

*Coordinator:*

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*Study load:*

24, 27, 30, 33, 36, 39 ECTS



**Profile of the course**

The aim of the academic internship is for students to experience the institutional, entrepreneurial and labour realities of a possible first working environment for a recent graduate from your study programme. The internship provides you the opportunity to work outside Wageningen University at a host organisation (e.g. a company, public institution, consultancy firm, research organisation, another university or nongovernmental organisation), thereby broadening your academic horizons. Work undertaken at the host organisation should be of a sufficiently high academic standard. Students undertaking their internships will produce a range of materials (e.g., a policy document, communication plan, evaluation report, landscape design, education or communication material) or perform a research project to demonstrate their fulfilment of the internship learning outcomes.

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

**Study load**

A student may undertake an internship with a study load of 24, 27, 30, 33, 36, or 39 credits (EC), depending on the study programme.

**Course codes**

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

## **Learning outcomes**

After completion of the internship, students are expected to be able to:

- apply knowledge and academic skills acquired during the course of study; i.e. apply theoretical insights and models in practice;
- execute professional skills better (e.g., cooperation with colleagues and dealing with clients; assess and evaluate practices (both formal and informal) in an organisation;
- work independently, and with a feeling for the organisation;
- critically reflect on personal learning outcomes;
- reflect on future professional options;
- reflect on the decision-making structure and culture in an organisation;
- expand the student's professional network.

In addition to the above-mentioned learning outcomes, you are asked to formulate your own more specific, personal learning outcomes in conversation with your university supervisor. These might, for example, relate to the acquisition of particular skills such as writing a policy memo, developing extension materials or planning and running a workshop. It goes without saying that you define your learning objectives in line with the aims of the 'client', that is, your internship provider. Discuss with your internship provider and supervisor how you can work on, and receive feedback on, your personal learning outcomes. These personal learning outcomes are part of the Wageningen University Contract and Learning Agreement for internships (see Appendix A).

## **Formulating Personal Learning Outcomes**

The following three questions might be helpful to formulate your own personal learning outcomes:

- What do I want to learn and/or what do I think I might learn?
- How will this learning be acquired or accomplished?
- What activities will you do? How will you acquire the learning? Under what conditions will the learning occur?)
- How you will measure your objective? (What evidence will you have to demonstrate that learning has taken place? What criteria will be used to evaluate your evidence? Who will do the evaluation?)
- How will I reflect on what I learned and demonstrate to others what I learned?

As a way to organise your personal learning outcomes, please use examples as mentioned in appendix following three categories and general learning goals. Of course, these are examples and have to be made more specific and in line with your internship.

### 1. Cognitive Development Goals

- To apply knowledge and skills related to the concepts, principles, and methodologies covered in the MTO or MLP (i.e., connecting theory to practice)
- To acquire new knowledge in a new setting that builds on classroom-based education
- To integrate or synthesize knowledge from diverse disciplines, courses and areas of experience
- To apply higher-order thinking skills (critical thinking, analysis, synthesis, evaluation, complex problem solving) to “real world” situations

### 2. General Skill Development Goals

- To develop skill competencies specific to an occupation or profession.
- To improve oral and written communication skills
- To improve effective listening skills
- To increase skills for understanding and working with people of diverse backgrounds and cultures and to work effectively within diverse environments
- To develop good participation as a team member and build a professional network
- To acquire additional interpersonal communication and interaction skills
- To develop skills to work effectively within formal and informal networks and work cultures
- To further develop observation, recording and interpretation skills.
- To acquire skills in leadership
- To demonstrate individual responsibility
- To demonstrate effective management of personal behaviour, ethics and attitudes

### 3. Personal Development Goals

- To develop self-awareness
- To clarify one's own values
- To develop self-reliance and self-confidence
- To develop and use an ethical perspective
- To develop career awareness, direction and exploration of vocation
- To identify whether the student would like to peruse a research career or an applied job in his/her future profession

### **Prerequisite knowledge**

Specific requirements for the MTO or MLP can be found in the Study Handbook. In addition, students must be officially registered in an MSc programme at Wageningen University.

### **How to find an internship?**

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

- the work involved should relate to the domain of tourism/leisure and/or cultural geography;
- the level of the work should fit the learning objectives of an academic internship;
- the organisation should offer adequate supervision;
- the supervisor should be able to supervise an academic internship.

