draw an organization chart of the organization. Student gets things done within the team (e.g. gathering information, organizing resources) but only via supervisor.	Student is able to indicate the position of the team within the organization as a whole. Student gets things done within the team (e.g. gathering information, organizing resources) with some support.	Student is able to indicate the responsibilities of the different units within the organization. Student is able to get things done (e.g. receiving information, organizing material facilities, etc.) done within the team independently	Student knows how changes are realized in the organization. Student is able to independently implement changes that affect the whole team.
Adaptation capacity	Student does not adapt and remains passive or negative.	Student does not adapt and remains passive or negative.	Student accepts how things go within the new work environment without further reflection.	Student accepts and actively anticipates on the dos and don'ts in the new work environment.	Student is able to adapt to the new work environment in a productive and interactive way.	Student adapts well to the work environment, while reflecting on contributing with her personal view.
Commitment and perseverance	Student is not motivated. Student escapes work and gives up regularly.	Student has little motivation. Tends to be distracted easily. Has given up once or twice.	Student is motivated at times, but often, sees the work as a compulsory task. Is distracted from work now and then.	The student is motivated. Overcomes an occasional setback with help of the supervisor.	The student is motivated and/or overcomes an occasional setback on his own and considers the work as his "own" project.	The student is very motivated, goes at length to get the most out of the project.
Independence	The student can only perform the work properly after repeated detailed instructions and with	The student needs frequent instructions and well-defined tasks from the supervisor and the supervisor needs	The supervisor is the main responsible for setting out the tasks, but the student is able to perform them mostly	Student selects and plans the tasks together with the supervisor and independently performs	Student plans and performs tasks mostly independently, asks for help from the supervisor when needed.	Student plans and performs tasks independently and organizes her sources of help independently.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
	direct help from the supervisor.	careful checks to see if all tasks have been performed.	independently	these tasks		
Handling supervisor's comments and development skills	Student does not pick up any suggestions and ideas of the supervisor.	The supervisor needs to act as an instructor and suggest solutions for problems. There is some progress in the professional skills of the student, but suggestions of the supervisor are also ignored occasionally	Student incorporates some of the comments of the supervisor, but ignores others without arguments. The student is able to adopt some skills as they are presented during supervision	Student incorporates most or all of the supervisor's comments. The student is able to adopt skills as they are presented during supervision and develops some skills independently as well.	Supervisor's comments are weighed by the student and asked for when needed. The student is able to adopt new skills mostly independently.	Supervisor's comments are critically weighed by the student and asked for when needed, also from other staff members or students.
Time management	No time schedule made, and internship products seriously overdue without valid reasons.	No realistic time schedule made, and internship products seriously overdue without valid reasons.	Mostly realistic time schedule, but no timely adjustment of time schedule if necessary.	Realistic time schedule and internship products not seriously overdue.	Realistic time schedule, with adjustments of deadlines if necessary and in general a timely delivery of products.	Realistic, and fully realized time schedule, with if necessary adjustments of both time and tasks in an anticipatory way.
Report internship						
Formulation goals, framework project Research oriented	No goals and framework formulated for the project.	Formulation of goals and framework of the project is not clear. There is no link with personal learning outcomes.	Formulation of goals and framework of the project is acceptably clear. The link with personal learning outcomes is unclear.	Formulation of goals and framework of the project is clear, but does not fit with all aspects and learning outcomes of the internship project.	Formulation of goals and framework of the project is clear. There are sufficient links with the personal learning outcomes.	Clear and well-targeted formulation of goals and framework of the project. There are consistent and balanced links with the personal learning outcomes.
Formulation goals, framework project Task oriented	No goals and framework for any of the assigned tasks.	Formulation of goals and framework is not clear for the main assigned tasks. There is no link with personal internship outcomes.	Formulation of goals and framework for the main assigned tasks is acceptably clear. The link with personal learning outcomes is unclear.	Formulation of goals and framework for the main assigned tasks is clear, but does not fit with all aspects and learning outcomes of the internship project.	Formulation of goals and framework for the main assigned tasks is clear. There are sufficient links with the personal learning outcomes.	Clear and well-targeted formulation of goals and framework for the main assigned tasks. There are consistent and balanced links with the personal learning outcomes.
Theoretical underpinning, use of literature	No discussion of underlying theories. No relevant literature.	There is some description of underlying theories, but with serious errors.	Student has found relevant theories, but the description has not been tailored to the	Student has found the relevant theories, and the description is adequately	Student has found the relevant theories, makes a synthesis of those, and has	Clear, complete and coherent overview of relevant theories. Exactly

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
Research oriented		Only literature suggested by the supervisor.	project at hand or shows occasional errors. Some relevant literature in reference list.	correct and tailored to the project at hand. Reference list is relevant but not innovative.	been successful in tailoring the description to the project at hand. Innovative use of literature sources.	tailored to the project at hand. A rich, relevant, and innovative use of literature.
