

Wageningen University Master Research Practice Learning Agreement

This Wageningen University (WU) master Research Practice 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 form has to be completed for each master's Research Practice by the student and a representative of the Chair Group before starting work on the Research Practice.

The student, supervisor and examiner sign the form and the 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 5.

1. Information on student and Chair Group

Student: _____
Study programme: _____
Registration number: _____
Study advisor: _____
Chair Group: _____
Course code: _____

→ The student has been informed about the (written) guidelines and rules of the Chair Group for Research Practice students.

yes/no

In case the data collection takes place abroad:

→ The student has been informed about the covid-19 measures applicable in the country in question and taken by the contact organisation.

yes/no

→ The student and supervisor(s) came to an alternative how the data collection will be done if the student is unable to complete the work on location.

yes/no

2. Information on the local contact organisation in case the data collection takes place abroad:

Name organisation: _____
Name contact person: _____
Phone number: _____
Email address: _____

3. Admission to the Research Practice

The student declares that study progress, the topic and the selection of the Chair Group has been discussed with the study advisor before the start date of the Research Practice.

The student should pass the following prerequisite course(s) before the start of the Research Practice.

Course code:	_____	Passed:	<table border="1"><tr><td>yes/no</td></tr></table>	yes/no
yes/no				
Course code:	_____	Passed:	<table border="1"><tr><td>yes/no</td></tr></table>	yes/no
yes/no				

4. Title and planning

Title of the project: _____
Start date: _____
Progress evaluation date: _____
Completion date: _____
Special planning arrangements: _____

5. Personal learning goals

For the Research Practice 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.

<p><i>Describe personal learning goals that you want to work on during the Research Practice.</i></p> <p>1.</p> <p>2. ...</p>
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Further clarification of the link of this Research Practice to your career interest (type of work) and future career ambition (type of organisation):

<p><i>Explain what motivates your choice:</i></p>

6. Arrangements regarding supervision

<p>(Arrangements regarding the type and frequency of meetings between student and supervisor and on roles and responsibilities if multiple supervisors or multiple Chair Groups are involved):</p>
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According to the document "Introduction Laboratory Nematology":

- Participation in thesis rings
- Contact lab technicians according to document "Introduction Laboratory Nematology"
- Attain work discussions, colloquia and meetings
-

Additional persons involved in the supervision:

7. Arrangements regarding facilities

(Work place (office/lab), access to buildings and locations. Availability and use of equipment, materials and facilities):

- See chapter "General rules at the Laboratory of Nematology"
- Supplementary documents concerning biological safety
- Use of private mobile devices YES/NO*
- Data storage: all results, presentations and reports should be stored in the common drive/one drive/mass storage*
-

*) circle what is applicable to your situation

8. Arrangements regarding report

(Language and lay out, time and format of transfer of results and data (data management plan), agreements on secrecy of results, and publicity of the research report):

- Participation in thesis rings
- See "Regulations for minor- and major – MSc thesis and BSc thesis"
- Confidentiality of your results or project YES/NO*
- Colloquium will be held in week 7, 15, 27, 35, 43, 51* (academic year)
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*) circle what is applicable to your situation

9. Arrangements for individual situations.

(Special/unforeseen circumstances, disability, absence for special reasons)

10. 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 supervisor is responsible for daily supervision. Supervisors from an external organisation cannot have a formal role and cannot be involved in the grading. If multiple supervisors and/or Chair Groups are involved, each role should be explained under item 5.

2. Information on the local contact organisation in case the data collection takes place abroad

In case of emergency the supervisor has to be able to reach the local contact organisation abroad.

3. Admission to the Research Practice

The student is required to discuss the possibility to start a Research Practice (in terms of study progress and selection of chair Group) with the study advisor in advance. Chairs may determine a maximum of two prerequisite courses (in total 12 credits) for starting a Research Practice. These prerequisites have to be published in the study handbook. The student has to pass the exam(s) before being granted access to the Research Practice.

4. Description and planning

In general, reference can be made to an existing Chair Group project proposal, including subject and type of activities. An important aspect is that the student has to write a detailed project description and is aware of all the consequences with respect to type of activities, intensity and planning of work. If the student intends to interrupt the project for exams or a period of leave/absence, this has to be agreed with the supervisor in advance.

It is required make agreement on dates for progress evaluation and completion of the project, with regard to regulations for delay.

5. Personal learning outcomes

Setting up your personal learning outcomes supports you to focus on your learning process and progress during the Research Practice. 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 Chair Group and result in a higher quality end-product. Therefore, it is useful to discuss your personal learning outcomes with your supervisor. 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.

6. Arrangements regarding supervision

Supervisors have their own guidelines for planning meetings with students and for involving co-workers. In cases where multiple supervisors and Chair Groups are involved, the student should not be confronted with conflicting rules and opinions: one supervisor should be the focal point for the student.

7. Arrangements regarding facilities

The Chair Group arranges the facilities required for the student. In general, it should be assumed that the student is unfamiliar with the policy concerning priorities for use of equipment and facilities, and is not aware who is in charge of them. The student needs to be informed that arrangements made are never a guarantee for availability, and that due to unpredictable circumstances, the Research Practice project may have to be adapted with respect to time planning and/or content. The Chair Group and the student then have to agree solutions together.

8. Arrangements regarding report

Specific rules on the lay-out of a report, the transfer of data sets and processed results have to be agreed.

The Research Practice project may be part of a larger project in which external partners are involved, or in which results may be generated that require confidentiality. The university has guidelines regarding protection and embargo of scientific results. Research reports can be registered with a restriction on disclosure of contents. The examiners and supervisor(s), however, always need a full copy to be able to assess the student.

All master's Research Practices have to be uploaded to the Wageningen UR Digital Library through OSIRIS. It is up to the Chair Group and student to decide whether the Research Practice will be made public or not in the Digital Library.

9. Arrangement for individual situations

Students can ask for specific facilities for example in the case of disabilities. The student and Chair Group can ask the study advisor or Dean for students for advice. Additional arrangements for Double Degree students can be included here if needed.

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 a chair group 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 Research Practice. I welcome feedback from my colleagues and 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 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 colleagues by asking them for feedback about my behaviour.

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 Research Practice 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 Research Practice. 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.