Course guide MSc internship
Part B: Land Use Planning
(MLP/MUE)

Academic year 2025-2026

Course details

Course code MUE: LUP-70**2**24 (-24, -27, -30 ECTS)

Course code MLP: LUP-70**4**24 (-24, -27, -30, -33, -36 ECTS)

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Language

English (or Dutch, if all supervisors are Dutch speaking)

Study load

24-30 ECTS based on 4-5 months (for MUE)

24-36 ECTS based on 4-6 months (for MLP)

Depending on duration and based on actual working hours (1 ECTS = 28 hours); full time (40 hours/week) is standard but students might deviate from this (less hours per week over a prolonged internship period)

Period and exam dates

Period 1 to period 6, i.e. whole academic year except summerbreak (half July-half August), see chapter 2.5 on time constraints.

Assumed knowledge

The MSc internship is currently compulsory in the *spatial planning track* of MLP and MUE (but free to choose when exactly, i.e. before or after MSc thesis)

Specific requirements

To be officially subscribed as MSc student of Wageningen University, either in MSc Landscape Architecture and Planning (MLP) and Urban Environmental Management (MUE)

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1. General

1.1 Introduction

Welcome to the course guide for the MSc internship Land Use Planning. The course guide for this course consists of two parts: a WUR generic course guide (part A) and program-specific course guide (part B, this document). This course guide provides a step-by-step guide on what to do *before*, *during* and *after* the MSc internship, and can be used as main course guide throughout the internship process.

The MSc internship Land Use Planning is eligible for students in the *spatial planning track* of the programmes Landscape Architecture and Planning (MLP) and Urban Environmental Management (MUE), and can be taken either before or after the MSc thesis Land Use Planning. The aim of the MSc internship is to *experience* the reality of a possible working environment as prospective graduate of the study program in practice. Students are offered the opportunity to work outside Wageningen University at a host organisation, e.g. governmental institution, consultancy firm, another university, research institute, start-up or non-governmental organisation.

The MSc internship is a combination of *working along in different projects* and *working on a content driven assignment*, known as *internship product*. The former is to allow students to explore the width of activities/projects at the host organisation, whereas the latter is to ensure a certain degree of ownership, independence and (analytic) depth. The personal learning goals (formulated before the start of the internship and anchored in the learning agreement, see below) are guiding type of projects to (not) do, in negotiation with the host supervisor. The internship product is to be determined before or during the start of the internship, together with the host supervisor and WUR supervisor.

The MSc internship is not only focused on the *content* but also on *personal- and professional development* as prospective, professional. In order to achieve this, the MSc internship offers the flexibility for a *tailor-made* internship that fits the ambitions of the student: within a framework of general learning outcomes (see 'general learning outcomes') and internship criteria/requirement (see 'program-specific criteria'), the student is able to define their own personal learning outcomes (see 'personal learning outcomes'). Or, in other words, the MSc internship can be seen as a tailormade 'course' outside Wageningen UR, wherein the student can determine their own learning goals (within the general and program specific criteria).

As such, the internship could function as a *bridge* or *springboard*, closing the (supposed) gap between academia and practice. Students are encouraged to explore the working field, and therein, a potential (preliminary) niche as (spatial) professional. Who am I as professional, what aspects of work- and a working environment are important to me? Whether they start with an hypothesis or assumption around a certain organisation, whether this assumption is confirmed or rejected in practice; all will, eventually, lead to a better understanding of the student's niche in the (broad) spatial domain.

2. Scope of the MSc internship

2.1 Criteria

The MSc internship is an *academic* internship (see general criteria). This means that an internship should have certain characteristics that fit a career path at *academic level*. Within that, students can opt for a more professional-oriented internship (e.g. different levels of governance, consultancy such as engineering firms and advisory, NGOs, etc.) or research-oriented internship (e.g. research institute, thinktank, another university, etc.). Both options within the MSc internship have to meet the following general and program specific criteria:

General criteria

The MSc internship therefore needs to meet the following requirements:

- The internship includes a *content-driven assignment* (see 'internship project/product'), such as working on a research project, a policy document, a communication plan, an evaluation report, a plan/design, or education materials; to be determined with the WUR and host supervisor;
- Your internship reflects *the desired level of a Wageningen graduate* (i.e. it requires and allows an academic level of thinking). This means that the internship provides the freedom to explore the context, weigh alternative approaches, reflect critically on choices, etc.;
- Your supervisor at the host organisation works at (sufficient) *academic level* (i.e., MSc level); to ensure adequate supervision at content level, the host supervisor preferably works in domain of MSc programme.

Program specific criteria

The MSc internship Land Use planning has the following program-specific criteria:

1. A spatial component; with an *urban* (MUE) and/or *urban-rural* or *rural* (MLP) focus;
2. Relevance for the field of spatial planning;
3. In person (at host organisation) or at maximum partly remote (≠ fully remote)
4. Sufficient* academic level; i.e. supervision, activities, attitude ('reflection in action'; before, during and after tasks) and internship project/product.

Sufficient is to be interpreted as 'equal (or higher) level compared to MSc program' (or, at least, enough experience to compensate). The internship tasks should be of the level of (more or less) a junior employee, without being fully responsible yet. Concretely, the internship should contain activities in the higher levels of the taxonomy of Bloom (also see Preparation phase) rather than merely execution tasks, e.g. making maps, minutes, chores, etc. In the end, it is the WUR supervisor who decides whether the level is sufficient or not, depending on the context of the internship.

Please consult the coordinator in time to check whether your potential internship meets the general and program specific criteria: explicit approval from the coordinator is needed, before further administrative steps can be taken.

2.2 Learning outcomes

The MSc internship Land Use Planning has the following general and personal learning outcomes:

General learning outcomes

After successful completion of the MSc internship, you are expected to be able to:

- Apply, adapt and acquire competences in the field of the MSc programme in a professional context;
- Conduct tasks and (a) project(s) at the level of a graduate of the student MSc programme in a professional manner and report on this in writing and in presentation;
- Evaluate the context and relevance of the internship project tasks and its outcomes, both from an organizational and scientific point of view;
- Reflect upon personal learning goals related to the development towards an academic professional.

Personal learning outcomes

Within the framework of the *general* learning outcomes, the MSc internship offers a lot of freedom for an internship tailored to the student's individual ambitions. In addition to the general learning outcomes, the student has to formulate *personal* learning outcomes. The students has to formulate min. 3 and max. 7 personal learning outcomes, in consultation with the WUR supervisor and anchor them in the learning agreement (embedded in Osiris case). In this document, the personal learning outcomes should be formulated as SMART as possible (i.e. Specific, Measurable, Acceptable, Realistic and Time-bound) and operationalised and connected to concrete activities in/during the MSc internship.

Other learning goals

Additional learning goals are (1) the ability to arrange an internship (including finding, applying, organising, etc.), (2) organise an own project (including start point, end point, timeline, phases, intermediate products, deadlines, etc.) and (3) navigate between science and practice (as most students, > 90%, end up in a career outside academia).

2.3 Internship product

Apart from participating in (various) regular projects, the student is under all circumstances expected to deliver a content-driven assignment, also known as *internship product*. The internship product is an already existing or self-organised project (or part of a project) at academic level over which the student/intern has *ownership, responsibility* and which allows for *(analytic) depth*. The internship project/product delves into a *knowledge gap* or *organisational gap* at the host organisation. As such, the internship product navigates between science and practice (i.e. the student has 'one foot in academia, one foot in practice'). Examples of internship products can be a (applied) research, a handout, a position paper, a policy analysis and/or advice, a tool or toolbox, a database, a knowledge dissemination session(s), etc.

The following criteria for the internship project/product apply:

- The student should have *ownership* over (part of) an existing or self-organised project;
- The project/product should relate to a *knowledge* gap or *organisational* gap;
- The student should dedicate an agreed amount of worktime on the project (e.g. 50-50%), during internship/working hours and should be doable in the given time (e.g. 4-6 months);
- The project/product follows the structure of *where*, *what*, *how*, *the act*, l*ook back and conclude*, *look ahead and recommend* (see 'assessment form').

