

**Course Guide Internships for MSc students**  
**supervised by the**  
**Forest and Nature Conservation Policy Group**  
**2016**

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**FNP 70424 - 70439**

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## 1. Introduction

This Course Guide contains the information you need for arranging an academic internship with the Forest and Nature Conservation Policy Group. You will read about the aims of an internship, how to select one, the organizational steps, guidelines for the expected output and the examination.

The overall **aim** of the academic internship is that you experience what it means to work in a professional environment. The internship enables you to work at a host organization usually outside Wageningen University. Such a host institution can be a company, public institution, consultancy firm, research organization, academic institution, or non-governmental organization.

When you are considering doing an internship with FNP, the first step is to contact the FNP **internship coordinator** to submit your plan or to discuss options and to select a potential supervisor. Think at least 3-6 months ahead! The FNP internship coordinator is Jim van Laar (room Gaia B.323, Building 101, Droevendaalsesteeg 3, Wageningen, E-mail: [jim.vanlaar@wur.nl](mailto:jim.vanlaar@wur.nl)). All FNP teaching staff can act as the supervisor of the internship, most FNP teaching staff can act as the examiner of the internship.

The most common **study load** of an internship is 24 ects (FNP-70424). This amount of credits equals 16 weeks with an average of 42 hours of study related work each week. In some exceptional cases, you may consider an extended internship (up to 39 ects). However, this should be discussed with your study advisor and internship coordinator to see if and how it fits in your study program.

**Prerequisite knowledge** for an internship depends on your study programme and study specialization and can be found in the Study Handbook. Your supervisor may ask for additional prerequisite knowledge based on the internship topic. You are also required to be officially registered as a Master student at Wageningen University. You need to be well equipped in terms of advanced academic skills, knowledge and attitude before doing an internship. In case, for instance, you are going to do field work in Africa studying the bush meat problem from a social perspective for a non-governmental organization, interview techniques have to be in your toolkit.

## 2. Learning outcomes

An academic internship is a valuable part of your master programme and a unique opportunity to strengthen your professional skills, academic knowledge and attitude. It also serves to build a useful network for your future career. Therefore, the work carried out by you should be of sufficient high academic standards to meet the desired level of graduates of Wageningen University. Academic standards for the internship include that you are able to show skills related to oral and written communication, critical and analytical thinking, research abilities and systematic problem solving.

The education institute has set the following learning outcomes for an internship:

1. apply (academic) knowledge and (professional) skills acquired during the course of study;
2. execute certain professional skills better;
3. work independently and with a feeling for the organization;
4. expand your professional network;
5. deliver an academic report or contribute to it as one of your outputs;

- reflect extensively on your personal internship learning outcomes in a reflection report.

### 3. Selecting and organizing an internship

Although the internship coordinator and FNP staff may be able to assist in this process, students are expected to find an internship themselves. Organizing all arrangements with the internship providing institute by yourself is part of the learning process.

A major requirement that should be met by the internship provider is that there is guaranteed supervision at an academic level by at least one staff member of the organization. The internship provider must be an organization that is familiar with the field in question, and can guarantee that the student will participate in discussions at MSc level. It must be clear to the internship provider that the student's learning process is the most important aspect of the internship.

#### Examples of academic internships

The FNP internship has to be carried out within organizations that deal with Forest and Nature Conservation Policy related issues in a broad sense. These organizations can be governmental and non-governmental from a local to a global level as illustrated below.

Examples of host organizations where FNP students have spent their internship recently:

	Politics and Governmental	NGOs and societal organizations	Companies
Global	FAO, UNESCO, UNEP, universities and research institutes worldwide	IUCN, ICRAF, CIFOR, WWF, CDI, Tropenbos International, Wetlands International, Greenpeace	Arcadis
European	EU institutions	Natuurpunt (B), EFI, European Bureau for Conservation & Development (B)	Alterra
National	Ministeries, PBL, Staatsbosbeheer, political parties like PvdD, CU	Vereniging Natuurmonumenten	TripleE, Triodosbank, Sanoma
Regional/local	Provinces	Provincial Landscapes, IVN, Bosgroepen, Gelderse Natuur en Milieu Federatie, Groene Wiel	The Brown Bear Foundation, Oost NV, Econsultancy

In order to get inspiration some internship stories from students can be read on: <http://www.wageningenur.nl/en/Expertise-Services/Chair-groups/Environmental-Sciences/Forest-and-Nature-Conservation-Policy-Group/Education/Internships.htm>

#### How to find an internship?

Internships are found via internet (which is a tremendous source of information) by searching for homepages of organizations of your interest. The Members' Database of IUCN ([http://www.iucn.org/about/union/members/who\\_members/](http://www.iucn.org/about/union/members/who_members/)) gives you access to an extensive list of relevant organizations. Other sources are teaching staff, the chair group's website, the MFN portal, fellow students or your own and the internship coordinator's network.

