



MSc Research Practice Course Guide, Cultural Geography Group (GEO)

version 08.09.2026

Study load:
24 ECTS

Course code:
GEO-79324

Table of Contents

1.	General information	4
	Course profile	4
	Learning outcomes	4
	People involved in your research practice	5
2.	Research practice preparation	7
	Finding a research practice (topic)	7
	Finding a supervisor	7
	Learning Agreement	8
3.	Research practice activities	9
	Research proposal	9
	Proposal presentation and peer feedback session	9
	Progress evaluation	9
	Carrying out the research project	10
	Research practice report	10
	Reflection report	11
	Oral presentation (final colloquium)	11
	Oral defence	11
4.	Completion of your research practice	13
	Assessment of the research practice	13
	Delay and possibility to resit	14
	Course evaluation for your research practice	15
5.	Points of attention during the research practice	16
	Well-being	16
	Diversity	16
	Supervision	16
	Feedback	16
	Thesis rings	17
	Costs associated with carrying out the research	17
	Information on WU travel policy, insurance and grants	17
	Ethical behaviour and plagiarism	18
	Use of generative artificial intelligence (e.g. Language models, image generators, transcription models, (semantic) literature search engines)	18
6.	Appendices	21
	Appendix I: Reflection on personal learning goals	21
	Appendix II: Checklist for organising a research practice	25
	Appendix III: Research Practice Timeline	26

Appendix IV: OSIRIS Timeline	29
Appendix V: Intellectual property statement for student.....	30
Appendix VI: Data management plan.....	31
Appendix VII: Downloads	31
Appendix VIII: Information on student guidance, legal protection and social safety	31
Appendix IX: Netherlands Code of Conduct for Research Integrity	32

1. General information

Important

From April 30, 2026 it is no longer possible to enrol for a MSc Research Practice. Only in exceptional cases this is allowed by the examining board. Please check [Permission Research Practice](#)

This course guide describes the procedures for the MSc research practice supervision and writing process for Cultural Geography Group (GEO). The research practice course guide is meant for staff and students. It includes information about the goal of the research practice, the necessary procedures before starting and during the research practice, as well as the assessment procedure.

Course profile

The MSc research practice is a research project under supervision of a Wageningen University supervisor that replaces the internship in the programme of the student (depending on the programme and individual arrangements made with the Examining Board).

During a research practice, you put your acquired knowledge and skills into practice while gaining relevant work experience at an academic level. The aim of the research practice is to apply knowledge and perform skills in a potential future work field. In contrast to the MSc internship, the research practice especially prepares for a career in science.

The Research Practice should differ from a regular thesis in the following way:

- The Research Practice has additional learning outcomes related to career preparation and personal development.
- The Research Practice has additional assessment criteria related to the above mentioned additional learning outcomes.

Language: English

Credits: 24-36 ECTS*

Period: The start date of your research practice is determined in consultation with your supervisor

* Most study programmes require a minimum of 24 credits for the research practice; see the Study Handbook for more information. Only in consultation with your study adviser and the research practice coordinator (of the chair group) can you extend the length of your research practice to a maximum of 36 credits. You should discuss extensions before you start the research practice, and an extension of the research practice should be accompanied by an extension of the personal learning goals.

You should spend 28 hours for each EC (672 hours for a 24 EC research practice: 16 weeks of 42 hours, or nearly 17 weeks of 40 hours). If you work less than fulltime at your research practice, your research practice duration should be extended to get the same number of credits.

Specific requirements for each MSc research practice can be found in the online Study Handbook. Please check with your study adviser for any programme specific requirements. Finally, you should be officially registered as a Wageningen University MSc student.

Learning outcomes

After successful completion of your MSc research practice, you are expected to be able to:

1. Evaluate career interests and ambitions in relation to the research project and reflect on professional ambitions and capabilities.
2. Develop a research plan, including: a description of the research topic in relation to the wider scientific context; an identification of the knowledge gap; formulation of research questions and/or a hypothesis, aims and objectives; an explanation of how you intend to conduct the research (e.g. in terms of a design for the project, data-collection and -analysis methods, research tools).
3. Collect, select and process data, using the design for the project, methods and tools described in the research plan.
4. Analyse and synthesise the data in order to answer the research questions and/or test the hypothesis.
5. Formulate answers to the research questions that are supported by the research outcomes; pay attention to potential limitations; critically discuss the outcomes in relation to the wider scientific and societal context.
6. Report on the research, both in writing and in oral presentation.
7. Work in compliance with academic codes of conduct and with proper management of time and resources.
8. Make use of input and feedback for executing the research project and provide feedback to others.
9. Define personal learning goals, which could include domain-specific skills, and reflect on development therein.

Ad. 9) In addition to the above-mentioned learning outcomes, you should formulate at least two specific personal learning goals in consultation and agreement with your GEO supervisor.

For example, you may want to formulate personal or technical skills that you would like to acquire or expand during your research practice. Make sure your personal learning goals are formulated properly by making use of the guidelines in Appendix I.