Please note:

- Complexity (x) vs quality (y): a too complex project will likely lead to a low execution, whereas a too easy research will likely lead to a lack of complexity and depth.
- the project/product is mainly supervised by the daily host supervisor; the WUR supervisor is available on request (e.g. discussing a set-up, feedback on draft version, etc.)
- the internship project/product can take different shapes: the exact shape is to be defined in the learning agreement, or more often, during the start of the internship (sometimes there is a clear question/gap available at the start, sometimes this needs to develop during the first weeks)
- the ratio between regular projects and internship product is to be determined in the learning agreement in Osiris (usually 50-50%, with slight deviations) but it can vary between internships and over time, e.g. more time for regular projects in the 1st part, more time for internship product in the 2nd part) or even 100% internship product (in the case of a research).
- Internship products are always treated confidential and are never shared with third parties, since it contains personal- and organisational information; the report and associated products may only be used/shared after asking permission from the host organisation.

The internship product is always a tailormade product, agreed upon between student, host organisation and WU supervisor: it is therefore advised to make clear agreements before/during the start meeting (start point, end point, timeline, feedback, deadlines, etc.)

2.4 Timeline MSc internship

The internship roughly consists of four phases and three formal contact moments (at the start, halfway and at the end of the internship) as can be seen in the outline below:

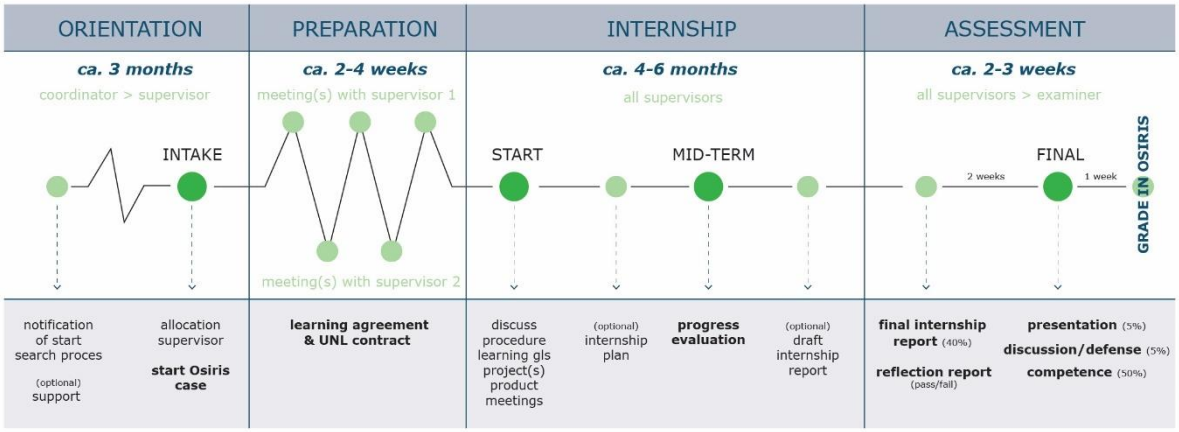

Fig. 1 Overview of MSc Internship process.

Start the preparation phase by contacting the MSc internship coordinator (Wim Bosschaart, see contact details on front page). The MSc internship coordinator will register you as potential internship student and can offer help when finding an internship proves to be difficult. As soon as you have found a potential internship (or when you want to discuss options, need help, etc.), you can inform the MSc internship coordinator again. Based on the topic of the internship and the availability of the supervisors, the coordinator will allocate a first and second supervisor/assessor, either:

- First supervisor/assessor Wim Bosschaart, second assessor Karin Snel;
- First supervisor/assessor Karin Snel, second assessor Wim Bosschaart.

After that, you can contact the first supervisor/assessor for an *intake* meeting. From that moment onwards, your first supervisor/assessor is your main contact person for arranging the internship *beforehand*, for supervision *during* the internship (together with the daily/host supervisor) and *after* the internship.

After the mid-term, the WUR supervisors sets the assessors and examiners for the final assessment (which starts when the student/intern submits the final products in Osiris). In the end, the formal examiner confirms the procedure and determines the final grade in Osiris.

2.5 Time constraints

There are some important time constraints:

- Take into account that the deliverables (i.e., internship report, reflection report) have to be submitted in Osiris two weeks before the final presentation, allowing the first and second assessor to grade them beforehand.
- There is a summer break from halfway July to halfway August in which no meetings (e.g. intake, start meeting, mid-term meeting or final meeting) can be scheduled.
- In case the internship is the *last course* of the program (and you are about to graduate), always mention this to the first supervisor, and make a plan for a smooth and timely graduation together (making sure all correct dates and agreements are in the learning agreement). Students who want to graduate in a certain month, should plan their final presentation and discussion/defense (along with submitting their final products) before the end of the prior month (as date in Osiris).
- Take into account a maximum of seven working days (into the next month) for the examiner to register the grade (apart from end of august, which does not allow an overspill of registering grades into September but uses a hard threshold).

Therefore, it is advised that students who want to graduate within the current academic year should start their internship no later than the 1st of May (assuming four months, full-time and no holidays) AND schedule their final presentation and discussion/defense before the 31st of August (see above). Of course, longer internships should start even earlier. Always discuss the feasibility with the supervisors, due to the summer break (as mentioned above). It is advised to keep some margins in the time frame. For more information on graduating, see Termination of Enrolment - WUR.

3. Orientation phase

3.1 Finding an internship: a step-by-step guide

The MSc internship orientation procedure is as follows:

1. Attend the bi-annual MLP- and MUE master program meeting (September & January) and/or the thesis and internship market (February) for orientation;
2. Decide (in consultation with the study advisor) on: *what* sort of academic internship, *when* you want to do the internship (e.g. before or after MSc thesis) and *how long* the internship takes (and amount of ECTS);
3. Brainstorm and write down what you (roughly) intend to learn, achieve and/or get out of the internship; i.e. specialise or broaden, confirm or challenge, etc.;
4. Formulate personal, professional and/or content-based learning goals and try to operationalise them and link to concrete activities (needed for learning agreement in Osiris);

5. Search for suitable (inter-)national internship position (the *where*)* by either responding to internship vacancies (*reactive*) or approaching organisations (*proactive*); and inform the MSc internship coordinator of the start of your search process;
6. Check whether the potential internship the (1) program-specific criteria, (2) organisational boundaries of step 2 and (3) the learning goals of step 4, and if so, apply;
7. When you have a *potential* internship, contact the MSc internship coordinator for approval, whom assigns a first supervisor (and second assessor). After that, start an Osiris case with the assigned first supervisor/assessor and plan the *intake* meeting (see next phase).

*For an MSc internship abroad (EU/non-EU), see appendix 3

4. Preparation phase

4.1 Preparation meeting(s)

The MSc internship preparation procedure is as follows:

1. The students organises an *intake* and preparatory meeting(s) with the WUR supervisor and, in parallel, with the host supervisor, and discuss:
    - Choice/motivation for the internship (in relation to general and program specific learning outcomes) and academic level;
    - The learning agreement: SMART formulation of (specific/concrete) personal learning outcomes, operationalisation and connection to activities (what to do, what not)
    - The internship product/project: preliminary ideas and ratio (%) versus other, regular projects that the student/intern participates in;
    - The arrangements for supervision and/or general outline of the MSc internship and any other items that you want to discuss (e.g. personal circumstances, etc.)
2. Before/during the meeting(s), work parallel on the *learning agreement* (embedded in Osiris) and *UNL internship contract* (downloadable from Osiris and/or UNL website); see explained below;
3. Submit the learning agreement for approval in Osiris, and amend, if necessary (the first supervisor can either approve, preliminary approve and/or reject the learning agreement)
4. In the next step (after completing the learning agreement) submit the completed and signed UNL internship contract under the section 'internship contract' in Osiris.
5. With both documents completed and submitted, the internship can officially start! (although it might be decided to extend the submission into the first week(s) to make final adjustments)

Learning agreement

The learning agreement (embedded in Osiris case) serves to further shape the content of the internship. The student/intern and first supervisor formulate and agree on a learning plan (in Dutch: leerplan), consisting of eight steps:

1. Explanation: of the learning agreement
2. Supervisor & coordinator: list the correct first supervisor, host supervisor and coordinator
3. Course: select the correct course code and amount of ECTS (see front page)
4. Your data: basic contact details and program enrolment
5. Admission: requirements for starting internship, e.g. completing the courses of MLP-1 or MUE-1
6. Project planning: start date, mid-term date, submission date, final date, etc.
7. Project description:

- (general) description of (type of) projects and internship product;
- Guarantee of academic level: scientific relevance and organisational usability;
- min. 3 and max. 7 SMART learning goals (giving direction for what (not) to do)

8. Arrangements: on supervision, contact moment, deliverables, personal circumstances, etc.
9. Intellectual property: general statement of intellectual property
10. Completion: check before submission.