Finding an internship placement is the student's responsibility, though the chair group can provide some help. Internship vacancies are sent out to registered students. Moreover, on the webpage <https://www.wur.nl/en/Research-Results/Chair-groups/Environmental-Sciences/Cultural-Geography-Group/Education-2/GEO-Internship.htm>, you'll find a link to a list of organisations where students received placements in the past.

Part of the learning process is for students to make all the arrangements with the internship provider themselves (see the checklist for organizing an internship below). You can also discuss internship options with the internship coordinators of the chair groups involved.

### **Supervision**

During the internship, students will have two supervisors. The host organisation supervisor will guide students in their work activities and give feedback on their performance. It is important to make clear supervision arrangements and to set them down in the internship contract. In addition, students have a Wageningen University (WUR) supervisor with whom they should regularly discuss the progress of their internship work activities. Supervision by staff members consists of two to three sessions of about 60 minutes. In addition, the university supervisor allocates some time for answering questions, reading intermediate work (e.g., proposals, progress reports) and reading and assessing the final report.

### **Important milestones in the internship process**

The following procedure and milestones should be considered as providing guidelines for both students and teachers. Things do not always go according to plan, but as a rule, the procedure is as follows:

1. *The internship contract (including project description) and access to the Thesis and Internship Cultural Geography Brightspace*

Once it is clear where the student is going to do an internship and who is going to do the supervision, the university supervisor adds the student's name to the classlist of Thesis and Internship Cultural Geography Brightspace. An internship contract can be drawn up at this stage. In this contract, the university supervisor commits him/herself to a number of contact hours, and the host organisation supervisor agrees to organise facilities and supervision at the workplace. In case of extraordinary arrangements of any kind, this must have been agreed on in this contract. The internship contract has two appendices:

- The internship programme or programme description including the aims of the internship (i.e. the assignment of the internship provider); The Learning Agreement which includes the own learning objectives;

The final internship contract is drawn up in consultation with the host organisation supervisor and the WUR supervisor. It is sometimes necessary to organize a meeting between the host organisation supervisor, the WUR supervisor and the student. Upon receiving authorization from both supervisors, the student may proceed.

The student should keep a diary – called a 'week book' – in order to record:

- each week's main activities;
- the way in which activities were carried out;
- examples of the ways in which students have been confronted with and addressed their personal learning outcomes.

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

## *2. Interim feedback*

Both supervisors are to be kept up-to-date on how the internship is going, e.g., via email. About halfway through the internship, the student discusses progress with the WUR supervisor.

## *3. The end of the internship*

At the end of the internship, the student writes an internship report and a reflection report. These reports form the basis for the final evaluation by both supervisors.

## *4. The final evaluation*

The final evaluation is done by the student and the WUR supervisor; when possible they invite the host organisation supervisor to join them or the meeting will take place at the host organisation. Otherwise, the WUR supervisor should consult the host organisation supervisor, before the final evaluation takes place. The WUR supervisor assesses the internship on the basis of the internship report, the evaluation of the host organisation supervisor, and the final discussion (see also section on final assessment).

## **Educational activities**

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

### *1. Report on internship results*

Your internship supervisors should support you during the writing of your report on the tasks done during the internship.

The report should be structured as follows:

- Introduction: Discuss the goals and framework of the internship project and ensure that these are theoretically underpinned by appropriate master degree-level academic literature in your study domain. This includes an evaluation of the aims of the internship provider, describing whether and how the assignment was carried out.
- Methodology/methods: The report should contain a description of – and rationale for – the methods used during the internship and, if applicable, the data obtained/body of knowledge used.
- Results, discussion and conclusion: The report should contain the results of your internship project, discussion and conclusion.

The internship report should include a professional reflection that consists of four moments:

1. A reflection on the choices that were involved in your work, and especially the reasons behind the choices made and how these can be grounded in scholarly literature. As the theoretical principles applied in carrying out the assignment should also be made clear, the project should be supported by a theoretical underpinning making appropriate use of up-to-date scholarly literature. In addition, the report should contain a description of the methods used during the internship and, if applicable, the obtained data/used body of knowledge.
2. The report should also provide a critical reflection on the relationship between theory and practice. Reflect on what it implies to work with theory in practical situations, and what tensions may arise as a result. How may practice, for example, lead to the formulation of new scientific questions and, conversely, how can practice better utilize theory?
3. Furthermore, you must reflect upon the strategic embedding of your task in the organization, and also develop your vision on it. A reflection on social values and ethical dilemmas of your task in practice settings comes in here.