Examples of personal learning goals are:

- I accept and implement feedback.
- I work professionally and can deal with a tight time schedule without getting stressed.
- I am able to express my point of view in a professional setting.
- I develop good participation as a team member and build a professional network
- I develop career awareness relative to the field of responsible and sustainable tourism operation

People involved in your research practice

- The *research practice coordinator* is the contact person within GEO. You can find the research practice coordinator of GEO in the online Study Handbook of Wageningen University (as the coordinator of the research practice course code), or for Cultural Geography specifically, below. The student enters in Osiris who is their main and administrative supervisor.
- The *main and administrative supervisor* is responsible for guiding the research project. They are an employee of your chair group. They are often an academic WUR staff member¹, but they can also be an experienced PhD candidate or a post-doc. PhD candidates and post-docs will preferably have taken the courses 'Start to Supervise BSc & MSc thesis students' and 'Supervising BSc & MSc students' from the Education Support Centre, potentially as part of their Training and Supervision Plan. A technician may also be involved.
- A *second supervisor*. If the daily supervisor is a PhD candidate, the second supervisor of the MSc student is usually the supervisor of that PhD candidate. There can also be content-related reasons

to appoint a second or third supervisor or advisor.

- *Advisor(s)*: other people not involved in supervision.

Actors in the assessment (the main and administrative supervisor assigns the assessors and examiner in Osiris):

- *Assessor 1* is responsible for evaluating the research practice project. This is an academic WU staff member¹. They are preferably involved in supervision as they assess the student's performance. Hence, assessor 1 will often be the daily supervisor (provided that they match the definition of academic WU staff member).
- *Assessor 2* is responsible for an independent assessment of parts of the research practice project (at least the report). Assessor 2 is often the examiner, but not necessarily. This role has the same requirements as Assessor 1..
- *Examiner* (one of the two assessors), who is responsible for evaluating the research practice project and coordinating grades throughout the chair group. They are appointed by the Examining Board, and they are listed as examiner in the [Study Handbook](#) under the MSc Research Practice course code.

Requirements: a PhD degree or other demonstrable experience with the MSc research practice subject². Only examiners listed for the courses in the course catalogue can decide and finalise the grade in Osiris.

Contact information

Research Practice Coordination

Maria de Wit

Contact for:

- General information and coordination
- Brightspace

E-mail: maria.dewit@wur.nl

Office: Gaia A303

Additional Staff

Administration

Contact for:

- Proposal presentations
- Colloquium

Email: office.geoculturalgeography@wur.nl

Office: Gaia B304

Cheryl van Adrichem

Contact for:

- Thesis topics brochure
- Thesis café
- Thesis rings

E-mail: cheryl.vanadrichem@wur.nl

Office: Gaia B309

¹ From the EER for the academic year 2023/2024 onwards, the following holds for both supervisors and assessors: 'During the internship, thesis and research practice, the Master's student is supervised by a WUR staff member affiliated with a chair group with a PhD degree or an equivalent research profile, or someone who performs this role under the responsibility of this staff member. The equivalence of the research profile is at the discretion of the examiner of the course under consideration.'

² [Rules and Regulations of the Examining Boards](#), Article 8

2. Research practice preparation

This section describes the initial preparation before starting your research practice in general terms. See Appendix II for a checklist for organising your research practice, Appendix III for a timeline of the research practice and Appendix IV for a timeline on the administrative process of your research practice in OSIRIS.

Finding a research practice (topic)

The research practice (topic) should preferably match the overall research field of your programme and broad research field and/or design expertise of the Cultural Geography Chair Group (GEO). It should reflect the student's interests and goals and be realistic in scope, so that it can be completed with the resources available to the student. The research practice must be original work and make a substantive contribution to the understanding of a set of significant issues.

In order to select a research practice topic, you can:

- Discuss the planning of your Master's programme, including your choice for a research practice, with your study adviser. Check, in consultation with your study adviser, which chair groups are allowed to supervise your research practice.
- Attend a thesis information meeting, organised by GEO (e.g. the annual thesis café) or your MSc programme. These meetings are relevant for finding a research practice as well.
- Visit [GEO's Wageningen University webpage](#) and read the GEO Research Topics Brochure.

You must discuss both the topic and timing with your study adviser and a potential GEO supervisor in a timely manner, especially if your research practice includes field work abroad: this can sometimes take several months to arrange.

Finding a supervisor

Before you can formally start with the research practice at GEO, you will need to find a supervisor for your research practice. Based on the topic(s) in the brochure, you can contact 1 or 2 potential GEO supervisors to inquire. In your email, we advise you to always include the following information:

- Who you are
- When you expect to start your research practice
- The topic/project: minimum 1-2 paragraphs
- Ideas of theory(ies) or methodology
- In what way(s) is this topic relevant for your own development, study programme and/or Cultural Geography

If you direct this email to two potential supervisors, please include them in the same email. You can expect to receive a reply from them usually within 5 working days. If you do not hear back after 5 working days, you may send a reminder. Please note that you may not receive a response, or the response may be delayed, if your email missed important information (listed above) about your research practice.

If the specific supervisor is available to work with you on this, you should inform the research practice coordinator Maria de Wit. They will give you extra information and give you access to the Thesis and Internship Cultural Geography Brightspace which contains extra information about the research practice. Afterwards you can start your own OSIRIS Case. For further instructions on the

procedure of starting your own Osiris Case, please visit [WUR Student Support website](#). For information on what to expect from the supervision can be found in Chapter 5.