#### How to organize an internship?

Below you find a 'checklist' for organizing your internship and the steps to be taken.

1. Read the FNP Course Guide Internships for MSc students carefully;
2. Send an e-mail to the FNP internship coordinator, make an appointment, prepare for the meeting and discuss your plan;
3. Find an internship with help of the suggestions given by the internship coordinator if no internship has been found yet;
4. Agree on a FNP supervisor together with the internship coordinator
5. Fill in the Wageningen University Internship Contract and Learning Agreement together with your Wageningen University supervisor and internship supervisor and have it signed by the three parties involved (see chapter 2);
6. If applicable fill in the internship contract of the host institution.  
Hand in the Wageningen University Internship Contract and Learning Agreement in digital form at the FNP internship coordinator and your FNP internship supervisor.  
The FNP internship coordinator will forward the documents to the secretary and the study advisor of your study programme.

Additionally for internships abroad:

7. Apply for grants and travel funding
8. Arrange proper insurances
9. Make sure you have the right vaccinations for the country you are travelling to
10. Apply for a visa if applicable
11. Arrange your trip (tickets)
12. Arrange housing
13. Prepare yourself by reading about the country you are going to
14. 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)

## 4. The Internship Contract

If the selected internship meets the requirements as mentioned above and the organization approves to be your internship provider, you have to fill in an internship contract. This document, called 'Wageningen University Internship Contract and Learning Agreement' makes you think in advance about your project, your activities, your learning outcomes, duration of the internship, and the ways of reporting. The internship contract form can be found at the FNP website as a word-file under the education button and in Appendix A of this course guide.

You are requested to fill in the contract as clearly as possible. The Wageningen University Internship Contract, contact details of involved parties (student, internship provider and university) and Articles 1 – 16 speak for themselves. The Learning Agreement, the second part of the contract, needs more attention and should be discussed with the respective supervisors.

The list of learning objectives that you want to achieve during the internship may range from "to be able to write a business report" to "to cope effectively with hierarchical working conditions". Learning objectives can be very personal and depend on which competences you want to obtain.

Discuss your draft internship contract with your supervisor at FNP and with your internship provider. As a rule, the contract should be signed by three parties (student, internship provider and supervisor) before starting your internship. At the latest, the complete contract should be returned within two weeks after the beginning of the internship.

**The signed contract has to be sent to all signing parties, to the internship coordinator ([jim.vanlaar@wur.nl](mailto:jim.vanlaar@wur.nl)) and the secretary ([mieke.hannink@wur.nl](mailto:mieke.hannink@wur.nl)).**

## 5. Supervision

All internships will be supervised by a local supervisor at the place of the internship and by a supervisor at the FNP chair group. The local supervisor will be responsible for the daily supervision during the internship and will be asked to give feedback on the process of achieving the students' learning outcomes.

In addition, you have a supervisor from FNP who will advise you on the learning objectives to be specified in the contract and supervise you during the internship. The supervisor has around 15 hours available for supervision. In most cases, these are spent on one meeting to discuss the learning objectives, and two meetings together with the internship provider. One meeting is held at the start of the internship to make further agreements about the content of the internship and about the different tasks and responsibilities (of all involved). One meeting is held at the end to evaluate the internship (this meeting can be scheduled to coincide with the presentation that the student gives about the internship). The remaining time is spent on reading and giving feedback (written or oral) on draft internship reports (usually no more than two times).

## 6. Output

The output of your internship has to be at least three products:

1. Internship report;
2. Reflection report;
3. Oral presentation to be held at the internship provider at the end of the internship;
4. An optional summary (1 A4) illustrating the experiences and highlights for fellow students

It is possible to integrate the internship report and reflection report into one final report. The standard language of the internship outputs is English. Exceptions are possible for the internship report and the oral presentation, but only when so requested by the internship provider.

### Ad 1. The internship report

Depending from the nature of the internship, different types of reports can be the result. For example your report can be a scientific report or a descriptive analysis, a policy plan or a description of a collection of smaller projects. The set-up of the report should be discussed with the host organization. Special products that you have made like small reports, brochures, leaflets, newspaper articles or whatever that is connected with your internship and worthwhile to mention have to be added as annexes. The internship report is the main output for the internship provider. The cover page(s) should contain the name and registration number of the student, the names of the supervisors, the time period of the internship and the correct names and logos of the both the internship organization and the FNP group of Wageningen University and Research.