4. Finally, you are required to reflect on relations with other employees. You will work in a task-oriented environment that includes deliberation and negotiation about tasks and appointments. How did this take place? What did you learn from it? Finally, the report should contain the results of your internship project, a conclusion and discussion and/or concrete output such as a folder, an advise, etc. If necessary, the report can be a confidential report that only may be read and filled by the WUR supervisor

### *2. Reflection on the internship and personal learning outcomes*

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

- What were the most important personal learning outcomes for you?
- What activities did you perform to attain these learning outcomes?
- How do you evaluate your performance in these activities?
- What are your feelings on your performance in these activities?
- Could you have done things differently? If so, then how?
- What did you experience as your strong and weak points in this working environment?
- How can you improve on your weak points?
- What gaps do you identify in your knowledge and skills in your professional development?
- What was the contribution of results to the goals of the organization/the larger project of which the internship was a part?
- What new personal learning objectives do you now have for yourself?

### *3. Submission of reports*

The two reports must be submitted via the Thesis and Internship Cultural Geography Brightspace.

### *4. Oral presentation*

After finishing their internship, students must give a presentation about their internship for the host organisation with at least the host organisation supervisor present and preferably also the university internship supervisor. In case this is not possible, students should give a short presentation at the end for the university internship supervisor.

### *5. Oral examination*

After finishing their two reports and their oral presentation, students have an oral examination with their university supervisor. The host organisation supervisor may also be present. This examination evaluates the extent to which students master the topic of their internship and the quality of students' reflections on undertaking the internship project.

### **Assessment of the internship**

Your WUR supervisor is responsible for the assessment and final mark. The host organisation supervisor provides advice about the mark to the WUR supervisor in a written form sent by email. For this advice, the host organisation supervisor has to use the rubric. For the evaluation of your performance, a standard internship assessment form is used by the WUR supervisor to assess you based on your host organisation supervisor's evaluation of your performance and both reports. However, the advice from the host organisation supervisor might differ from the mark given by the university supervisor/examiner due to differences in expectations and assessment of students' work between the supervisors and differences in grading levels between organizations and countries.

- The host organisation supervisor evaluates the student's performance by using the 'Internship Evaluation' form (see Appendix B).
- The WUR supervisor evaluates the student by 1) taking into account the host organisation supervisor's assessment; 2) assessing both written reports; 3) assessing the oral presentation and 4) assessing the oral examination. To do this, university supervisors must use the 'Assessment Internship Wageningen University' form (see Appendices C and D).
- An assessment rubric is used as a guideline to determine the internship mark (see Appendix E).

### **Miscellaneous**

The chair group does not pay allowances for travel expenses. We advise you to negotiate with your host organisation about such expenses.

#### *Insurances*

A 'standard' travel insurance covering accidents and luggage might not be sufficient if you go abroad for your studies. Therefore, the WUR travel insurance is available. Students can take out a (free) travel insurance policy if they go on an internship abroad. For more information about this, insurance go to the SSC. If you are planning to travel after your internship, be sure to take out a travel insurance policy for that purpose, as anything outside of the internship period will not be covered by the WUR travel insurance policy. It is always unwise to have two insurance policies active at the same time, as this might generate conflict between them about coverage responsibility. So, be sure to cancel your own (continuous) travel insurance policy during your study period abroad and to resume it once your internship is over.

Students must get a health insurance policy with world coverage on their own. All students registered at Wageningen University are automatically insured for liability insurance ('WA verzekering') during their study activities (e.g., lab work, field work etc.), but not during their leisure time.

*Special note for international students:* Special arrangements are made regarding insurance coverage for international students at WUR. For more information, please contact the SSC.