Learning Agreement

Subsequently, you and your supervisor have to make more detailed agreements related to your learning process during the research practice. These agreements are written down in the Learning Agreement. The *Learning Agreement* contains a description of the research assignment, your personal learning goals (see Appendix I), the agreement on supervision, planning, evaluation moments, the academic relevance of the research and (if applicable) risk assessment (see checklist learning agreement on Brightspace). You as a student fill in the learning agreement in Osiris. An overview of the entire process in Osiris is available in the form of a [presentation with screenshots](#).

One of the aspects covered in the learning agreement is intellectual property rights. The text of the statement you have to sign can be found in Appendix V: Intellectual property statement for student. Related to that, discuss potential confidentiality issues with your supervisor. In principle, your MSc research practice is not considered confidential, however, if part of your results is used in a larger research project, contract research or research that is subject to patenting, then confidentiality agreements may apply. You should be informed by the research practice supervisor prior to starting if your research practice is part of a contract research programme or a patent procedure.

You will enter these agreements directly into OSIRIS. Once you have filled out the agreement in OSIRIS you can submit the agreement after which the GEO supervisor will have to approve the agreement (or ask for revision).

It is your responsibility to manage data according to GEO's data management plan (see Appendix VI). Discuss time, format and transfer of results and with your supervisor as well (these are part of the data management plan), especially when your research is part of a larger research project. Include additional arrangements regarding the results and data in the Learning Agreement.

Note: Try to not exceed the 3000 character limit for fields in Osiris. If there is no way of limiting your word count, you can add an additional documents in "optional documents during process" and refer to that document in the form.

3. Research practice activities

This section describes the different stages of the research practice project in general terms. See Appendix II for an important checklist, Appendix III for a timeline of the research practice and Appendix IV for a timeline of the administrative steps in OSIRIS. For further instructions on the procedure in OSIRIS, please visit [the WUR Support](#) website.

Research proposal

At the start of the research practice, you will discuss the topic with your supervisor and read literature related to the project. After this initial orientation, you write a research proposal, which has to be discussed in depth with your supervisor(s). The research proposal should include a problem statement, research questions or a hypothesis that is supported by up-to-date literature related to the topic, a specific plan regarding how the research is to be conducted (e.g. study design, data collection and analysis methods) and a time schedule.

If drafted correctly, sections of the proposal can be used to write the final research practice report (e.g. the Introduction and Methodology sections). However, you cannot start conducting the research project before the research proposal has been approved by your supervisor(s).

Proposal presentation and peer feedback session

When your proposal is (more or less) completed, you are asked to present your research proposal to other students and staff members in order to acquire peer feedback and suggestions for improvement. This generally happens in the second month of the research practice. Discuss content for your presentation with your supervisor. Your presentation must be 5-7 minutes in length.

The proposal presentation(s) are followed up by a peer feedback session in which you get the chance to give feedback on each other's presentations/proposals. Feedback given during the feedback sessions will help you to further develop your knowledge, skills and attitude and make the best of your project. You will present your proposal to and have the feedback session with at least two other students.

GEO has reserved multiple dates throughout the year for research proposal presentations. Check the Brightspace page to see the allocated dates. Discuss with your supervisor which date would fit your schedule best. Register no later than 10 working days before the proposal presentation date by emailing the [administration of GEO](#), mentioning the name of your supervisor and subject of your presentation. Once confirmed, you will need to arrange two peers to join your proposal presentation to give feedback and discuss your ideas. On Brightspace further instructions for arranging a proposal presentation are provided.

Progress evaluation

The progress evaluation is a meeting between the student and the supervisor that takes place in the 8th week or within two months after the start of your research practice. In this meeting, all aspects of the research project at that point (i.e. research proposal, supervision, performance) are discussed. The principle of two-way feedback applies to the progress evaluation: if you have experienced any shortcomings in your supervision, then this is a good moment to discuss them and make agreements on potential improvements. The research practice assessment rubric (available on Brightspace) can be used for the evaluation of the progress and provide a clear picture of what is going well and where improvement may be needed.

If your supervisor considers that your progress is such that successful completion of the project is

unlikely, you should be given the opportunity to improve. Your supervisor should clearly indicate what improvements are required and within which timeframe. If the lack of progress is the result of a mismatch between your supervisor and you, a switch of supervisor should be considered.

If, after the set timeframe for improvement(s), your supervisor considers your progress as being still not enough to successfully complete your research, the supervisor should involve an examiner (four-eyes principle). Together, they could consider termination of the project with a 'no-go' decision. A no-go decision must be taken by the examiner. It must be well explained to you, and the explanation should be recorded in Osiris. The supervisor should ensure that this 'no-go' decision is taken before half way the nominal duration of the research practice project, to prevent further delay for the student. Your supervisor must inform the study advisor to create a safety net for the student outside the chair group and facilitate a 'warm handover'. Note that the student may disagree with the no-go decision and submit an appeal to Examination Appeals Board (CBE) .

