

Wageningen University & Research MSc Internship Learning Agreement

This Wageningen University & Research (WUR) MSc 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. The form has to be completed for each master's internship by the student and supervisor of the chair group before starting work on the internship. The learning agreement is additional to the internship contract which arranges agreements on legal issues between *three* parties: student, university and internship host.

The student and WUR supervisor sign the form and the WUR supervisor takes care of archiving the learning agreement (ultimately this will be done in OSIRIS; until that is possible the chair group secretary archives the document).

Following the actual form two appendices are provided:

1. Additional explanation and clarification of each of the questions.
2. Guidelines for formulation of personal learning goals.

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

1. Information on student and chair group

Student name: _____
Student registration number: _____
Study programme: _____
Specialisation: _____
Study advisor: _____
Chair group: _____
Course code: _____
Course size (EC): _____
WUR supervisor: _____
Examiner: _____
Host organization*: _____
Country: _____

*Other information on the host organisation is part of the internship contract.

2. Description of internship activities

This internship is a: Research Internship / Professional Internship (cross out the other option)

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 appendix 2 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 WUR needs to be an academic internship. This means that an internship should have characteristics that fit a potential academic career path. The internship therefore needs to meet the requirements mentioned in appendix 1.

- Describe the scientific relevance:

- Describe the 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:

.....
dd/mm/yy

In case of an internship abroad:

Risk assessment needed?

.....
yes/no

6. Arrangements regarding the supervision by WUR supervisor

7. Arrangements regarding the progress evaluation

(What will be evaluated, what are the criteria for evaluation, who is involved?)

8. Agreements regarding the report

9. Arrangements for individual situations

10. Signature

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

The student declares to be 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:	_____	_____	_____
WUR			
Supervisor:	_____	_____	_____

Appendix 1: 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 WUR 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 WUR supervisor. The student is requested to indicate if the internship concerns a 'research internship' (completed with a research report) or a 'professional internship' (completed with a set of deliverables and a context report).

3. Personal learning goals

Setting up your personal learning goals supports you to focus on your learning process and progress during the internship. These learning goals are the behaviour and knowledge areas that you identify as important for your learning. Your goals should be useful for you, yet they should not be only self-serving. Working on your personal intended learning goals 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 goals 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 goals. A guideline for defining your personal learning goals is included in appendix 2.

4. Academic level of the internship

The internship at the WUR needs to be an academic internship. This means that an internship should have characteristics that fit a potential academic career path. The internship therefore needs to meet the following requirements:

- Your tasks during the internship require an academic level of thinking (i.e. the internship 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).
- Your internship reflects the desired level of a Wageningen graduate (i.e. it needs to be at an appropriately academic level).
- Your supervisor at the host organisation works at an academic level.

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. Arrangements regarding supervision by WUR supervisor

During the internship, the WUR supervisor has a coaching and an advisory role for the student and the host supervisor. Students are expected to keep their WUR supervisors informed of the progress and to ask for advice and feedback.

7. Arrangements regarding progress evaluation

The progress evaluation is a meeting between student and WUR supervisor that takes place before the student is halfway through the project. The scheduling of the progress evaluation meeting should be agreed upon with the student in the learning agreement. In preparation to the meeting, the student and host supervisor complete the Progress Evaluation Form. The student asks the host supervisor for specific feedback and sends the form to their WUR supervisor. During the progress evaluation meeting, all aspects of the internship project at that point are discussed (i.e. internship plan, supervision, performance). The principle of two-way feedback applies to the progress evaluation.

In case of severe problems regarding the dedication, skills, knowledge or communication, only the examiner may decide to terminate the internship after consultation of the supervisor and student. In order to prevent this, it is essential to make expectations regarding the progress evaluation explicit in the learning agreement. In case the internship is terminated, this decision should be thoroughly substantiated and archived by the chair group.

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.

- **Professional internship** The internship consists of several interlinked projects, the product can be a set of deliverables plus a context report. The set of deliverables should provide an overview of the products created during the different projects, while the context report should contain a description of the assignments, the scientific context of the internship, an overview of the internship activities and a reflection on the products vis-a-vis the list of requirements, the usability for the organisation and academic relevance.
- **Research internship** In case of a research driven internship, the report can be a research report. The research report addresses (at minimum) the description of the research assignment, the scientific context of the internship, research methods, results of the assignment, conclusions and a discussion.

In some cases, the internship provider may label the report or other products as '*confidential*'. WUR will not store these confidential products without prior consent from the internship provider or will not make them accessible for third parties: the report will be stored with confidential status. WUR uses the reports for visitation purposes only.

In all other cases, the report should be archived. It is up to the chair group and student to decide whether the report will be made public or not in the Digital Library.

9. Arrangements for individual situations

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

Appendix 2: 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. Examples:

- ‘I accept and use received feedback’.
- ‘I determine 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 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 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 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**.