### **Grants**

Some grants are available to support students. For more information, see the following websites:

- [www.beursopener.nl/content/index.asp](http://www.beursopener.nl/content/index.asp) (in Dutch only)
- [www.wur.nl/en/Education-Programmes/master/Study-grants.htm](http://www.wur.nl/en/Education-Programmes/master/Study-grants.htm)
- Erasmus scholarships (sometimes available for internships taking place within Europe): [www.wur.nl/en/Education-Programmes/Study-Abroad-and-Exchange-Students.htm](http://www.wur.nl/en/Education-Programmes/Study-Abroad-and-Exchange-Students.htm)

### **Checklist for organizing an internship**

For all internships:

- ✓ Find an internship (see 'how to find an internship?' for suggestions)
- ✓ Find a supervisor at the university (the internship coordinator of GEO can help with this)
- ✓ Fill in the Wageningen University Internship Contract and Learning Agreement together with the WUR supervisor and the host organisation supervisor
- ✓ Request the WUR supervisor to add the student's name to the classlist of Thesis and Internship Cultural Geography Brightspace
- ✓ Submit the Wageningen University Internship Contract and Learning Agreement to:
  1. the secretary of the supervising chair group
  2. the GEO supervisor
- ✓ Where applicable, complete the host institution's internship contract

For internships abroad:

- ✓ Apply for grants, if possible
- ✓ Arrange proper insurance coverage
- ✓ Ensure you have the proper vaccinations for the destination country
- ✓ Apply for a visa, where applicable
- ✓ Arrange tickets
- ✓ Arrange housing

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

### **Attachments**

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

## Appendix A. Wageningen University and Research Internship Contract and Learning Agreement

This Internship Contract and Learning Agreement<sup>1</sup> serves to lay down the agreement on the internship between the student, the employer and the university.

Signed copies must be sent to the student, his/her study advisor, the university supervisor and the institutional internship supervisor.

### Internship contract (hereinafter: “the Contract”)

#### Parties :

##### Student

Last name: \_\_\_\_\_ (hereinafter: “the Student”)  
First name: \_\_\_\_\_  
Student number: \_\_\_\_\_  
Gender: \_\_\_\_\_  
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: \_\_\_\_\_

#### Whereas:

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

#### Article 1.

<sup>1</sup> Wageningen University, Educational Institute, 15.08.2011

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 objects of the internship as described article 2.

The internship shall be at [ \_\_\_\_\_ ] (place of work). The time to be spent at the work placement is in accordance with normal fulltime working hours, except if it is agreed otherwise and not contrary to employment legislation for youngsters.

Article 2.

The subject/topic of the internship is entitled:

.....

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 laid down the arrangements made in respect of the learning outcomes and the assessment of the internship.

Article 3.

The internship supervisor at the side of the Employer is:

.....

Article 4.

The supervisor<sup>2</sup> at 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 both the report and a PowerPoint paper of his/her presentation to the University.

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<sup>2</sup> This can be another staff member than the representative of the chair group.

Article 6.

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

Article 7.

The Student shall meet the requirements of the Employer regarding safety, health, labour hours/ holiday and confidentiality, etc. If requested so by the Employer the Student and the Employer shall conclude a secrecy agreement, provided however that the Student always keeps the right to present the results of his/her internship on the way 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.

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 in the way 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 will take place in a closed assessment meeting.

Article 8.

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

Article 9.

In the performance of the activities being part of the internship, nor the Student, nor the University will be liable towards the Employer and/or any third party for any damage or loss, provided however that the Student is liable for damage or losses being the result of willful 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 for an adequate insurance of the Student similar to the one which is in place for its employees.

Anyway the University has taken out liability insurance on which policy the liability (if any) for both the University and the Student is covered.

Article 10.

The Employer is responsible for the withholding of (income) taxes and premiums for social security and premiums as far as 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 inform the supervisor at the side of the University immediately.

Article 12.

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

€ .....

The allowance for travelling 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 not registered anymore as a student of the University;
3. upon mutual written consent between the Student, the Employer, and the University.

Article 14.

The Employer may early terminate this Contract after consultation of 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 conflict, the Student shall try to solve the problem with the supervisor on the side of the Employer. If they do not reach a solution of the problem(s), the problem will be discussed with supervisor on the side of the University.

Article 16.

This Contract shall be 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

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Place:

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Date:

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## **Annex 1 Internship Programme (Project Description)**

Project and execution:

## Annex 2 Learning Agreement<sup>3</sup>

The specific learning outcomes for this work placement are:

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The requirements on the report of the work placement are:

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The excel form Assessment Internship Wageningen University<sup>4</sup> will be used.

The percentages used in the assessment form will be:

Learning outcomes (assessment criteria)	percentage
A. Professional skills	35
B. Report internship	35
C. Self-reflection on internship	20
D. Presentation	5
E. Examination	5

The assessment will be done in week \_\_\_\_\_

Agreed and signed by  
Student

University supervisor

<sup>3</sup> This is an agreement between the student and the university supervisor.