Depending on the reason for the no-go decision, there may still be a role for the chair group in the follow-up. In consultation with the study advisor, the supervisor and the examiner, the student may, for example, be recommended to take additional education first (e.g. courses on content or skills, like academic writing). The student can also be assigned a topic that fits their knowledge and skills better. These adjustments require them to restart their research practice.

Carrying out the research project

You should document your research activities, findings and sources carefully, including seemingly small details. During data collection, analysis and synthesis, you should follow the agreements made in the Learning Agreement including any specific data management plan (see Appendix VI). You are recommended to keep in close contact with your supervisor throughout the project. Should unforeseeable circumstances occur, you will have to adapt your research proposal; any changes in planning must be discussed with and approved by your supervisor.

Research practice report

Your research should result in a comprehensive, consistent and concise report. It is important to realise that the research practice is not a chronological account of the project. Furthermore, as good scientific writing dictates, the results should be properly organised and data should be correctly processed, analysed and presented. In principle, an MSc research report should contain all the elements of a full scientific paper in your discipline.

The report should be written according to scientific standards and using the possibilities of modern text software in the layout. In some special cases, it may be possible to write your research report in the format of a scientific article, which is usually much shorter than a regular research practice report. Discuss this with your supervisor. Publication of the results of your research in proceedings or a scientific article is also possible. The supervisor of the chair group will generally be a co-author of any publications originating from research practice work.

Once your report is (almost) finished, the supervisor will assign an examiner, which is usually the GEO chair holder or another staff member appointed by the Examining Board. The assessors will have to be documented in OSIRIS.

You will have to upload the final report to OSIRIS and send the data management files to the [administration of GEO](https://filesender.surf.nl/?s=upload) for archiving using SURFfilesender (<https://filesender.surf.nl/?s=upload>). The oral defence will take place ten working days after you have submitted your report(s) to the supervisor and examiner. The final report will also have to be uploaded to Brightspace for a

plagiarism check.

Important: It is the student's responsibility to provide the supervisor and the examiner with a PDF copy of the final research practice report and reflection report in OSIRIS (and via email, if requested by your supervisor and the examiner) no later than 10 working days prior to the defence. Without an upload in OSIRIS, the research practice cannot be assessed.

Reflection report

The reflection report should be usually between 7-15 pages. This report is a personal reflection on the academic skills that you were able to apply or learn during the research practice, the general and personal learning goals that have been achieved (or are still to be achieved) and on the contribution of your research practice to your career. Please note that your reflection report will be used to aid the GEO supervisor's assessment of your research practice performance. In addition, your reflection report itself will receive a pass/fail grade (see also Chapter 5).

The reflection report should include the following sections:

- Section 1: Motivation for the research practice
- Section 2: A reflection on the general learning outcomes of the research practice (see Chapter 1)
- Section 3: A reflection on your personal learning goals, as set out in the Learning Agreement. Use concrete examples to illustrate the ways in which you have worked towards your personal learning goals and the outcomes.
- Section 4: A reflection on the relation between your research practice, your Master's programme and your potential professional career and future work field.

You will hand in your reports as soon as possible, at least ten working days before the oral defence and always in concert with your GEO supervisor. You will get at least one possibility to discuss the draft reflection report with your GEO supervisor before you hand in the final report.

Oral presentation (final colloquium)

Once your research has been completed, you are required to present your research practice and your major findings to other students and staff members of the chair group. GEO has a fixed schedule for these presentations. The dates will be announced on Brightspace and visible in the GEO calendar. You and your supervisor must contact the [administration of GEO](#) at least three weeks in advance to reserve a slot for the upcoming colloquium. The colloquium slots will be allocated on a first-come-first-serve basis.

It is not necessary to present all the elements of the research practice report during the oral presentation. Focus on the main issues and the most interesting parts/findings of the research. You may discuss the structure and content of your presentation with your supervisor in advance to receive feedback and advice. The presentation must be 15 minutes in length (maximum) and allow for approximately 15 minutes for discussion. The presentation must be in English so all staff and students can participate in the discussion. The colloquium will take place on campus unless there are (personal) circumstances that do not allow this.

Oral defence

The final oral defence is a discussion of your project and reflection report with your supervisor, the examiner and, in some cases, a supervisor from outside the chair group who is however not involved in the grading of the research practice. The discussion focuses on the content of the research practice, in which your knowledge, understanding, insights, as well as creativity and scientific attitude are

evaluated. You are expected to be able to place your results and conclusions in the wider context of the field of science.

The oral defence usually takes place immediately after your final colloquium, on the same day. The overall length of the oral presentation plus examination is about 45 minutes, with approximately 30 minutes of presentation and discussion (see the section above), followed by 10-15 minutes of examination. Then, following a short consultation between the supervisor and examiner, (an indication of) the final grade will be announced to the student.

4. Completion of your research practice

Assessment of the research practice

For the assessment of your Research Practice, your supervisor and examiner use the Wageningen University Research Practice Assessment Form (see Appendix VII and Brightspace). The assessment strategy below shows the relation between the learning outcomes and the different parts of the assessment. The average grade for each category (performance, report, oral presentation (colloquium), oral defence) should be at least 5.5 and you need a pass for the reflection report in order to get a sufficient mark for the research practice.