Example of learning agreement (embedded in Osiris case):

Learning goal X: … (use the taxonomy of Bloom, aim for higher level learning goals such as create, evaluate, analyse, and/or reflect) Description and/or background: … Current level (0-5): … Desired level (0-5): … Operationalisation: …

Learning goal 1: Explore and reflect on my professional niche as spatial planner (or at least, aspects that I appreciate/come natural, and which not) Description and/or background: I have Current level (0-5): lvl. 2, since I know I want to work in consultancy and within the theme of climate adaptation, but not from what specific angle. Desired level (0-5): lvl. 4, after the internship, I want to be able to state a preliminary niche or aspects of future work that I appreciate/come natural and which not) Operationalisation: *different themes* (to be…), *different roles* (to be…), *different phases of the project* (to be…), *different spatial/temporal scales* (to be…), thus participate projects that differentiate on the above four indicators, and reflect on them (compare, weigh, etc.)

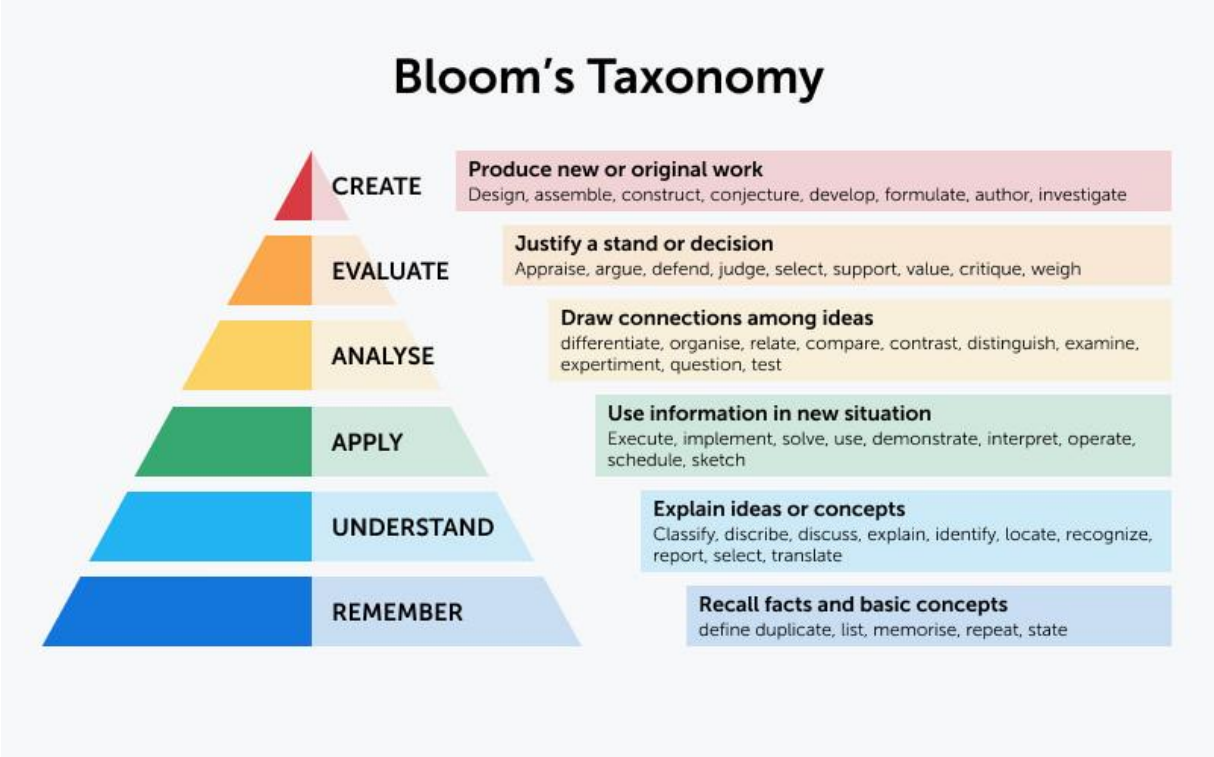

Fig. 2: Taxonomy of Bloom and actions verbs*.

Please note: although the academic internship aims for 'higher' level competences (analyse, evaluate, apply, etc.), the taxonomy in itself is not hierarchical. Simple(r) tasks can contain parts of analysis, evaluation and creation, and vice versa, complicated tasks require remembering, understanding and applying.

UNL internship contract

The UNL internship contract (downloadable from Osiris and/or UNL website) serves to organise the formal side of the internship between the student/intern, host organisation and WUR.
Either download the UNL contract from Osiris or straight from the UNL website and complete the contract (together) during the intake meeting with the first supervisor.
Please note: students can be asked to sign a separate contract with the host organisation (for practical things, e.g. financial compensation, travel costs, laptop/smartphone, etc.) but this is not necessary or mandatory. In all occasions, it is advised to sign the UNL contract first, before signing an optional second contract with just the host organisation (the WUR supervisor is not involved in this contract). In case of conflict, the WUR contract (the only one signed by all three parties) is leading.

4.2 On supervision

There are four different roles involved in the supervision: the host supervisor, first supervisor/assessor, second assessor and examiner:
The host supervisor is responsible for the *daily supervision* of the intern and focused on the *content*. It is advised to agree on a certain rhythm of supervision (e.g. daily, weekly, two-weekly, ad hoc).
The first (or WUR) supervisor is responsible for the *process* and focused on the *personal development* of the intern (e.g. working on the learning goals). Like the host supervisor, it is advised to agree on a certain rhythm of supervision too (e.g. two-weekly, monthly, ad hoc) .
In practice, the host and WUR supervisors – at times – partly overlap, e.g. when the student, host supervisor and WUR supervisor discuss the internship plan or review a draft version, or when the personal development (e.g. working on learning goals) is discussed during the mid-term.
The student/intern, host supervisor and first (or WUR) supervisor meet at least three times, i.e. during the start, halfway and end of the internship (see 2.4, 'timeline of MSc internship').

During the assessment, the tasks are distributed crosswise: the host supervisor is asked to assess the *performance* of the student (the general and domain specific competences, see 6.3 'assessment form'), whereas the first (or WUR) supervisor is asked to assess the *content*, together with an independent second assessor. Please note: the host supervisor, first assessor and second assessor receive an assessment request as soon as the student/intern has submitted their final products. After all assessments have been submitted, the examiner receives a request to check the procedure and set the final grade (the first supervisor/assessor informs the examiner when this moment is due, as well as advices on the grade for the discussion/defense).

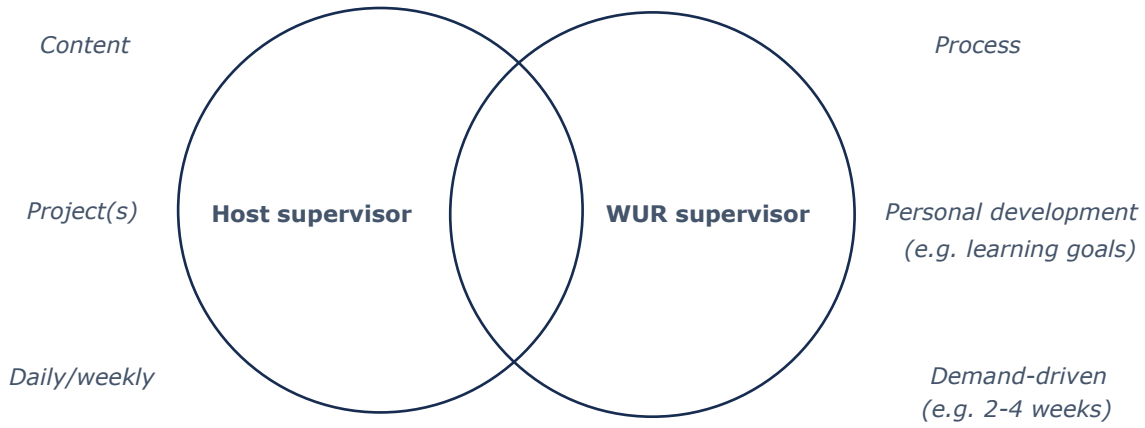

Fig. 3: Difference and overlap in supervision between host supervisor and WUR supervisor.