<sup>4</sup> <https://www.wur.nl/en/show/GEO-MSc-internship-assessment-form.htm>

**Appendix B Evaluation of the performance of the student by the internship supervisor.**

**Internship evaluation Wageningen University and Research**

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

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Name student:

Registration number:

Company/Organisation:

Name supervisor(s):

Email address:

Date of final evaluation meeting :

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

(summary of the internship plan)

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

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

**3. Performance of the student during the internship period**

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

**4. Assessment of the student's performance by the host organisation supervisor:**

(Provide a mark for the personal skills mentioned below)

For a description of the marks within these categories, please consult the assessment rubric in Appendix E.

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

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

(and the advice of the host organisation supervisor(s))

Name and signature of the host organisation supervisor    Name and signature of the student

Date:

Date:

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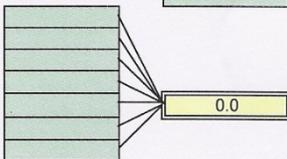
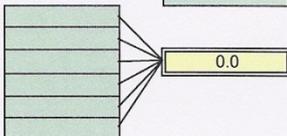
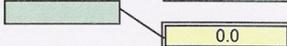
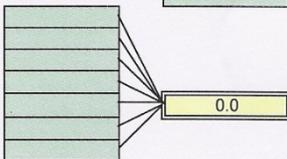
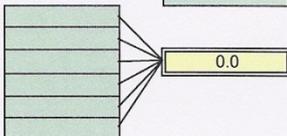
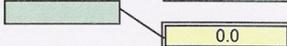
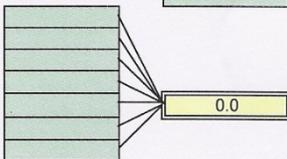
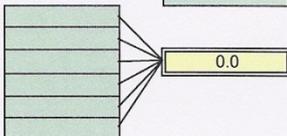
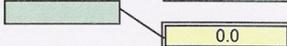
To be filled in by Wageningen University and Research:

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

Date:

Course code:

## Appendix C: Assessment Internship Wageningen University and Research

Assessment internship Wageningen University																																																	
Complete the single lined fields (use decimal point or comma, depending on the language setting)																																																	
Name chairgroup (three letter code)	<input style="width: 95%;" type="text"/>																																																
Name student	<input style="width: 95%;" type="text"/>																																																
Registration number	<input style="width: 95%;" type="text"/>																																																
MSc programme	<input style="width: 95%;" type="text"/>																																																
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## Appendix D: Manual for use of MSc-internship assessment rubric (version 1.0) to be used in conjunction with the thesis evaluation form of Wageningen University

### *User instructions*

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

### Remarks

- The main intention of using a rubric is enhance homogeneity of assessments and the ability to communicate about assessments both with students and with colleagues. Furthermore, it clarifies to students the expectations of the supervisor and helps the supervisor to structure feedback during the process of thesis research.  
Although the intention is to homogenize the process of assessment, it should be noted that even with the use of a rubric some arbitrariness will remain.
- We suggest that all main categories (groups of criteria: research competence, thesis report, colloquium, examination) should have an assessment of 'sufficient' (i.e. a '6') before the total thesis work can be considered as sufficient. So, no compensation between main categories is possible to obtain a final mark of '6'.
- Authors of the rubric: Marjolijn Coppens, with valuable contributions from Arnold F. Moene, Ralf Hartemink, Jan Philipsen, Maria Smetsers, Paul Hebinck, Tjeerd Jan Stomph, Judith Gulikers.

### References

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

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

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

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



## Appendix E: Rubric for assessment of an MSc Internship

Author: Marjolijn Coppens with contributions of Arnold F. Moene, Judith Gullikers, Jan Philipsen, Maria Smetsers, Paul Hebinck, Tjeerd Jan Stomph, Ralf Hartemink. // Based (in part) on 'Rubric for assessment of MSc-thesis' by Arnold F. Moene (Version: 1.0)