Theoretical underpinning, use of literature Task oriented	No literature or other sources of expertise are consulted or used.	Some literature or other sources of expertise are consulted, but not or incorrectly applied in carrying out the main assigned tasks.	Some literature or other sources of expertise are consulted and adequately applied in carrying out the main assigned tasks.	Several relevant literature sources or other sources of expertise are adequately applied in carrying out the main assigned tasks. Most sources are documented and listed.	Student has actively searched and applied theories from literature and other sources of expertise in carrying out the main assigned tasks. All sources are documented and listed.	Student has actively searched and incorporated key literature and other expertise, resulting in theoretically founded internship products. All sources are documented and listed.
Use of methods and processing data Research oriented	No description of methods and analysis of data.	Insufficient information on methods and insufficient analysis of data.	Used methods and ways of data analysis are not always appropriate, and their description is lacking.	Used methods and analysis of data are mostly appropriate. Their description is mostly adequate.	Choice and use of methods and data analysis are good. Their description is only lacking on a few points.	Choice and use of methods and data analysis are good and innovative. Their description is complete and clear.
Use of methods and processing data Task oriented	No description or deliberate use of methods and data analysis for the assigned task in which methods and data processing are relevant.	Hardly any description and poor use of methods and data analysis for the assigned task in which methods and data processing are relevant.	Some methods and some data analysis are adequately, but not in all relevant cases. Only part of them are explicitly described.	Where relevant to the assigned tasks, methods and data analysis are adequately used, and most of them are adequately described.	In carrying out the assigned tasks, the student has made good use of methods and data analysis. Their description is only lacking some minor points.	Good and innovative choice and use of methods and data analysis, in all cases where they were relevant to the assigned tasks. Their description is complete and clear.
Reflection on results Research oriented	No reflection on the results of the internship project.	Student identifies only few of weaknesses, and not the ones that are relevant to the project.	Student identifies some of the weaknesses in the results, but does not weigh their impact on the main results relative to each other.	Student indicates most weaknesses in the results and is able to weigh their impact on the main results relative to each other.	Student indicates most weaknesses in the results and weighs their relative impact. She also indicates how they can be overcome.	Student demonstrates insight in all important weaknesses and their relative impact, and an innovative view on overcoming them.
Reflection on results Task oriented	No reflection on the results of the internship activities in any of the tasks carried out.	Student identifies some weaknesses in results of the tasks carried out, but not the ones that are relevant to the	Student identifies some relevant weaknesses in results of the tasks carried out, but does not evaluate	The student evaluates some of the weaknesses and merits of her results against the organization's goals with	The student evaluates most weaknesses and merits of her work against the organization's goals with the	The student demonstrates insight in all important weaknesses and merits of her work in the context of

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
		assignments.	what they mean for the organization.	the assignments.	assignments, and comes with some solutions.	the organization, and an innovative view on overcoming them.
Conclusions and discussion Research oriented	No link between research questions, results and conclusions. No discussion.	Conclusions are drawn, but only address part of the research questions and are not substantiated by results. Discussion is hardly relevant to the project and the organization.	Conclusions address most of the research questions. Some conclusions are not substantiated by results or merely repeat results. Discussion touches on mostly trivial issues.	Conclusions address all research questions and are substantiated by results, but some of them are formulated vaguely or repeat results. Discussion is relevant but not innovative.	There is a clear link between research questions and conclusions. All are conclusions substantiated by results, and formulated concisely and precisely. In the discussion and recommendations, the added value of the research for the organization is taken into account.	There is a clear link between research questions and conclusions. All are conclusions substantiated by results, and formulated concisely and precisely. The discussion and recommendations provide innovative insights on the value of the research for the organization.
Conclusions and discussion Task oriented	In all main assignments, the student does not arrive at conclusive outcomes.	In the part of the main assignments, the student does not arrive at conclusive outcomes.	In the most of the assignments, the student has arrived at a conclusive outcome (in any form, like text, presentation, or data collection). The level of assignments, however, is mostly below academic.	In the most of the assignments, the student has arrived at a conclusive outcome (in any form, like text, presentation, or data collection). Some major assignments were at academic level. The student demonstrates some insight in the robustness of this outcome.	The major assignments were at academic level and the student has arrived at a conclusive outcome (in any form, like text, presentation, or data collection). The student demonstrates insight in the robustness of these outcomes and their value for the organization.	In all assignments, the student has arrived at a conclusive outcome (in any form, like text, presentation, or data collection). The student demonstrates insight in the value of this outcome for the organization, and how this value can be improved.