5. Internship phase (during the internship)

5.1 Start meeting

The student/intern plans a formal start meeting with the WUR supervisor and host supervisor at the start of the internship. This can be on the start date or up to two weeks afterwards, either physical but mostly digital (since it lasts around 30-45 mins.). During the start meeting, the student/intern:

- (short) introduction between student/intern, WUR supervisor and host supervisor.
- Discuss the general internship procedure (since internships vary between programs and universities), such as contact moments, supervision, deliverables, assessment, etc.
- Discuss the personal internship plan:
  - The student's learning outcomes, their operationalisation and connection to the internship activities (e.g. what projects)
  - the main internship project/product; drafting a start document or point of departure (e.g. problem, aim, relevance, approach) and project planning (phases and deadlines);
- Wrap-up: exchange contact details, exchange documents (WUR supervisors sends assessment form to host supervisor) and student/intern arranges mid-term and final session.

OPTIONAL: In-between moment to discuss the internship plan (i.e., the first three chapters of the internship report, consisting of the where, the what and the how)

5.2 Mid-term meeting

The student/intern plans a formal mid-term meeting (during the start meeting) with the WUR supervisor and host supervisor halfway the internship (physical/digital). During the mid-term meeting, the student/intern reflects with WUR and host supervisor on:

- Reflects on the progress so far: main strengths and main points for improvement (as formative feedback) for the second part of the internship (e.g. using the assessment form)
- Reflect on the progress with the personal learning goals (using the short reflection cycle: what was the goal, what did I do, how did that go, what new actions, etc.);
- Discuss the progress with the internship project/product (what is the state-of-the-art of the project/product, main issues/choices for discussion, schedule for finalising, etc.)

The students writes a short summary of the meeting and agreements made, and submits this progress evaluation form in Osiris. OPTIONAL: In-between moment to discuss the draft internship report (i.e., the last chapter, such as the act, the look back and conclude, the look ahead and recommend).

5.3 Final meeting

The student/intern plans a formal final meeting (during the start meeting) with the WUR supervisor and host supervisor and preferably some colleagues at the end of the internship. The final meeting should take place at the host organisation. Please note: the student/intern should submit all deliverables two weeks before the final meeting. During the final meeting, the student/intern:

1. [plenary] Presents the internship report, i.e. a short overview of the projects *in general* (context, contribution and insights) and internship project *in particular* (ca. 15-20 min.)
2. [plenary] Facilitates an (interactive) discussion on the internship report with colleagues, host supervisor and WUR supervisor (ca. 30 min.)
3. [with WUR and host supervisor] Reflects on the internship experience in the wrap-up:
    a. Underpinning of evaluation form (by host supervisor) and reflection on partial grades (by student/intern) (ca. 10 min.)
    b. Final reflection on the internship experience and the development of a preliminary professional niche (ca. 10 min.)

6. Assessment phase

6.1 Deliverables

The MSc internships consists of the following type of assessments: performance, report or activity. As soon as the student/intern submits the final products in Osiris two weeks before the final meeting, all assessors involved receive a notification to complete their respective parts for the assessment, before the examiner sets the final grade after the presentation and defense (see appendix 2).

The **performance** consists of two parts, graded by the host supervisor in Osiris case (as advice to WUR supervisor), which altogether makes up for 50% of the final grade:

- **General professional competences** (20%)
    - General skills, divided over five subcategories (independence, commitment, adaptation, feedback and time management)
- **Domain-specific competences** (30%)
    - Program-specific (content-based) skills, divided over four subcategories (application, performance, acquisition and quality)

The **reports** consists of two reports, to be submitted in Osiris case two weeks before the final presentation and discussion/defense, and graded by the first and second WUR assessor;

- **Scientific report** (40%)
    - The internship project/product, divided over seven subcategories: the where, what, how, act, look back/conclude, looking ahead and writing skills.
- **Reflection report** (pass/fail)
    - Reflection on general learning outcomes, personal learning outcomes and professional niche, illustrated with examples from projects.

The **activities** take place at the final meeting in which the student/intern presents, discusses and defends the internship for an audience at the host organisation (with host and WUR supervisor and colleagues)

- **Oral presentation** (5%)
  - Presentation of internship report (same structure as report) at host organisation, divided over two subcategories (content of presentation, presentation skills)
- **Oral discussion/defense** (5%)
  - Discussion/defense at host organisation (after presentation), divided over two subcategories (defense and knowledge of content/context)
- **Wrap-up** (not-graded)
  - Wrap-up of the internship, in which student/intern, host supervisor and WUR supervisor reflect on process, discuss performance, and explore professional niche.

6.2 Instructions

Performance (50%)

The general professional competences (20%) and domain specific competences (30%) are assessed after the internship (using the assessment form and rubric). The host (or daily) supervisor is ought to have a good impression of the performance based on their close everyday interaction. The host supervisor provides an advice to the WUR supervisor via Osiris case (i.e., as soon as a student/intern has submitted the final products, the host supervisor gets a notification to complete the performance assessment in a digital assessment form, which then can be found as advice in the assessment of the WUR supervisor).

Scientific report (40%)

The scientific report contains the main internship project/product, divided over seven subcategories that are also present in the assessment form (which could serve as main chapters):

- The *where* relates to the context of the internship, the organisation and its functioning, the team(s) and responsibilities, etc.
- The *what* relates to the challenge, i.e. the knowledge or organisation gap that you are aiming to resolve, as well as its societal and academic relevance and state-of-the-art in literature;
- The *how* relates to the method or approach, elaborating on what you did when and how, and why you chose to do so.
- The *act* relates to presenting the outcomes of the above approach, either in the document itself or by referring to the deliverable in the appendix.
- The *look back and conclude* relates to drawing conclusions in relation to the earlier presented challenge; what can we (not) conclude, from the concrete to the more abstract level;
- The *look ahead and recommend* relates to making recommendations on whether and how to proceed, from the concrete to the more abstract level;
- The *writing skills* relates to the level of professional writing (i.e. whether you are able to write clear and concise, yet rich and pleasant)

Please note: when the internship product is a standalone product, tailored to the host organisation, it is advised to add it in the appendix and use the scientific report as underpinning (again, following the structure provided above).

The internship report has a maximum of 35 pages, excl. graphs, tables, figures and appendices (such as the actual internship product, questionnaire, interview questions, maps and/or other data). As soon as the student/intern has submitted the final products in Osiris case, the supervisor annex first assessor and second assessor receive a notification to complete the assessment separately and independently. The host supervisor does not have to assess the scientific report necessarily but can give an advice, when assessing the performance part.

Reflection report (pass/fail)

The reflection report contains your critical reflection and self-assessment on the progress with the personal learning outcomes. It should start with a brief overview containing a short description of motivation, the organisation, the various projects you participated in (e.g. context, contribution, main insights i.r.t. learning goals).

The reflection report should at least include:

1. Reflection on activities and progress in relation to *(general) learning outcomes* of the internship;
    - identify in which *competences* you felt well-prepared by your MSc programme, and in which competences it was necessary to (further) develop during your internship and connect those competences to explicitly described experiences during the internship.
    - identify own *strengths and weaknesses* regarding your ability to work on their tasks in a professional manner and connect those strengths and weaknesses to explicitly described experiences during the internship
2. Reflection on activities and progress in relation to *personal learning outcomes*;
    - describe *investments* (how you worked on the personal learning outcomes), *achievements* (results of these efforts; can be both successful and less successful) and how these are *related* (effectiveness of the approach), e.g. using the reflection cycle;
    - identify your *strengths and weaknesses* and connect those to explicitly described experiences during the internship.
3. Reflection on personal strengths and weaknesses in relation to *career interests and ambitions*;
    - evaluates how your strengths and weaknesses may affect your *professional ambitions*;
    - identify if and how the experiences during the internship have strengthened or changed your ambitions with respect to *your intended working field* or *preferred type of organisation* (e.g. preferred organisations, thematic interests, roles within process, phases of the process, time scales, spatial scales, etc.)