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Item	Mark for item					
	2-3	4-5	6	7	8	9-10
A. Professional skills (20-50%) *						
<b>1.1. Initiative and creativity</b>	Student shows no initiative or new ideas at all.	Student picks up some initiatives and/or new ideas suggested by others (e.g. supervisor), but the selection is not motivated.	Student shows some initiative and/or together with the supervisor develops one or two new ideas on minor parts of the project.	Student initiates discussions on new ideas with supervisor and develops one or two own ideas on minor parts of the project.	Student has his own creative ideas.	Innovative methods and analysis of information/data. Possibly the idea for the project has been formulated by the student.
<b>1.2 Insight in functioning of another organization</b>	Student shows no insight in functioning of the organization.	Student shows no insight in functioning of the organization.	Student is able to draw an organization chart of the organization.	Student is able to indicate the position of the team within the organization as a whole.	Student is able to indicate the responsibilities of the different units within the organization.	Student knows how changes are realized in the organization.
	Student doesn't ask for help from the internship provider in case it is necessary.	Student doesn't ask for help from the internship provider in case it is necessary.	Student gets things (e.g. receiving information, organizing material facilities, etc.) done within the team only via internship supervisor.	Student is able to get some things (e.g. receiving information, organizing material facilities, etc.) done within the team. If necessary, the student asks for help of the supervisor to get things done within the team.	Student is able to get things (e.g. receiving information, organizing material facilities, etc.) done within the team independently.	Student is able to independently implement changes that affect the whole team.
<b>1.3 Adaptation capacity</b>	Student doesn't adapt and gives an impression of apathy or is often involved in disputes or arguments.	Student doesn't adapt and gives an impression of apathy or is often involved in disputes or arguments.	Student knows the do's and don'ts in the new work environment.	Student accepts how things go within the new work environment.	Student is able to adapt to the new work environment.	Student adapts easily to the work environment within the limits of his personal values.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
<b>1.4 Commitment and perseverance</b>	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.
<b>1.5 Independence</b>	The student can only perform the work properly after repeated detailed instructions and with direct help from the supervisor.	The student needs frequent instructions and well-defined tasks from the supervisor and the supervisor needs careful checks to see if all tasks have been performed.	The supervisor is the main responsible for setting out the tasks, but the student is able to perform them mostly independently	Student selects and plans the tasks together with the supervisor and performs these tasks on his own	Student plans and performs tasks mostly independently, asks for help from the supervisor when needed.	Student plans and performs tasks independently and organizes his sources of help independently.
<b>1.6 Handling supervisor's comments and development skills</b>	Student does not pick up suggestions and ideas of the supervisor	The supervisor needs to act as an instructor and/or supervisor needs to suggest solutions for problems	Student incorporates some of the comments of the supervisor, but ignores others without arguments	Student incorporates most or all of the supervisor's comments.	Supervisor's comments are weighed by the student and asked for when needed.	Supervisor's comments are critically weighed by the student and asked for when needed, also from other staff members or students.
	Knowledge and insight of the student (in relation to the prerequisites) is insufficient and the student is not able to take appropriate action to remedy this	There is some progress in the professional skills of the student, but suggestions of the supervisor are also ignored occasionally.	The student is able to adopt some skills as they are presented during supervision	The student is able to adopt skills as they are presented during supervision and develops some skills independently as well.	The student is able to adopt new skills mostly independently, and asks for assistance from the supervisor if needed.	The student has knowledge and insight on a academic level, i.e. he explores solutions on his own, increases skills and knowledge where necessary.
	No learning outcomes formulated.	Learning outcomes formulated, but no progress in any of them.	On some of the personal learning outcomes the student shows some progress.	On all of the personal learning outcomes the student shows some progress.	On some of the personal learning outcomes the student shows major progress and on others some progress is shown.	On all personal learning outcomes the student has shown major progress.
<b>1.7. Time management</b>	No time schedule made.	No realistic time schedule.	Mostly realistic time schedule, but no timely adjustment of time schedule if necessary.	Realistic time schedule, with some adjustments if necessary (but not enough or not all in time) in times only.	Realistic time schedule, with if necessary timely adjustments of times only.	Realistic time schedule, with if necessary timely adjustments of both time and tasks.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
	Final version of internship report or presentation more than 50% of the nominal period overdue without a valid reason (force majeure)	Final version of internship report or oral presentation at most 50% of the nominal period overdue (without a valid reason).	Final version of internship report or oral presentation at most 25% of nominal period overdue (without valid reason)	Final version of internship report or oral presentation at most 10% of nominal period overdue (without valid reasons)	Final version of internship report or oral presentation at most 5% of nominal period overdue (without good reasons)	Final version of internship report or oral presentation finished within planned period (or overdue but with good reason and finished within reasonable time).