### Ad 2. The reflection report

The reflection report describes your personal evaluation of the internship and the lessons learnt. It contains the following parts:

- A description of the organization you have worked with;
- A description of the internship topic you have worked on during the internship, and if relevant its peculiarities or problems with respect to forest and nature conservation in a broad sense;
- A description of the activities and results of the work;

- An evaluation of and reflection on the way in which the learning goals were achieved and other matters that made the internship valuable;
- Cover page(s) with the name and registration number of the student, the names of the supervisors, the time period of the internship and the correct names and logos of the both the internship organization and the FNP group of Wageningen University and Research.

In the reflection report you might consider to address or integrate answers on the following topics and/or questions:

- To what extent did you achieve the formulated learning outcomes?
- Next time, would you improve your functioning? If so: why and how?
- How does the internship relate to your study program and your anticipated future career as an academic?
- Did you need to adapt to the new working environment of the internship provider? Why? How?
- Each organization has its own hierarchical structure and management culture. Did you need to adapt to this structure and culture, how, why?
- What did you learn from the internship that is important for your future career?
- Was the internship provider satisfied with the internship output? If not: why not, and do you agree?
- Have you set the right priorities and made the right choices at the start of the internship? If not: why not?
- What were your achievements and successes?
- Has the internship been successful for you?

### Ad 3. The oral presentation

Upon finishing your internship you have to give a presentation about your internship at the host organization. This should be arranged by you on the location of your internship. It is preferable to have the FNP supervisor present during the presentation, and it is a good idea to combine this with a joint evaluation meeting.

Ad 4. If you wish or after request from your supervisor an optional short summary on highlights for fellow students and a broader exposure could be delivered.

This is a one-page (A4) sheet of information concerning facts, anecdotes, outcomes and tips in relation to the internship, which could be of interest to fellow students considering an internship. This information can be consulted by fellow students. Some examples will be displayed on the FNP website as well.

## 7. Examination

In some cases the FNP supervisor is also the examiner of the internship but in some cases, a different examiner needs to be involved (e.g. when the FNP internship coordinator is also the supervisor). The examiner is responsible for the final assessment of the internship with a grade. The assessment is done by means of an FNP Internship Assessment Form (Appendix B) that contains 5 parts and that tests the learning objectives of the internship.

- A Professional skills (35%)
- B Report internship (35%)
- C Self reflection on internship (20%)
- D Presentation – (at internship location) (5%)
- E Examination (5%)

In most cases, the assessment is done in consultation with the host supervisor and, if applicable, the FNP supervisor. Particularly for the assessment of professional skills and the

internship report (particularly the usefulness of the results), the evaluation of the host supervisor is very important.

A rubric can be used to guide the assessment process (see Appendix C).

## **8. Insurance, grants and travel regulations**

Additional to a number of procedures discussed in the previous chapters, there are some important logistical aspects to think about:

### **Insurance**

All students registered at Wageningen University who, within the framework of their studies, travel abroad are insured under the group travel insurance of Wageningen University and Research Centre. The insurance policy and the general terms and conditions can be found on <http://www.intranet.wur.nl/nl/services/voorzieningen/reizen/dienstreizen/Pages/CS-dienstreizen.aspx>. Please read the conditions carefully. For more information about this insurance can be obtained at the SSC desk in Forum.

### **Grants**

Not all internship providers pay a monthly allowance that will cover the costs of your internship. Looking for grants can be beneficial. For more information about grants see the following websites:

[www.beursopener.nl/content/index.aspa](http://www.beursopener.nl/content/index.aspa) and [www.wageningenur.nl/en/About-Wageningen-University-Fund.htm](http://www.wageningenur.nl/en/About-Wageningen-University-Fund.htm),  
<http://www.wageningenuniversity.nl/UK/informationfor/Current+students/Links/Funding+fello+ships+and+grants/> and <http://www.grantfinder.nl/content/index.asp>.

The Erasmus+ programme funded by the European Commission offers grants for internships within the European Union (except for students going to their home country). See <http://www.wageningenur.nl/en/show/International-internships.htm> and apply for it. The Exchange coordinator Environmental Sciences will support the student with the forms and procedures.

### **Travel regulations**

In 2015 the directorate of the Environmental Sciences Group has developed policy guidelines for travelling abroad to countries with security risks for its employees and for students. Please take a good note of this policy as laid down in Appendix E.