Regarding the second, the student/intern should make visible and *transparent* what has been done (and why), how this went, and how this inspired new actions. In short, the student/intern is asked to make the learning process transparent, logic and followable. The student/intern is advised to make use of the short *reflection cycle* (what was the goal, what did I do, how did that go, what new actions did that lead to, etc.) to demonstrate your learning process. Regarding the third, the student/intern should reflect on their preliminary professional niche as spatial planners (e.g. preferred type of organisation, thematic interests, roles, phases of the process, time scales, spatial scales, etc.).

Please note: as mentioned in the instructions for the internship product/project, both the scientific report and reflection report are confidential, only to be accessed and read by the first and second assessor, and never to be shared with third parties (since it might contain personal or organisational information).

6.3 Assessment form

The MSc internship is assessed using the following assessment form:

Compared to previous versions, the lowest extreme level (grade 2) is no longer included. This does not imply that grade 4 is the lower bound for a grid on a criterion. It is up to the assessor to extrapolate the rubric to levels be below a grade of 4. The description of the upper level can never be complete. Therefore, the assessor is invited to describe points of excellence.

Rubric - MSc-internship version: 5.1 (2024-07-30)

Criterion and sub-criterion	Insufficient	Needs improvement	Just sufficient	Ample sufficient	Good	Very good	Exemplary	Points of excellence
	Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10	
1 General professional competences (20%)								
1.1 Independence, initiative and creativity								
Independence	The student needs detailed instructions and well-defined tasks from the supervisor and the supervisor needs to monitor the student to see if all tasks have been performed.		Student depends mainly on supervisor for planning the task, but the student performs them mostly independently.		Student plans and performs tasks mostly independently, asks for help from the supervisor when needed.		Student plans and performs tasks independently and organises their sources of help independently.	
Initiative and creativity[1]	Student shows no initiative or new ideas at all.		Student reactively develops, together with the supervisor, one or two new ideas on parts of the internship project(s).		Student proactively shows initiative and/or together with the supervisor develops one or two new ideas on parts of the internship project(s).		Student proactively initiates discussions on new ideas with supervisor and puts forward their own creative ideas on hypothesis formulation, design or data processing.	
1.2 Commitment, perseverance								
	Student shows little motivation and does not show ownership of the project. Students is distracted easily by setbacks and shows little perseverance.		Student is motivated at times, but does not show ownership of the project and/or is easily distracted by setbacks.		The student is motivated and shows ownership of the project. Overcomes an occasional setback independently.		The student is very motivated, shows ownership, and overcomes setbacks independently. Student goes at length to get the most out of the project (within the planned period).	
1.3 Adaptation to a working environment outside WU								
Insight in the organization	Student shows no insight in functioning of the organisation. Student repeatedly has difficulty to get things done within the team (e.g. receiving information, organizing materials or facilities, etc).		Student is able to indicate the responsibilities within their own team. Student gets things done within the team (e.g. gathering information, organizing resources) but only via supervisor.		Student is able to indicate the responsibilities of the different units within the organization. Student is able to get things done within the team for their own project (e.g. receiving information, organizing material facilities, etc.) .		Student knows how changes are realized in the organization. Student is able to independently get things done that affect not only their own project, but the rest of the team as well (actively obtains and shares information with the team, etc.).	
Adaptivity	Student does not adapt and remains passive or negative.		Student accepts how thing are done within the new work environment without further reflection.		Student shows evidence of adaptation to the new work environment in a productive and interactive way.		Student adapts well to the work environment, while contributing with their personal views.	
1.4 Receiving and providing feedback								
Receiving feedback	Student follows up on some suggestions and ideas of the supervisor without any critical reflection.		Student accepts feedback on their own functioning from supervisor. Incorporates all of the supervisor's feedback adequately but without reflective discussion.		Student welcomes feedback on their own functioning from supervisor and asks for it when needed. Student reflects on feedback and incorporates suggested changes after engaging in a discussion.		Student seeks and welcomes feedback from supervisor and other staff members or students. Student critically reflects on feedback, uses it as a starting point for further discussion and proposes alternatives.	

	Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10
Providing feedback[2]	Student does not provide feedback to others, even when asked for.		Student only provides feedback when asked for. Feedback is general, without supporting examples or without suggestions for improvement.		Student provides well-founded (with examples) and specific feedback to co-workers when asked for.		Student spontaneously provides balanced (positive and negative), well-founded (with examples), and specific feedback to co-workers.
1.5 Time management							
	No realistic time schedule, or student repeatedly misses milestones, or is mostly dependent on supervisor for keeping on track. Final version of report or oral presentation overdue up to 50% of the nominal period (without force majeure).		Mostly realistic time schedule, but student regularly does not reach milestones in time; no timely adjustment of time schedule if needed. Final version of report or oral presentation at most 25% of nominal period overdue (without force majeure)		Realistic time schedule, and student reaches the majority of milestones in time; with timely adjustments of time schedule but without reconsidering tasks. Final version of report or oral presentation at most 5% of nominal period overdue (without force majeure).		Realistic time schedule with timely and effective adjustments of both time and tasks if necessary. Final version of report and oral presentation finished within planned period (or overdue because of force majeure and finished within reasonable time).
2. Domain-specific competences (30%)							
2.1 Application of domain-specific knowledge							
	Student does not demonstrate understanding of (for internship task) relevant knowledge on an academic level. Student is barely able to translate own knowledge to internship tasks, even with assistance of the supervisor.		Student demonstrates some understanding of (for internship task) relevant knowledge on an academic level. Student translates this knowledge to some of the internship tasks, with assistance of the supervisor.		Student demonstrates depth or breadth of understanding of (for internship task) relevant knowledge on an academic level. Student translates this knowledge to the internship tasks, partly with assistance of supervisor.		Student demonstrates depth and/or breadth of understanding of relevant knowledge on an academic level (also beyond the internship task). Student translates this knowledge to the internship tasks independently.
2.2 Performance on domain-specific competences[3]							
Quality of performance	Student performs domain-specific competences[3] at a level that is insufficient for the tasks at hand. Student lacks attention to details. Student performs none or few work tasks and projects as designed/planned and deviations from design/plan are not motivated.		Student performs domain-specific competences[3] at a level that is just sufficient for the tasks at hand. Student pays little attention to details. Student performs some of the work tasks and projects as designed/planned and deviations from design/plan are not motivated.		Student performs domain-specific competences[3] correctly and pays close attention to relevant details. Student performs work tasks and projects as designed/planned.		Student performs domain-specific competences[3] correctly, and pays close attention to relevant details. Student evaluates tasks and project plan/design regularly and adjusts where needed. Performs work tasks and projects according to (adjusted) design/plan.
Awareness of performance	Student does not evaluate the outcomes/success of their performance during and after task execution, even not when asked for. Student is not transparent in their choices and/or does not act responsibly towards people and property.		Student evaluates the outcomes/success of their performance during and after task execution for some tasks, only when asked for. Student is mostly transparent in their choices and acts responsibly towards people and property. Student is able to discuss integrity[4].		Student evaluates the outcomes/success of their performance during and after task execution. Uses evaluation to improve performance. Student is transparent in their choices and acts responsibly towards people and property. Student is able and willing to discuss integrity.		Student evaluates the outcomes/success of their performance during and after task execution. Uses evaluation to improve performance and discusses this evaluation proactively with co-workers or supervisor. Student is transparent in their choices and acts responsibly towards people and property. Student is able, willing and proactive to discuss integrity.
2.3 Acquisition of context-specific knowledge and competences [3]							
	Students' progress in knowledge and skills is limited and requires extensive guidance by the supervisor.		The student adopts knowledge and skills as they are presented during supervision.		The student acquires knowledge and skills independently, and asks for assistance from the supervisor if needed.		Students explores solutions independently and seeks appropriate knowledge and skills required.
2.4 Quality[5] of deliverables[6]: added value for the host organisation (the quality requirements have been set at the start of the internship)							

[2] Note that for this sub-criterion the descriptors for levels 4-10 in large part correspond to descriptors for level 2 and 8 for the same sub-criterion in the MSc-thesis rubric. The reason for this shift is that in the context of an internship the room for providing feedback to co-workers is likely smaller (more complex) than in the case of a thesis within the context of Wageningen University.