Weights	Description	Assessment categories				
		Performance	Research Report	Oral presentation	Oral defence	Reflection Report
	% of grade	40%	50%	5%	5%	Pass/fail
Learning outcomes	1 Evaluate career interests and ambitions in relation to the research project and reflect on professional ambitions and capabilities.	x				x
	2 Develop a research plan, including: a description of the research topic in relation to the wider scientific context; an identification of the knowledge gap; formulation of research questions and/or a hypothesis, aims and objectives; an explanation of how you intend to conduct the research (e.g. in terms of a design for the project, data-collection and -analysis methods, research tools).	x	x		x	
	3 Collect, select and process data, using the design for the project, methods and tools described in the research plan.	x	x		x	
	4 Analyse and synthesise the data, in order to answer the research questions and/or test the hypothesis.	x	x	x	x	
	5 Formulate answers to the research questions that are supported by the research outcomes; pay attention to potential limitations; critically discuss the outcomes in relation to the wider scientific and societal context.	x	x	x	x	
	6 Report on the research, both in writing and in oral presentation.	x	x	x		
	7 Work in compliance with academic codes of conduct, and with proper management of time and resources.	x	x			
	8 Make use of input and feedback for executing the research project and provide feedback to others.	x				

	9 Define personal learning goals, which could include domain-specific skills, and reflect on development therein.					x
Assessors	Supervisor	x	x	x	x	x
	Examiner*		x	x	x	x

* The examiner will determine the final grading after a discussion with the supervisor/second assessor.

A rubric is used for grading (you can view the assessment form on Brightspace or in Appendix VI). After the examination, you will receive the reasoning behind your grade, including specific feedback on all assessment categories. Both assessors independently assess one or more aspects of your research practice. Subsequently, the examiner, usually in consultation with the supervisor will determine the final grade for the different criteria. That assessment, the final grade, as well as an underpinning of the grade will be registered in OSIRIS.

You officially conclude your research practice when all administration related to the research, including that of data management (see Appendix VI), has been completed.

Delay and possibility to resit

The start and end date of your research practice are recorded in the Learning Agreement. You should complete the project within the time allocated to this programme component. Ensure that the research proposal is realistic and contains a contingency plan ('plan B').

Below we discuss the three acceptable reasons for a longer runtime of a research project. There are a three acceptable reasons for a longer runtime of a research practice: planned longer duration of your research practice project, force majeure or an insufficient result for your research practice. Other causes for delay are *not* acceptable.

Planned longer duration of the research practice

If the student plans to undertake additional activities next to the research practice, the total runtime of a research practice project can be longer than the nominally allocated time. Examples are you have a job, have planned holidays, or will do a student-assistantship. You can take this into account when registering the expected date of completion (to be filled out in the learning agreement). This situation is *not* considered as delay.

Delay due to force majeure

If the planned period needs to be extended due to *force majeure*, you should submit a request to the student dean. The dean is to decide whether this is a case of *force majeure*, and advises the Examining Board. The Examining Board can then decide to extend the term for the research practice. In that case, the expected date of completion will be moved forward, in accordance with the extent of the delay. Your supervisor can register an adjusted end date in OSIRIS.

In case of functional disabilities or other valid reasons for delay that are known beforehand, those should be mentioned at the start of the course. Your supervisor will only extend the regular duration of the project based on the advice of a student dean.

Delay due to an insufficient result

Around the expected date of completion of the research practice, the research practice is assessed, and the grade is registered in OSIRIS. In this way, all students are graded after the same amount of time, which makes the grading fair for all students.

If the assessment is insufficient, but your supervisor and you expect that you will be able to finish the project successfully within two extra months, the examiner registers the grade in OSIRIS as INCOMPL. Next, you have two months to improve the work to a sufficient level. In the case of *force majeure*, these two months can be extended under the same conditions as above (via student dean and Examining Board).

After two months, the work of the student's work is assessed again (again with two independent assessors, and the examiner determining the final grade). If the result is sufficient, the grade is registered in OSIRIS. If the result is insufficient, INSUFF will be recorded in OSIRIS.

If you do not manage to complete a satisfactory final report before the end date recorded in the learning agreement, you may ask your supervisor for an extension of two months. Supervisors will extend the end date if they expect that you will be able to hand in a satisfactory report within these extra months. If you are not able to hand in a satisfactory report within two extra months, your supervisor and examiner can decide that you should start a new research practice. This new research practice does not necessarily need to have the same supervisor, chair group or be on the same subject. If you start a new research practice, this is considered as a resit.

Course evaluation for your research practice

Following the assessment, Wageningen University will send you a link to an online evaluation questionnaire. Please complete this, even if your research practice finished. The results of the questionnaires help us to improve the quality of the supervision and organisation, and to identify potential (or actual) problems. The evaluation is anonymous.

5. Points of attention during the research practice

Well-being

Your research practice may be challenging for you in many ways. You may need to stretch yourself to master the contents, your academic or general skills may put to the test. Furthermore, the required level of independence may be a new experience for you, and your collaboration skills may be tested in the intensive collaboration within a small team (your supervisor and possibly some other people involved in your research).

Given these challenges, it is of utmost importance to monitor your well-being. Make it a topic that you discuss with your supervisor with some regularity, but also with your fellow research practice or thesis students. If you feel that you need to discuss things that go beyond what you would like to discuss with your supervisor, do not hesitate to contact your study advisor. Useful links about student guidance and social safety can be found in Appendix VIII: Information on student guidance and social safety.