## Appendix A: Wageningen University Internship Contract and Learning Agreement (Word file at FNP website)

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

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

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

#### Parties:

##### Student

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

First name: \_\_\_\_\_

BSN (‘sofinummer’): \_\_\_\_\_

Date of birth: \_\_\_\_\_

Place of birth: \_\_\_\_\_

Address: \_\_\_\_\_

Postal code and town: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Nationality: \_\_\_\_\_

##### Internship provider

Name: \_\_\_\_\_ (hereinafter: “the Employer”)

Address: \_\_\_\_\_

Postal code and town: \_\_\_\_\_

Country: \_\_\_\_\_

Represented by: \_\_\_\_\_

Email representative: \_\_\_\_\_

##### University

Name: Wageningen University (hereinafter: “the University”)

Address: Post office box 9101

Postal code and town: 6700 HB Wageningen

Country: The Netherlands

Chair group: \_\_\_\_\_

Represented by: \_\_\_\_\_

Email representative: \_\_\_\_\_

Whereas:

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

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Article 1.

The internship will start on \_\_\_\_\_ and will end  
on \_\_\_\_\_

The Employer shall offer the Student the opportunity to have an internship at its offices /premises. The Employer shall only assign those tasks to the Student that have a clear relationship with the 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 full time 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>1</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

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<sup>1</sup> This can be another staff member than the representative of the chair group.

presentation about his/her internship at the University and/or (if agreed so) at the work placement. The Student shall send the report and reflection paper, and (if applicable) a PowerPoint paper of his/her presentation at the work placement to the University.

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, except when 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 conflicts 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:

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

Project and execution:

## Annex 2 Learning Agreement<sup>2</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>3</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>2</sup> This is an agreement between the student and the university supervisor.

<sup>3</sup> <https://portal2.wur.nl/sites/OWI/kwaliteitszorg/Policy Documents and Forms/Internship assessment form.>

## Appendix B: FNP Internship Assessment Form (Excel file at FNP website)

Assessment internship Wageningen University		
Complete the single lined fields (use decimal point or comma, depending on the language setting)		
Name chairgroup (three letter code)		
Name student		
Registration number		
MSc programme		
Specialisation		
Course code Internship		
Short title Internship		
Date Internship contract		
Date examination		
Name supervisor chair group		
Name supervisor Internship provider		
Name and address Internship provider		
Name and signature examiner Internship		
Country		

  

Learning Outcomes	Grading Mark 1-10	Relative weight *
<b>A Professional skills (20-50%)*</b>		35%
1 Initiative and creativity	1	1.00
2 Insight in functioning of another organisation		
3 Adaptation capacity		
4 Commitment and perseverance		
5 Independence		
6 Handling supervisor's comments and development skills		
7 Time management		
<b>B Report Internship (20-50%)*</b>		35%
1 Formulation goals, frame work project	1	1.00
2 Theoretical underpinning, use of literature		
3 Use of methods and processing data		
4 Reflection on results		
5 Conclusions and discussion		
6 Fluency of language and writing skills		
<b>C Self reflection on Internship (10-30%)*</b>		20%
1 Report on self reflection	1	1.00
<b>D Presentation (5-10%)*</b>		5%
1 Presentation: graphs, powerpoint	1	1.00
2 Oral presentation and defence		
<b>E Examination (5-10%)*</b>		5%
1 Defence of the report	1	1.00
2 Reflection on the Internship		
* Choose rel. weights to a total of 100%		100%
<b>TOTAL</b>		<b>1.00</b>
<b>FINAL GRADE</b>		<b>1.0</b>
<b>Comments Internship provider</b>		
<b>Comments examiner</b>		

## Appendix C: Rubric for assessment of an MSc-Internship

This rubric can be used by the supervisors/examiners to guide the assessment of the internship. No rights can be derived from this document.

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
<b>A. Professional skills (20-50%) *</b>						
<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	Student doesn't adapt and gives an impression of apathy or is often involved	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



Item	Mark for item					
	2-3	4-5	6	7	8	9-10
	involved in disputes or arguments.	in disputes or arguments.				personal values.
<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 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>B. Report internship (20-50%)</b>						
<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 always appropriate.	Description of methods and analysis of information/data is lacking in a number of places. 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 appropriate.	Description of methods used and analysis of the information is appropriate, complete and clear.
<b>2.4. Reflection on results</b>	No reflection on the results of internship	Student identifies only some possible weaknesses	Student indicates most weaknesses in the results,	Student indicates most weaknesses in the results	Student indicates all weaknesses in the results	Student is not only able to identify all possible