[3] 'Competences' can here be read as: 'combination of knowledge, skills and attitudes'.

[4] Here 'integrity' may also involve potential friction between the goals of the organization and/or student's project on the one hand, and scientific knowledge and standards on the other hand.

[5] 'Quality' here also implies: scientific soundness.

[6] Given the diversity of organisations and tasks in which students can do academic internships, the term deliverables can have a wide variety of meanings (e.g. a physical object, an event, a wide variety documents, a method, a prototype, a dataset, research etc.). Therefore, it is necessary to define in an early stage (between host supervisor, WU supervisor and student) what will be the deliverables for a given internship, and what will be the requirements.
In the case of an internship in a research environment, the deliverable *can* overlap with the scientific report but this is not so by definition (deliverables could also include e.g. datasets, methods, etc.).

	Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10	
	Deliverables comply with none or few of the requirements. As consequence, deliverables are not usable for host organization. The deliverables are conflict with scientific standards and knowledge.		Deliverables comply with most of the requirements. As a consequence, deliverables are usable for host organization to a limited extent. The deliverables have some scientific basis.		Deliverables comply with all of the requirements. As a consequence, deliverables are usable for host organization. In addition, the deliverables are scientifically sound/correct.		Deliverables transcend the requirements: contains new or improved functionality or is efficient/effective beyond expectations. As a consequence, deliverables have large added value for the host organization. In addition, the deliverables have a strong scientific basis.	
3. Scientific report[7] (40%) **Note: the criteria 3.1- 3.6 should *not* be interpreted an indication of *any* prescribed structure of the report (e.g 3.1 does not necessarily refer to an Introduction).** **The structure of the report needs to be agreed upon between student, host supervisor and WU supervisor.**								
3.1 Description of professional context (the 'where')								
Context	Information about the host organization (goals, organization, environment) and/or information about the organizational context in which the student works is missing. As a result, the context of the tasks/project(s) of the student is unclear.		Mostly generic information about the host organization (goals, structure, environment in which it operates) is provided. This includes some information about the organizational context in which the student works, but that is insufficient to understand the context of the tasks/project(s) of the student.		Information about the host organization and its goals, structure and environment is clearly linked to the goals and structure of the organizational context (group/department) in which the student operates. Information about organization is linked to the project of the student.		Information about the host organization and its goals, structure and environment is described clearly and concisely. Description is tailored to the tasks/project(s) of the student: e.g. it includes an analysis of the contribution to goals of the organization by the employees with whom the student collaborates, or an analysis of the direct work context of the student (group/department).	
3.2 Description the main or overarching challenge and its of scientific background (the 'what')								
Problem analysis or knowledge gap	The problem analysis (or formulation of knowledge gap) is absent and/or is largely incorrect. Relation of the problem analysis to the context of the host organization is missing or incorrect.		The problem analysis (or formulation of knowledge gap) is mostly correct, but is not sharp and/or contains errors. Relation of the problem analysis to the context of the host organization is present, but not well-defined.		The problem analysis (or formulation of knowledge gap) is correct. Relation of the problem analysis to the context of the host organization is well-defined.		The problem analysis (or formulation of knowledge gap) is correct, complete and concise. Relation of the problem analysis to the context of the host organization is well-defined and sharply analysed.	
Project goals (or research questions)	Most project goals (or research questions) are unclear, or not realistically attainable. Delineation of the project is weak or absent.		Project goals (or research questions) are mostly clear, but lack sharpness. Some delineation of the project is provided.		Project goals (or research questions) are clear. Project goals are attainable. A clear delineation of the project is provided.		Project goals (or research questions) are clear, attainable and formulated to-the-point. Delineation of the project is well-defined.	
Scientific background	Some theory/literature is used but the description lacks connection to the internships project(s) at hand and/or contains serious errors.		The relevant theory/literature is used, but the description is minimal, has not been tailored to the internship project(s) at hand, or shows occasional errors.		The relevant theory/literature is discussed and linked to the internship project(s) at hand.		The relevant theory/literature is synthesized in a clear and coherent way. The theoretical background is tailored to both the contents and the context of the internship project(s) at hand.	
3.3 Description and justification of chosen approach (the 'how')								
Justification	Student does not provide scientific support (nor any other scientifically acceptable evidence) for the approach. As a result, is unclear whether the proposed approach is appropriate or effective.		Student provides some scientific support for the approach. Based on this, it is plausible that the proposed approach is at least appropriate or effective.		Student provides scientific support for the approach. Based on this, it is evident that the proposed approach is appropriate and effective.		Student provides coherent scientific support for the approach, linking it to the specific goals and context of the internship project. Based on this, it is evident that the proposed approach is appropriate and effective.	
Description	Description of the approach is missing, minimal, incomplete or unclear, hampering replication of the methodology.		Description of the approach is mostly complete, but lacks clarity or detail at some points, hampering exact replication of the methodology.		Description of the approach is clear and complete. Level of detail allows for a close-to-exact replication of the methodology.		Description of the approach clear, complete and concise. Level of detail and quality of description enables exact replication of the methodology.	
3.4 Presentation of the output / the process (the 'act') (NB: output can be deliverables of any kind, *including* a research report).								

[7] For the scientific report there are roughly three scenarios (with many variants):

a) The scientific report overlaps with (i.e. is equal to) the deliverable that was agreed on with the host supervisor and WU supervisor, provided that the format of that deliverable allows for the inclusion of text that addresses the various topics defined in the MSc internship assessment criteria.

b) The scientific report does not overlap with the deliverables but refers to the deliverables where appropriate. Possibly, in the internship report parts of the process that lead to the deliverable have been documented in text or images and can be added as an appendix.

c) The scientific report partly overlaps with (one of) the deliverables. This can be the case when the deliverable is a report (e.g. research report) in which part of the topics that need to be addressed (see MSc internship criteria) are covered. In that case the internship report can refer to this deliverable (=report) where appropriate and will include additional content for the topics that are not covered by the deliverable.

	Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10	
	Deliverables and/or process are either not presented, or presentation is incomplete or incorrect so that the reader is unable to understand what outcomes were attained. Text or supporting illustrations (e.g. figures, visualizations, graphs, tables etc.) contain several flaws. Outcomes are not related to the project goals.		Deliverables and/or process are presented, but the presentation is either unclear, incoherent or incorrect in some places. Supporting illustrations (e.g. figures, visualizations, graphs, tables etc.) are either missing or have no or little added value for the reader to understand what results were achieved in relation to the project goals.		Deliverables and/or process are presented correctly and efficiently. Text, figures, visualizations, graphs, tables etc. are well-chosen and support the reader to understand what results were achieved in relation to the project goals.		Deliverables and/or process are presented flawlessly and efficiently, with a clear storyline connecting the various outcomes. Text, figures, graphs, tables etc. are well-chosen or original, and efficiently guide the reader to understand what results were achieved in relation to the project goals.	
3.5 Critical evaluation of the outcomes and/or process, both from a scientific and host-organisation point of view (the 'look back and conclude')								
Critical evaluation of the approach	Student indicates no, or at most irrelevant, trivial, or overly generic strengths and weaknesses in the chosen approach and the implementation thereof.		Student indicates some (not necessarily major) strengths and weaknesses in the chosen approach and the implementation thereof.		Student indicates the major strengths and weaknesses in the chosen approach and the implementation thereof. Student evaluates impact of strengths and weakness on the project outcome or suggests (better) alternatives for the approach used.		Student gives a comprehensive overview of strengths and weaknesses in the chosen approach and the implementation thereof. Student evaluates impact of strengths and weakness on the project outcome. Furthermore, (better) alternatives for the approach used are indicated.	
Critical evaluation of the results/outcomes	Evaluation of the results/outcomes of the project is absent, both in relation to scientific literature and in relation to the context of the host organization.		Student provides some evaluation of the results/outcomes of the project, based on scientific literature or in relation to the context of the host organization.		Student critically evaluates the results/outcomes of the project, based on scientific literature and in relation to the context of the host organization.		Student critically evaluates the results/outcomes of the project, based on scientific literature and in relation to the context of the host organization. The evaluation is both comprehensive and constructive (useful for host organization).	
Conclusions	Student does not, or only partially, assess to what extent the outcomes of the project(s) contribute to the goals/questions that were defined at the start. Furthermore, the described relation between goals and outcomes is incomplete, unclear or incorrect. Possibly, the assessment merely repeats outcomes/results.		Student assesses to what extent the outcomes of the project(s) contribute to the goals/questions that were defined at the start. However, the described relation between goals and outcomes is incomplete and/or unclear. The assessment of the outcomes is formulated inexactly or vaguely.		Student assesses, to partially substantiated with results/outcomes, to what extent the outcomes of the project(s) contribute to the goals/questions that were defined at the start. The described relation between goals/questions and outcomes is complete and clear. The assessment of the outcomes is formulated exactly.		Student assesses, substantiated with results/outcomes, to what extent the outcomes of the project(s) contribute to the goals/questions that were defined at the start. The described relation between goals/questions and outcomes is complete, clear and follows a convincing line of reasoning. The assessment of the outcomes is formulated exactly.	
3.6 Recommendations to the host organisation based on the internship project (the 'look ahead')								
Evaluation of relevance of the internship tasks for the host organization	Student does not identify the added value of the project for the host organization, or the evaluation of relevance is incorrect or irrelevant.		Student identifies the added value of the project for the host organization in broad or somewhat vague terms.		Student identifies the added value of their project for the host organization correctly, specifically and precisely. Student provides some recommendations based on the internship project.		Student identifies the added value of their project for the host organization correctly, specifically and precisely. Student provides recommendations beyond, but based on, the internship project.	
Evaluation of relevance of the internship tasks in societal and scientific context	Student does not relate the project to issues in scientific and/or societal context, or the provided relation is incorrect or irrelevant.		Student relates the project to some issues in scientific and/or societal context. Relevance of the identified issues is mixed.		Student relates the project to relevant issues in scientific and/or societal context .		Student provides a clear and concise analysis of the contribution of the project to relevant issues in scientific and/or societal context.	
3.7 Writing skills								
Structure	Main structure is at most approximately correct, and lower level hierarchy and ordering is illogical. Some sections have overlapping functions leading to ambiguity in placement of information. Level of detail varies widely (information missing, or irrelevant information given). Structure within paragraphs and transition between paragraphs are often unclear or illogical.		Main structure is correct, but placement of material in different chapters is illogical in some places. Level of detail could be improved in some places (irrelevant information given). Most paragraphs have a clear function. Transitions between paragraphs are predominantly clear and logical. Errors in structure do not inhibit correct understanding.		Main structure is correct, chapters and sections have 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. Paragraphs fulfil a specific function. Transitions between paragraphs are clear and logical.		Well-structured, and clear and concise throughout. Very readable report where the structure helps to convey the storyline of the report; structure, formulation and style facilitate understanding of the report. Paragraphs each fulfil a specific function, have a clear argumentation. Transitions between paragraphs are clear and logical; creating a clear line of argumentation.	

	Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10	
Fluency and coherency	Vagueness and/or inexactness in wording affect the interpretation of the text. Many spelling/grammar errors occur, sometimes inhibiting correct understanding of the text. Coherency between and within chapters is absent or very limited.		Formulations in the text are ambiguous in places but this does not inhibit a correct interpretation of the text. Spelling/grammar errors are rare, and do not inhibit correct understanding of the text. Coherency between chapters, or within chapters, is limited.		Formulations in text are precise, clear and concise. No spelling/grammar errors and readability of text is good. The text is coherent both between chapters and within chapters.		Formulations in text are precise, clear and concise. No spelling/grammar errors and readability of text is excellent. The storyline of the report is recognizable at all levels (from chapter to paragraph) leading to a coherent text.	
Citing and referencing	No or very limited use of literature. If literature is used, relevance is limited or not to-the-point. Reference list lacks information for many sources and/or literature is not or incorrectly referenced in the text.		Cited literature is relevant for the topic of the project, but not always to the point. Some sources have better alternatives. Reference list contains literature used, but either referencing in text contains some errors, or information about sources is incomplete or incorrect in some cases.		Cited literature is relevant to the context where it is cited, and of appropriate quality. Correct style of referencing in the text as well as in the reference list. Style is applied consistently throughout. All sources are traceable.		Cited literature is relevant to the context where it is cited. Wherever a citation would be needed, it is provided. Student uses the most appropriate and recent literature throughout. Correct style of referencing in the text as well as in the reference list. Style is applied consistently throughout. All sources are traceable. Style is appropriate for the type of document and the field of study.	
4. Oral presentation (5%)								
4.1 Content of presentation								
Presentation of approach and outcomes	Approach and deliverables and/or process are not presented, or the presentation is either unclear, incorrect or incoherent. Supporting illustrations (e.g. figures, visualizations, graphs, tables etc.) are either missing or have no added value for the audience to understand what results were achieved in relation to the project goals.		Approach and deliverables and/or process are presented, but the presentation is either unclear, incorrect or incoherent in some places. Supporting illustrations (e.g. figures, visualizations, graphs, tables etc.) are either missing or have no or little added value for the audience to understand what results were achieved in relation to the project goals.		Approach and deliverables and/or process are presented clearly and correctly. Text, figures, visualizations, graphs, tables etc. are well-chosen and support the audience to understand what results were achieved in relation to the project goals.		Approach and deliverables and/or process are presented flawlessly and with a coherent storyline. Text, figures, visualizations, graphs, tables etc, in combination with student's explanation, efficiently guide the audience to understand what results were achieved in relation to the project goals.	
Clarity and justification of conclusions	Student does not, or only partially, assess to what extent the outcomes of the project(s) contribute to the goals/questions that were defined at the start. Furthermore, the described relation between goals and outcomes is incomplete, unclear or incorrect. Possibly, the assessment merely repeats outcomes/results.		Student assesses to what extent the outcomes of the project(s) contribute to the goals/questions that were defined at the start. However, the described relation between goals and outcomes is incomplete and/or unclear. The assessment of the outcomes is formulated inexactly or vaguely.		Student assesses, partially substantiated with results/outcomes, to what extent the outcomes of the project(s) contribute to the goals/questions that were defined at the start. The described relation between goals/questions and outcomes is complete and clear. The assessment of the outcomes is formulated exactly.		Student assesses, substantiated with results/outcomes, to what extent the outcomes of the project(s) contribute to the goals/questions that were defined at the start. The described relation between goals/questions and outcomes is complete, clear and follows a convincing line of reasoning. The assessment of the outcomes is formulated exactly.	
Ability to respond to questions	Student is able to answer no, or only the simplest questions.		Student answers informative questions well, but has difficulty to deal with in-depth questions.		Student answers both informative questions and in-depth questions well.		Student answers both informative questions and in-depth questions excellently. Answers are appropriate, clear and to-the-point and such that they enlighten the audience. Answers are logically and smoothly linked to the presentation or previous questions.	
4.2 Presentation skills								
Targeted at audience	Hardly suited for the intended public or intended purpose. Regularly the level of detail is inappropriate, or background of audience not taken into account.		Intended public taken into account, but at some points level of detail is inappropriate for intended audience (too much or too little).		Targeted to the intended public (language, depth, length); appropriate for the intended purpose.		Enticing and purposeful throughout, facilitating communication of the main messages to the audience.	
Structure of presentation	Presentation has unclear structure or lay-out. Audience gets lost often.		Presentation is structured, though the audience gets lost in some places.		Presentation has a clear structure, is concise and to-the-point. Good separation between main message and side-steps. Presentation is coherent.		Presentation is very well structured, is concise and to-the-point. Good separation between main message and side-steps. Coherent presentation with a clear storyline. Line of	

	Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10	
							argumentation is clear and logical throughout.	
Voice and poise	Presentation is uninspired and/or monotonous and/or student reads from slides; attention of audience not captured.		Presentation mostly clear, but at some moments uninspired and/or monotonous and/or unclearly spoken. At those moments attention of audience is lost. Student has trouble recovering from mistakes.		Inspired and lively presentation, clearly spoken, with varied intonation. Student recovers well from any small mistake.		Inspired and lively presentation that engages the audience. Presentation runs smooth without errors. Student is both relaxed and concentrated. Clearly spoken with varied intonation. Student applies dynamic posture (gestures), facial expression.	
5. Oral defence (5%)								
5.1 Defence of the MSc-internship								
	Student is not able to defend/discuss their internship project(s) and report.		Student defends their internship work (reactively) but does not actively engage in a discussion/conversation.		Student engages in a discussion/conversation about the contents and context of their internship project(s).		Student engages in a lively and in-depth discussion about the contents of their internship project(s), as well as relevant current knowledge and contexts.	
5.2 Knowledge of content and context of the internship project								
	Student does not master the contents.		Student knows most of the contents of their work. Student has difficulty to relate their work to the context of the host organization and/or the scientific context.		Student masters the contents of their work and is able to discuss the added value of their work for the host organization, or the relation to relevant current knowledge.		Student masters the contents of their work and is able to discuss the added value of their work for the host organization, as well as the relation to relevant current knowledge. Student is also able to broaden and deepen the scope of the discussion.	