Diversity

All research practice processes are different because all students (and their supervisors) are different (e.g. in disciplinary/cultural backgrounds, communication, work styles). There is no one best way of doing a research practice and it is important to recognise this diversity. At the start of the research practice process, students should have a meeting with their supervisor(s) about their preferences in research, preferences in communication and expectations of themselves and their supervisor(s).

Supervision

The supervision of your research practice is the responsibility of a Wageningen University chair group, in this case the Cultural Geography Group (GEO). Your first (main) supervisor is a staff member of GEO, but a second Chair Group may be involved in the supervision of your research practice as well.

In general, students are entitled to have regular meetings (e.g. every two or three weeks) with the GEO supervisor. The actual frequency of meetings may vary depending on the nature of the research practice project. The student will have at least four formal meetings with the supervisor. The amount of time the GEO supervisor can invest in an MSc research practice is 30 hours (maximum). The time will be used for reading, commenting, meetings, assessment and general assistance.

In order to make the meetings effective, the student needs to prepare for them, for example by preparing documents for the meeting (e.g. a chapter of the research practice or a list of discussion points) and by sending the document to the supervisor well in advance of the meeting. The supervisor, in turn, is expected to read the documents sent to them and to discuss them with the student during the meeting. We recommend the student to record each meeting by summarising the main decisions in written form and providing a copy of these to the supervisor by email in a timely fashion.

As the research practice project is a learning experience, students are encouraged to act independently when resolving problems or in difficult situations. However, in cases of urgency, the supervisor should be available for feedback and support in between the regular meetings. Agreements on how to deal in such situations should be included in the Learning Agreement.

Feedback

Dealing with feedback and providing feedback to others is one of the learning outcomes of the research practice and listed in the grading rubric in the assessment form. While carrying out your project and attending meetings, there will be ample opportunities for you to ask for and receive feedback from your supervisor. In addition, you are required to participate in feedback and peer-learning by attending

research proposal presentation sessions (see also the sections 'Proposal presentation and peer feedback session' in this document).

Thesis rings

As an addition to the proposal presentation and peer feedback session, GEO offers and strongly advises students to participate in self-organised thesis rings with fellow research practice students or thesis students. When interested, you are encouraged to contact Maria de Wit for thesis ring opportunities or instead self-organise into small groups of four to five people. For more information, have a look on the Brightspace page of GEO Thesis and Internship.

Costs associated with carrying out the research

All MSc research practices should be planned in a manner such that no project finances or external funding must be required. The research should rely on existing administrative and logistic support as much as possible. If, despite all efforts, costs are unavoidable for carrying out the research (e.g., travel to undertake interviews, etc.), the student must provide a financial plan in a timely manner prior to undertaking the research, and the plans must be approved by the supervisor. All costs made without the supervisor's prior agreement must be assumed by the student.

Information on WU travel policy, insurance and grants

Travel policy for students

Are you planning to travel abroad or, as an international student, are you temporarily travelling back home in the context of your studies at Wageningen University & Research? Find out in good time whether this trip concerns a **risky area** (source: Dutch Ministry of Foreign Affairs). If so, you will have to receive permission. If this is relevant to you, you should submit a **travel request** together with your research practice coordinator.

You will need to complete a form that also functions as a checklist to ensure that you are well-prepared for your trip. This checklist includes precautions to be taken – both mandatory and otherwise – such as travelling together with a student who is already familiar with the area, (additional WU) insurance, safety training, registration in Kompas (Foreign Affairs), and recommended vaccinations. You can find the form on the website mentioned below.

For actual information on travel policy WU, check [this article](#) on the WUR Support website.

Travel Insurance

Students participating in internships and/or conducting thesis/research practice work abroad as part of their study programme at the University are covered by the collective travel insurance of Wageningen University & Research. You do not need to pay to make use of this collective travel insurance. More information you can find [here](#).

Grants

There are some possibilities to apply for grants if your thesis, internship or research practice takes place in a foreign country, but most times the chance to receive a grant is small. For information about grants, see the following websites:

- [Erasmus+ grants for internship & thesis](#)
- [Erasmus+ grants and study exchange](#)
- <https://www.wilweg.nl/financien/beursopener> (unfortunately in Dutch only)

Ethical behaviour and plagiarism

Attention to scientific integrity is an important aspect of your academic education, including the various aspects that are relevant for an academic researcher. You always have to be aware of the fact that you could get into an ethical dilemma and you should be prepared if you run into such a situation. We refer to the Wageningen Code of Conduct for Scientific Practice (see Appendix IX).

The main aspects described in this code concern:

- **Scrupulousness:** Scientific activities are performed scrupulously, unaffected by mounting pressure to achieve.
- **Reliability:** Science's reputation of reliability is confirmed and enhanced through the conduct of every scientific practitioner. A scientific practitioner is reliable in the performance of their research and in the reporting, and in the transferring of knowledge, through teaching and publication.
- **Verifiability:** Presented information is verifiable. Whenever research results are publicised, it is made clear what the data and the conclusions are based on, where they were derived from and how they can be verified.
- **Impartiality:** In their scientific activities, the scientific practitioner needs no other interest than the scientific interest. In this respect, they are always prepared to account for their actions.