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
	project. Discussion only touches trivial or very general points of criticism.	and/or points at weaknesses which are in reality irrelevant or non-existent.	but does not weigh their impact on the main results relative to each other.	and is able to weigh their impact on the main results relative to each other.	and weighs them relative to each other. Furthermore, (better) alternatives for the methods used are indicated.	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 irrelevant information given).	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 appropriate.	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.
	Formulations in the text are often incorrect/inexact	Vagueness and/or inexactness in wording occurs regularly and it	The text is ambiguous in some places but this does not always inhibit a correct	Formulations in text are predominantly clear and exact. Internship report	Formulations in text are clear and exact, as well as concise.	Textual quality of the internship report is such that it could be

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
	inhibiting a correct interpretation of the text.	affects the interpretation of the text.	interpretation of the text.	could have been written more concisely.		acceptable for a peer-reviewed journal.
<b>C. Self reflection on internship (10-30%)</b>						
<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.
<b>D. Presentation (5%)</b>						
<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. Too small font size, too many slides.	Lay-out in many places insufficient: too much text and too few graphics (or graphs, tables) or vice versa.	Quality of the layout of the slides is mixed. Inappropriate use of text, tables, graphs and graphics in some places.	Lay-out is mostly clear, with unbalanced use of text, tables, graphs and graphics in few places only.	Lay-out is clear. Appropriate use of text, tables, graphs and graphics.	Lay-out is functional and clear. Clever use of graphs and graphics.
<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	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

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
		captured				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.
<b>E. Examination (5%)</b>						
<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.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
<b>5.2 Reflection on the internship</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.

**Appendix D: Form for the evaluation of the performance of the student by the internship supervisor (Word file at FNP website)**

**Internship evaluation Wageningen University**

**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. Judgement on the student from the internship supervisor:**  
(Mark a category, if possible, the personal skills mentioned below)  
For a description of the marks within these categories use the 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 advise of the internship supervisor(s))

Name and signature of the internship supervisor      Name and signature of the student

Date: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
To be filled in by Wageningen University:

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

Date: \_\_\_\_\_ Course code: \_\_\_\_\_



## **Appendix E: Travel policy of the Environmental Sciences Group**

1. If a country has an increased or proven security risk (source: Ministry for Foreign Affairs), staff nor students may travel to that country unless, via the manager, prior written consent has been obtained from the Directors of the Group, and the approval of the Executive Board.

2. An area is deemed to have an increased security risk if the Ministry for Foreign Affairs advises people not to make non-essential journeys to the region, or issues a code red or code orange warning (see (<http://www.rijksoverheid.nl/onderwerpen/reisadviezen>)). Both long and short-term secondments to such areas may only be undertaken if the secondment is absolutely essential and consent has been obtained in line with the abovementioned procedures. However, the employee reserves the right not to go.

3. When travelling to one of these areas, a detailed itinerary must be drawn up in advance and in consultation with the manager, so that the manager is always aware of the employee's planned location. It is important that the employee/student knows in advance who he/she should contact in the event of an emergency. The manager must also know which member of kin the organisation should contact in the event of an emergency.

4. In the case of business travel for work/study, the following matters must be worked out in advance:

i) The detailed itinerary.

ii) Method of contact between employee/student and manager/supervisor during the trip, so that the manager/supervisor is always aware of the employee's exact location. At the same time measures and means have to be available, to be able to stay in touch at all times, also in remote areas (satellite telephone etc.)

iii) What to do in the event of an emergency. This also includes the steps that the manager must take, in consultation with the security officer and information officer at Wageningen UR.

iv) Details of next of kin, and of how they should be updated both during the trip and in the event of an emergency.

v) Confirmation of valid travel insurance for the trip (see appendix).

5. Employees and students are strongly recommended to take the Safety and Security Course in preparation of the secondment to unsafe areas. In principle, we assume that all staff/students will do this. For maximum safety, employees undertaking such a trip for the first time should travel with someone who knows the area in question. Employees/students should also be made aware of cultural sensitivity'.

6. The Directors of ESG have the authority to withdraw (or end) a business or study trip of an employee or students at all times, even if the travel is to areas with no or a reduced risk profile (green and yellow), when the situation gives reasons for this (upon the judgement of the Directors in consultation with those involved).

7. The European Commission has drawn up a blacklist of airline companies. (<http://ec.europa.eu/transport/modes/air/safety/air-ban/index.nl.htm>). These are companies that are not allowed to fly to or over countries belonging to the European Union, with the exception of government flights. Staff on business trips may not fly with companies named on the blacklist.

We request you to bear these agreements in mind. At the same time we ask from you to please have business trips of both employees as well as of students registered via the travel agent, so we have a clear picture of all colleagues who are actually abroad in times of emergency.

Director Operations  
Wageningen 29 January 2015