Fluency of language and writing skills Research and task oriented	Internship report is badly structured. In many cases information appears in wrong locations. Level of detail is inappropriate throughout. Formulations in the text are often incorrect/inexact inhibiting a correct interpretation of the text	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). Vagueness or inexactness in wording occurs regularly and it affects the interpretation of the text.	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). The text is ambiguous in some places but this does not always inhibit a correct	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). Formulations in text are predominantly clear and exact. Internship report could have been written more concisely.	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. Formulations in text are clear and exact, as well as concise	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. Textual quality of the internship report is such that it could be acceptable for a scientific or professional

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
			interpretation of the text.			journal.
Self-reflection on internship						
Report on self-reflection	The personal learning outcomes are not clearly described, and the reflection report does not evaluate in any understandable way if and how they are met.	Personal learning outcomes and internship activities are only partly and vaguely described. There is no clear evaluation of whether and how these outcomes are met.	The reflection report fairly describes the personal learning outcomes and internship activities. It also discusses to what extent some learning outcomes were met, but these outcomes only partly cover the potential internship outcomes.	The reflection report fairly describes the personal learning outcomes and internship activities. Some of the implications of the internship experiences for further personal development are reflected on. Some important potential internship outcomes are not addressed.	The reflection report clearly describes the personal learning outcomes and internship activities. These outcomes cover most aspects of the general internship outcomes. The lessons learnt are described and important implications of the internship experiences for further personal development are critically reflected on.	The reflection report describes clearly what the personal learning outcomes have been, which main activities were undertaken during the internship, and how these activities were related to the outcomes. It critically evaluates to what extent the outcomes were achieved and what were the enabling or constraining factors. It aptly discusses the learning achievements in the perspective of a further professional career.
Presentation						
Presentation: Graphs, PowerPoint	Presentation has no structure.	Presentation has unclear structure. Lay-out in many places insufficient: too much text and too few graphics (or graphs, tables) or vice versa	Presentation is structured, though the audience gets lost in some places. Quality of the layout of the slides is mixed. Inappropriate use of text, tables, graphs and graphics in some places	Presentation has a clear structure with only few exceptions. Lay-out is mostly clear, with unbalanced use of text, tables, graphs and graphics in few places only.	Presentation has a clear structure. Mostly a good separation between the main message and side-steps. Lay-out is clear. Appropriate use of text, tables, graphs and graphics	Presentation clearly structured, concise and to-the-point. Good separation between the main message and side-steps. Lay-out is functional and clear. Clever use of graphs and graphics
Oral presentation and defence	Spoken in such a way that majority of audience cannot follow the oral presentation. Student is not able to answer questions.	Presentation is uninspired, audience is not taken into consideration. Student is able to answer only the simplest questions.	Quality of presentation is mixed: sometimes clear, sometimes hard to follow. Student answers at least half of the questions appropriately.	Mostly clearly spoken and targeted at the audience, and with adequate timing. Student is able to answer nearly all questions in an appropriate way.	Clearly spoken in such a way that the audience's attention is high. Good timing. Student is able to answer all questions in an appropriate way, but not always fully to-the-point.	Clearly spoken in such a way that the audience's attention is high. Illuminating explanation of complex issues, with a right balance of information. Insightful and thought-provoking answers to

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
						questions.
Examination						
Defence of the report	Student is unable to defend/discuss his internship reports. He does not master the contents.	The student has difficulty to explain the subject matter of the internship project.	Student is able to defend his internship project. He mostly masters the contents of what he wrote, but for a limited number of items he is not able to explain what he did, or why.	Student is able to defend his internship project. He masters the contents of what he wrote, but not beyond that. Is not able to place thesis in scientific or practical context.	Student is able to defend his internship project, including indications how the work could have been done better. Student is able to place thesis in either scientific or practical context.	Student is able to freely discuss the contents of the internship project and to place the internship project in the context of current scientific literature and practical contexts.
Reflection on the internship	Is unable to describe an event or situation in which he was involved and that relates to a formulated learning outcome.	Is able to describe at least one event or situation in which he was involved and that relates to a formulated learning outcome but unable to distinguish between the event description and the description of the personal emotions involved.	Is able to describe at least one event or situation in which he was involved and that relates to a formulated learning outcome, properly distinguishing between the event description and the personal emotions involved, but unable to formulate personal points of improvement and related actions in a future situation	Is able to describe at least one event or situation in which he was involved and that relates to a formulated learning outcome, properly distinguishing between the event description and the personal emotions involved, and able to formulate personal points of improvement and related actions in a future situation	Is able to analyse objectively most events or situations in which he was involved and that relates to formulated learning outcomes, derive improvements for a future situation and formulate plan for improved functioning in a new situation. Shows the ability in at least one case to implement the formulated plan for improved functioning	Is able to analyse objectively any event or situation in which he was involved and that relates to formulated learning outcomes, derive improvements for a future situation and formulate and implement a plan for improved functioning in a new situation.