B. Report internship (20-50%)						
<b>2.1 Formulation goals, framework project</b>	No goals and framework of project.	Formulation of goals and framework of project is not clear.	Formulation of goals and framework of project is clear, but link between tasks and goals is not clear. Framework of project does not fit with the object of the internship project.	Formulation of goals and framework of project is clear, but link between tasks and goals is not always clear.. Framework of project does not fit with all aspects of the internship project.	Formulation of goals and framework of project is clear.	Clear formulation of goals and framework of project. Both are well linked with all aspects of the internship project.
<b>2.2. Theoretical underpinning, use of literature</b>	No discussion of underlying theories.	There is some discussion of underlying theories, but the description shows serious errors.	Student has found the relevant theories, but the description has not been tailored to the project at hand or shows occasional errors.	Student has found the relevant theories, and has been partially successful in tailoring the description to the project at hand. Few errors occur.	Student has found the relevant theories, makes a synthesis of those, and has been successful in tailoring the description to the project at hand.	Clear, complete and coherent overview of relevant theories. Exactly tailored to the project at hand.
	No relevant literature in reference list except for those already suggested by the supervisor	Only a couple of relevant literature references in the reference list.	Some relevant literature in reference list but also significant body of irrelevant literature.	Relevant literature in reference list but some references are less relevant.	Used literature is relevant for the goal of the project. An occasional reference may be less relevant.	Used literature is relevant for the goal of the project.
<b>2.3. Use of methods and processing data</b>	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	Description of methods and analysis of information/data is lacking in a number of placed. Used methods and analysis of data/information mostly appropriate.	Description of methods and analysis of information/data is mostly complete, but there are lacking some details. Used methods and analysis of data/information are	Description of methods used and analysis of the information is appropriate, complete and clear.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
			always appropriate.		appropriate.	
<b>2.4. Reflection on results</b>	No reflection on the results of internship project. Discussion only touches trivial or very general points of criticism.	Student identifies only some possible weaknesses and/or points at weaknesses which are in reality irrelevant or non-existent.	Student indicates most weaknesses in the results, but does not weigh their impact on the main results relative to each other.	Student indicates most weaknesses in the results and is able to weigh their impact on the main results relative to each other.	Student indicates all weaknesses in the results and weighs them relative to each other. Furthermore, (better) alternatives for the methods used are indicated.	Student is not only able to identify all possible weaknesses in the results, but is also able to indicate which weaknesses affect the outcome of the internship project most.
<b>2.5. Conclusions and discussion</b>	No link between goals, results and conclusions.	Conclusions are drawn, but in many cases only address part of the goals. Conclusions merely repeat results or conclusions are not substantiated by results.	Conclusions are linked to the goals, but not all goals are addressed. Some conclusions are not substantiated by results or merely repeat results.	Most conclusions well-linked to goals and substantiated by results. Conclusions mostly formulated clearly but some vagueness in wording.	Clear link between goals and conclusions. All conclusions substantiated by results. Conclusions are formulated exact.	Clear link between goals and conclusions. Conclusions substantiated by results. Conclusions are formulated exact and concise. Conclusions are grouped/ordered in a logical way.
	No discussion about the added value of the project for the organization.	Student assigns irrelevant aspects of the project as added value for the project for the organization.	Student only reflects on trivial aspects of his project for the organization and does not relate this to the goals of the organization.	Student is able to identify the added value of his project for the organization, but does not relate this to the goals of the organization.	Student is able to identify the added value of his project for the organization and relates this to the goals of the organization.	Student is able to identify the added value of his project and relates this to the goals of the organization. In addition, the student is able to indicate the added value of his project for the society as a whole.
<b>2.6. Fluency of language and writing skills</b>	Internship report is badly structured. In many cases information appears in wrong locations. Level of detail is inappropriate throughout.	Main structure incorrect in some places, and placement of material in different chapters illogical in many places. Level of detail varies widely (information missing, or irrelevant information given).	Main structure is correct, but lower level hierarchy of sections is not logical in places. Some sections have overlapping functions leading to ambiguity in placement of information. Level of detail varies widely (information missing, or	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	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.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
			irrelevant information given).		appropriate.	
