

Wageningen University MSc Internship Learning Agreement

This Wageningen University (WU) master internship learning agreement sets out the agreements between a master's student and a chair group. The agreement registers the rights and duties of both parties and is a further supplement and elaboration of the Higher Education and Research Act (WHW), Education and Examining Regulations and the Student Charter.

The learning agreement is an agreement between the student and the chair group and concerns the learning of the student during the internship. It is additional to the internship contract with the internship host on legal issues. The form has to be completed for each master's internship by the student and a representative of the chair group before starting work on the internship.

The student, WU supervisor and examiner sign the form and the WU supervisor archives the learning agreement in OSIRIS. If the agreement is modified, the amended form will be archived in OSIRIS.

For complaints regarding supervision or assessment, the student can appeal to:

- The study advisor for advice and support
- The Examining Board for advice on procedures or an official complaint
- The Examination Appeals Board
- A Dean or a Confidential student advisor

For additional information see the explanation on page 4.

1. Information on student and chair group

Student: _____
Study programme: _____
Registration number: _____
Study advisor: _____
Chair Group: _____
Course code: _____
Host organization* _____
Location _____

The information on the host organisation is part of the internship contract.

2. Description of internship activities

Describe your planned internship activities.

1. ...
2. ...
3. ...

3. Personal learning goals

For the internship you need to formulate a minimum of two personal learning goals, e.g. related to your professional career ambitions, specific domain knowledge you want to obtain or specific skills you want to improve. For each learning goal you follow the steps mentioned in the appendix of this learning agreement.

Describe personal learning goals that you want to work on during the internship.

1.
2. ...

Further clarification of the link of this internship to your career interest (type of work) and future career ambition (type of organisation):

Explain what motivates your choice:

4. Academic level of the internship

The internship at the Wageningen University (WU) needs to be an academic internship. This means that an internship should have certain characteristics that fit a potential academic career path. The internship therefore needs to meet the requirements mentioned in the explanation.

- Academic relevance:
- Relevance (usability) for the internship host:

5. Planning and risk assessment

Start internship: dd/mm/yy
End internship: dd/mm/yy
Progress evaluation (8-10 weeks after the start): dd/mm/yy
Planned examination (estimation): dd/mm/yy

In case of an internship abroad: Risk assessment needed? yes/no
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6. Other agreements:

7. Signature

The student agrees to report any relevant changes in circumstances which may affect the results of the project to the supervisor.

The student declares that he/she is familiar with rules and regulations specific to the Chair Group and with rules and procedures related to assessment. The Chair Group declares that they have provided the student with all the relevant information (including rules, regulations, and information on safety issues).

Wageningen,

	Name	Date	Signature
Student:	_____	_____	_____
Supervisor:	_____	_____	_____
Examiner:	_____	_____	_____

Explanation

1. Information for student and Chair Group

The examiner will be the chair holder or another staff member appointed by the examining board. The WU supervisor is the contact person at the university. Arrangements between the daily supervisor of the student at the host organisation of the internship are part of the internship contract. If multiple supervisors and/or chair groups are involved, each role should be explained under item 5.

2. Description of the internship activities

Before starting the MSc internship, the student has to discuss the internship activities with the WU supervisor.

3. Personal learning outcomes

Setting up your personal learning outcomes supports you to focus on your learning process and progress during the internship. These learning outcomes are the behaviour and knowledge areas that you identify as important for your learning. Your outcomes should be useful for you, yet they should not be only self-serving. Working on your personal intended learning outcomes should enhance your functioning within the internship organization and result in a higher quality end-product. Therefore, it is useful to discuss your personal learning outcomes with your supervisors. Your previous lecturers or peers with whom you worked during earlier projects, might already have some useful feedback that provides you with input for defining your personal learning outcomes. A guideline for defining your personal learning outcomes is included in the appendix.

4. Academic level of the internship

The internship at the Wageningen University (WU) needs to be an academic internship. This means that an internship should have certain characteristics that fit a potential academic career path. The internship therefore needs to meet the following requirements:

- Your tasks during the internship require academic level of thinking (i.e. it needs to include a content driven assignment such as working on a research project, a policy document, a communication plan, an evaluation report, a design, or education materials, to name a few).
- Your internship reflects the desired level of a Wageningen graduate (i.e. it needs to be at the level of work that you will do after graduation).
- Your supervisor at the host organization reflects academic professional and intellectual abilities.

5. Planning and risk assessment

It is required to have an agreement on the (approximate) date for a progress evaluation and the completion date of the project. This is both important in order to monitor progress, and in relation to regulations for delay.

6. Other agreements

This section is meant for individual arrangements concerning the learning process during the internship.

Appendix 1: Guidelines for defining your personal learning goals

Step 1. Choose elements from the different domains of learning (academic/scientific and social learning), as an inspiration to set up personal learning goals. Choose elements you feel personally motivated for to work on in the coming months.

Step 2. Describe in one sentence the learning goal in general terms. Start with “I” and formulate your goal positively and active. Describe what you aim for. Make it active in the sense that you state the desired outcome. Do not state what you do not want, state what you want.

For example: *‘I accept and use received feedback’.*

Or: *‘I determined if the tasks, structure and working environment of the internship provider is an appropriate career goal for me’.*

Step 3. Create a visual analogue scale running from 0 to 5, and define the level of attainment you aim at. A ‘5’ means an optimal performance in relation to the specific learning goal you want to improve. Describe the desired level you are aiming to achieve in a short description. It can be a combination of the three aspects knowledge, skills and your personal attitude (or conviction).

E.g. aspects related to

- Knowledge: learning to know and apply knowledge.
- Skills: learning to do.
- Attitude: learning to be (i.e. related to others and yourself, sense of care, sense of responsibility (integrating values in your own value system).

Example of the desired attainment level at in case of *‘I accept and use feedback’.*

‘I have an open attitude and pro-actively ask for feedback. Furthermore, I have a conversation about that feedback to truly understand it. Based on this conversation, I design a plan to implement relevant feedback and consciously use that plan during my internship. I welcome feedback from my colleagues and host supervisor. I check with them whether I have improved regarding the feedback they gave me.’

Step 4. Indicate your current level of performance.

Make a description of your current level of performance regarding the learning goal (assess your own abilities, e.g. by including elements of knowledge, skills and attitude). It helps you to make clear which steps need to be taken to be able to improve.

Example present performance:

‘I am open to receive feedback from most of the involved persons, but only if I trust them. I hardly ask for feedback. I struggle with selecting relevant feedback, but do create and partially execute my plan to implement the feedback if it seems relevant to me.’

Step 5. Indicate the way you are going to achieve your personal learning goals. Determine what is reasonable for you to act upon within the coming months. Make sure that you set yourself SMART action points (specific, measurable, acceptable, realistic, well-timed).

Example: *Within the forthcoming two months ...*

-I ask the host supervisor and I will look on internet to provide me with elaborate information on receiving feedback and set up my own rules.

-I practice receiving feedback from my internship colleagues by asking them for feedback about my behavior.

How to use your personal learning goals?

The personal learning goals are the basis for your reflection report (by means of a self-assessment). They are key elements of your development throughout the internship and help you to prepare for your future career.

Although setting up personal learning goals supports you to focus on what you want to learn, they should always be related to your functioning at the internship. It is important to realize that learning goals are not static. You are free to adjust them in between if necessary, for example during the progress evaluation.