A summary of the Wageningen Code of Conduct for Scientific Practice is given in Appendix IX.

You are expected to be familiar with proper citing and referencing techniques before you start writing the research practice report and are advised to consult relevant information available on the WUR-website (e.g. ['Citing and referencing'](#)). Improper citing and referencing may be considered as plagiarism, which is a form of fraud. Staff are expected to screen all writings carefully for similarity with known sources; the University has made software available for this purpose. In case of suspicion of plagiarism, either of text, figures, models or data, the Examining Board will be informed. In the Rules and regulations of the Examining Board, procedures and sanctions regarding fraud are described.

Use of generative artificial intelligence (e.g. Language models, image generators, transcription models, (semantic) literature search engines)

Rules regarding AI usage

Working in an academic environment requires using available tools responsibly, and Generative AI ('GenAI') is no exception. To ensure ethical and effective use, the following rules have been established on how to incorporate GenAI tools into your academic work.

What is Generative AI?

Generative artificial intelligence is a technology that generates content (textual, visual, audio) based on previously learned patterns by a model, sometimes facilitated through the use of natural language conversational interfaces.

In principle, the use of AI is allowed as/for:

- Sparring partner / Brainstorming
- Feedback tool for textual improvement (e.g. spelling/grammar checking)
- Data processing script development (coding)
- Literature searching
- Transcription

Under the conditions that:

- Acquiring skills relevant to the thesis, such as active writing, designing, and reflection skills, are an important part of your learning objective. The use of AI may only be in support of the development of these skills and not a replacement of these skills.
- You will always be held accountable for the correctness, completeness, and coherence of all your texts. AI models can misinterpret information, introduce or amplify biases, or introduce false or unsubstantiated information. You should always critically evaluate the output. Don't let an AI perform the work for you, but ask it for suggestions and weigh them critically.
- When you use AI for your work, acknowledge and/or document the usage of AI on your products. See paragraph 3.4.2. for more information.
- Never put (personal) data of others, information that infringes on intellectual property rights or sensitive or confidential (research) data into external/commercial AI tools.
- Be aware of institutional policies regarding data usage. Some databases, chair groups, internship companies, etc., might not allow you to share their data with AI tools, as this may violate agreements with financiers of projects or may even violate intellectual property rights (IPs). For more information, see: [Personal data protection regulations WUR](#) and [Data policy at WUR](#).
- Always respect copyright laws and the intellectual property rights of others. Do not upload materials that are copyright-protected in an AI tool, this can have severe consequences.
- When applying AI for literature searching you use it as a supplementation or extension of existing conventional search methods (e.g. keyword-based searching via the WUR Library or Google Scholar), and not as a replacement of these methods. Use specialised programs for literature searches and creating a list of references, as multipurpose generative AI models may generate (i.e. make up) references.
- Using AI to write code / scripts may only be done if you can explain and verify the accuracy and validity of the code.

Documenting and acknowledging AI usage

In case AI is applied as an integral part of your research methodology (e.g. as a transcription tool or for data analysis), its usage needs to be documented in the Materials and Methods section. This should be done in line with research methodology standards, aimed at reproducibility and verifiability. Prompts or instructions applied in this context should be made available in the appendix.

If AI was used only in the writing of the report, this should be acknowledged in a separate section before the References, using the standard format presented below:

"During the preparation of this work the author used [TOOL, VERSION IF APPLICABLE, METHOD OF ACCESS] in order to [GOAL OF APPLICATION]. After using this tool/service, the author reviewed and edited the content as needed and takes full responsibility for the content of the report."

More examples for documentation are available via: <https://wur-student-support.screensteps-live.com/m/118226/l/1878197-how-to-document-your-genai-use>.

Extensive interactions with AI should be documented via documentation in the appendix or via your

data repository (as PDF or text file). It is recommended to maintain a version history of your thesis documents to be able to show the progression of your work over time.

The documentation and acknowledgement of AI usage depends on its application. For each application the requirement may differ. Please consult the table below for information:

Application ³	Usage in research methodology	Usage outside of research methodology
Spelling/grammar checking	Acknowledgement with prompt	Acknowledgement only
Coding / Script development	Acknowledgement with prompt, incl. outputs and modifications for significant/major changes.	N/A
Transcription	Full documentation, incl. tool used.	N/A
Image/Video/Audio generation	Full documentation with prompt, tool used, modifications.	Full documentation with prompt, tool used, modifications.
Sparring partner / Brainstorming	Acknowledgement only	Acknowledgement only
Literature searching	Acknowledgement with embedding in conventional methodology.	Acknowledgement with embedding in conventional methodology.

³ If your application method is not listed in this table, your examiner/supervisor may decide how to document/acknowledge the usage.

6. Appendices

Appendix I: Reflection on personal learning goals

Reflection is a powerful tool supporting your personal development towards an academic professional. It helps you in profound learning from valuable experiences. Personal learning goals can guide this reflection process. They help you directing attention towards specific aspects and highlight experiences in a specific area.