	Formulations in the text are often incorrect/inexact inhibiting a correct interpretation of the text.	Vagueness and/or inexactness in wording occurs regularly and it affects the interpretation of the text.	The text is ambiguous in some places but this does not always inhibit a correct interpretation of the text.	Formulations in text are predominantly clear and exact. Internship report could have been written more concisely.	Formulations in text are clear and exact, as well as concise.	Textual quality of the internship report is such that it could be acceptable for a peer-reviewed journal.
C. Self reflection on internship (10-30%)						
<b>3.1 Report on self reflection</b>	Is not able to describe an event or situation in which he was involved and that relates to a formulated learning outcome.	Is able to describe at least one event or situation in which he was involved and that relates to a formulated learning outcome but unable to distinguish between the event description and the description of the personal emotions involved.	Is able to describe at least one event or situation in which he was involved and that relates to a formulated learning outcome, properly distinguishing between the event description and the personal emotions involved, but unable to formulate personal points of improvement and related actions in a future situation	Is able to describe at least one event or situation in which he was involved and that relates to a formulated learning outcome, properly distinguishing between the event description and the personal emotions involved, and able to formulate personal points of improvement and related actions in a future situation	Is able to analyze objectively most events or situations in which he was involved and that relates to formulated learning outcomes, derive improvements for a future situation and formulate plan for improved functioning in a new situation. Shows the ability in at least one case to implement the formulated plan for improved functioning	Is able to analyze objectively any event or situation in which he was involved and that relates to formulated learning outcomes, derive improvements for a future situation and formulate and implement a plan for improved functioning in a new situation.
D. Presentation (5%)						
<b>4.1. Presentation: Graphs, PowerPoint</b>	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.	Lay-out in many places insufficient: too much text and too few graphics (or graphs, tables) or	Quality of the layout of the slides is mixed. Inappropriate use of text, tables, graphs and	Lay-out is mostly clear, with unbalanced use of text, tables, graphs and graphics in few places	Lay-out is clear. Appropriate use of text, tables, graphs and graphics.	Lay-out is functional and clear. Clever use of graphs and graphics.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
	Too small font size, too many slides.	vice verse.	graphics in some places.	only.		
<b>4.2. Oral presentation and defense</b>	Spoken in such a way that majority of audience could not follow the presentation.	Presentation is uninspired and/or monotonous and/or student reads from slides: attention of audience not captured	Quality of presentation is mixed: sometimes clear, sometimes hard to follow.	Mostly clearly spoken. Sometimes monotonous in some places.	Clearly spoken in such a way that I keeps audience's attention.	Relaxed and lively though concentrated presentation. Clearly spoken in such a way that I keeps audience's attention.
	Language and interest of audience not taken into consideration at all.	Language and interest of audience hardly taken into consideration.	Language and interest of presentation at a couple of points not appropriately targeted at audience.	Language and interest of presentation mostly targeted at audience.	Language and interest of presentation well-targeted at audience. Student is able to adjust to some extent to signals from audience that certain parts are not 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 too long).	Timing not well kept (at most 30% deviation from planned time).	Timing not well kept (at most 20% deviation from planned time).	Timing is OK (at most 10% deviation from planned time).	Presentation finished well in time.	Presentation finished well in time.
	Student is not able to answer questions.	Student is able to answer only the simplest questions	Student answers at least half of the questions appropriately.	Student is able to answer nearly all questions in an appropriate way.	Student is able to answer all questions in an appropriate way, although not to-the-point in some cases.	Student is able to give appropriate, clear and to-the-point answers to all questions.
E. Examination (5%)						
<b>5.1 Defense of the report</b>	Student is not able to defend/discuss his internship reports. He does not master the contents.	The student has difficulty to explain the subject matter of the internship project.	Student is able to defend his internship project. He mostly masters the contents of what he wrote, but for a limited number of items he is not able to explain what he did, or why.	Student is able to defend his internship project. He masters the contents of what he wrote, but not beyond that. Is not able to place thesis in scientific or practical context.	Student is able to defend his internship project, including indications how the work could have been done better. Student is able to place thesis in either scientific or practical context.	Student is able to freely discuss the contents of the internship project and to place the internship project in the context of current scientific literature and practical contexts.
<b>5.2 Reflection on the</b>	Is not able to describe	Is able to describe at	Is able to describe at	Is able to describe at	Is able to analyze	Is able to analyze

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
<b>internship</b>	an event or situation in which he was involved and that relates to a formulated learning outcome.	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.	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	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	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	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.