6. Personal reflection report (pass/fail; single-point rubric)		
	Fail	Pass
6.1 Reflection on activities and progress in relation learning outcomes of the internship		
Apply and further develop competences in a professional context		Student identifies in which competences they felt well-prepared by their MSc programme, and in which competences it was necessary to (further) develop during their internship. Student connects those competences to explicitly described experiences during the internship
Conduct tasks/projects in a professional manner		Student identifies own strengths and weaknesses regarding their ability to work on their tasks in a professional manner. Student connects those strengths and weaknesses to explicitly described experiences during the internship
6.2 Reflection on activities and progress in relation to personal learning outcomes		
Working on personal learning goals		Student describes investments (=how they worked on the personal learning outcomes), achievements (=results of these efforts; can be both successful and less successful) and how these are related (=effectiveness of the approach).
Learning from personal learning goals		Student identifies own strengths and weaknesses and connects those to explicitly described experiences during the internship.
6.3 Reflection on personal strengths and weaknesses in relation to career interests and ambitions		
Capabilities in relation to professional ambitions		Student evaluates how own strengths and weaknesses may affect their professional ambitions.
Professional ambitions (career interest + career ambition)		Students identifies if and how the experiences during the internship have strengthened or changed their ambitions with respect to their intended working field or preferred type of organization.

6.4 Assessment procedure

The final assessment uses the assessment form as portrayed above, including the rubric. The assessment consists of the following steps (to be finished in seven days after the final presentation).

1. The **student** submits the final products in Osiris case two weeks before final presentation and discussion/defense, whereafter the host supervisor, first supervisor/assessor and second supervisor receive a notification (at the same time)
    - In case the internship is the last course of the program, the student can now submit a request to unenroll from the program in Studielink* (select the reason 'graduating')

2. The **host supervisor** assesses the performance part, i.e., the general professional competences and domain specific competences (using the rubric), as advice to the WUR supervisor, before the final presentation.
3. The **first supervisor/assessor** assesses the advice from the host supervisor on the student/interns performance, AND assesses the scientific report and reflection report (using the rubric) and adds an underpinning (max 2.700 characters) and saves the assessment as draft, to allow for minor changes and assessing the presentation and discussion/defense after the final presentation.
4. The **second supervisor/assessor** assesses the scientific report (using the rubric) and adds an underpinning (max 2.700 characters).
5. The final presentation takes place, either at the host organisation (in the presence of both supervisors) OR in at Wageningen University (in the presence of the WUR supervisor only).
6. The first supervisor/assessor (and main administrative supervisor) informs the examiner of the competed assessment and grade for the defense.
7. The **examiner** adds the grade for the defense, confirms the procedure, copies the feedback from both supervisors and sets the final grade; the final grade is now automatically entered in Osiris.
    - In case the internship is the last course of the program AND the student submitted an unenrolment request in Studielink (step 1), the student is now automatically graduated.

For more information on unenrolment and graduation, please see: Termination of Enrolment - WUR

6.5 Resit policy

The MSc internship adheres to the following resit policy:

- All categories of the assessment form – general professional competences, domain specific competences, scientific report, presentation and defense – should be ≥ 5,5;
- In addition, the reflection report should be a pass (instead of a fail), which is *preconditional* for finalising the assessment;
- The general professional competences and domain specific competences, i.e. the performance part, cannot be retaken (in case of an insufficient, the student has to start another internship);
- The scientific report and reflection report can be improved during a *resit*, basically, the student receiving feedback and max. two months to submit an improved version;
- The presentation and discussion/defense can be improved during a *resit*, basically, the student hosting a new presentation and defense in the presence of the WUR supervisor/assessors.

6.6 AI policy

The use of generative AI is not allowed in this course, following the general WUR policies. All reports will be checked using AI detection software, and if needed, forwarded to the examining board for further investigation and appropriate sanctions.

The use of paraphrasing or grammar AI is partly allowed, only after request (and argumentation) and permission granted, and under precondition of sharing print screen copies of the entries, question and results that were given by the AI software.

Appendix 1: Relevant documents

The latest versions of the MSc internship documents are available in Osiris case.

More general information can be found on: https://www.wur.nl/en/research-results/chair-groups/environmental-sciences/landscape-architecture-and-spatial-planning-1/internship-lar-lup.html.

Appendix 2: Registering your internship in Osiris

The Osiris case consists of the following steps:

1. Student submits completed learning agreement (embedded in Osiris) a
    - WUR supervisor confirms, asks for revisions or rejects.
2. Students submits signed UNL internship contract (downloadable from Osiris or UNL website)
    - No action from WUR supervisor required.
3. Student submit progress evaluation.
    - WUR supervisor confirms/rejects.
4. When project can continue…
    - WUR supervisor sets roles for assessors and examinator (no action student required).
5. Student submit final products (scientific report and reflection report)
    - WUR supervisor confirms/rejects.
6. Host supervisor submits advice for first supervisor/assessor.
    - WUR supervisor confirms/rejects.
7. Second supervisor/assessor completes assessment.
    - No actions needed.
8. First supervisor/assessor completes assessment [and saves as draft]
    - WUR supervisor confirms/rejects.
9. Final presentation takes place, either at host organisation or in Wageningen
    - WUR supervisor assess presentation and discussion/defense
10. First supervisor/assessor confirms assessment and informs examinator on subgrade (i.e., defense)
    - Examinator confirms procedure, completes grades and sets final grade.
11. The final grade appears in Osiris, incl. subgrades and main feedback
    - The first supervisor/assessor can send additional feedback to the student.

Appendix 3: Organising an internship abroad

It is possible to do an internship abroad, but this does require some extra and timely preparation. When it comes to internship within the European Union it is quite straightforward (e.g. no VISA is needed) but in particular internship outside Europa can be quite some organisation. This section gives a brief overview of the steps to be taken:

1. Check whether you need a VISA and what sort of VISA: work, student or visitor. This information can be found online at the embassy website or by making a call and ask for the procedure.
2. Arrange the internship contract and make sure it is signed by all three parties (the host organisation, WUR and yourself) prior to the actual VISA request. You need a signed contract as evidence to apply for VISA. Note: some embassies also request a job offer or employment contract; make sure to check, in advance, what is needed (see step 1).
3. Check whether you need an insurance (e.g. in The Netherlands you are obliged to have an health insurance) and then the complimentary insurance form WUR will be automatically covering other costs, if your own insurance does not cover this. Thus, in order to be able to make use of the WUR insurance, you need a basic Dutch health insurance. Note: check whether the insurance also covers damage during working hours.
4. Collect all the necessary documents for the actual VISA request, e.g. medical test, proof of evidence (depending on the countries rules). Note: some countries even ask for a proof of enrolment at WUR; the coordinator can write such a letter, in case you need it.
5. Once all document(s), insurance(s) and contract(s) have been collected, send the actual VISA application. In the meantime, write a travel request to the Student Service Centre (SSC) to have an official mandate for going abroad.
6. Start looking for grants, such as Erasmus+ and Holland scholarship, which are quite straightforward and the process is quite clear on WUR (search on either of these via the WUR-website).
7. If, and once, VISA is granted, you can start arranging the travelling and accommodation, etc. and start your internship on the first day of the contract.