The instructions below are in line with the reflection process as trained in the Academic Consultancy Training. You may want to get back to the teaching material from ACT. In case you have not completed the ACT, please refer to instruction clips '*Academic Reflection skills: Why?*' and '*Academic Reflection skills: How?*' available on [Yuja](#) in the Shared WUR library (search for 'reflection'). The instructions below should guide you through the process of reflection on personal learning goals.

Defining personal learning goals: How?

Defining supportive personal learning goals is crucial for the learning and reflective learning process. They should support the final reflection on your professional ambitions.

You need to formulate a minimum of two learning goals. Follow the following steps for each learning goal:

Step 1. Choose elements from different domains of learning for each of your *three personal learning goals*. These goals should be related to your professional career ambitions. The three domains of learning are:

- your identity as a professional (e.g. work ethics, collaboration, attitude related to others and yourself, sense of care, responsibility, awareness of your own viewpoints and beliefs),
- abilities used to perform activities and tasks of an academic professional,
- application of specific domain knowledge, obtained in your MSc programme (e.g. when, how).

Perhaps your thesis supervisor's feedback has inspired you to formulate learning goals. You may think of the I / we /it domains as in ACT. You can also use your ACT reflection reports as inspiration for learning goals in your internship.

Choose elements you feel personally motivated to work on during your internship period and that fit in the context of your host organization.

Step 2. Describe the learning goal in general terms in one sentence. Start with 'I' and formulate your goal positively and actively. Describe what you aim for; make it active in the sense that you state the desired outcome. Do not state what you do not want; state what you want. Describe the desired level you are aiming to achieve in a short description.

Step 3. Indicate your current level of performance.

Describe your current level of performance regarding each learning goal: assess your own abilities, for example by including elements of knowledge, skills and attitude within a learning goal. It helps you to clarify what steps need to be taken to improve.

Step 4. Indicate the way you are going to achieve your personal learning goals by setting up an action plan. Determine what is reasonable for you to act upon within the coming weeks.

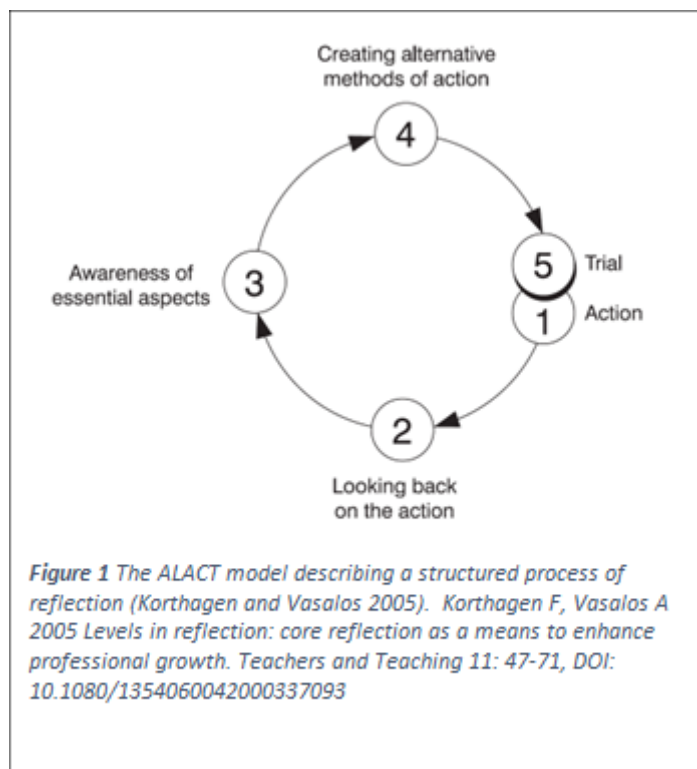
What to do to be able to develop on your learning goals?

- What do you need to know to be able to achieve that next step and who or what can support

- you to gain the knowledge you need?
- Which skills do you need to practise to achieve a higher level and who or what can support you to develop those skills?
- What is your attitude regarding the learning goal and what kind of attitude supports you to achieve that goal?

It is important to discuss your draft learning goals with your supervisors. Your personal learning goals should be approved by your WU-supervisor (compulsory) and host supervisor (preferably).

Your learning goals are not static. You are free to adjust or specify them at any time if necessary. Your internship may not be suitable to work on your original goals or may provide you with unforeseen, interesting challenges. Sometimes you can't know what will become your biggest challenges in advance. You can adapt/change your goals into other ones that seem more aligned with the context of your host organization. Of course, also here approval of your WU-supervisor and conscious actions are necessary on a new goal.



The reflective learning cycle

Make sure that you, for each learning goal, go through the reflective learning cycle using the ALACT model (**Figure 1**) a number of times. That means after every (1) Action you (2) Look back on that action, then become (3) Aware of what worked or did not work, (4) Create alternatives to become even more successful or effective, adjust your goals and go for a new (5) Trial, etc.

In your logbook you describe cases. You may want to use a reflection form for this purpose, including the following notes:

1. The **Action** or trial, give it a title and mention the time/date and place. Describe your action/behaviour, without judgement, including non-verbal aspects of your behaviour and possibly the behaviour of others. If helpful to understand the behaviour describe the context of situation in no more than a few sentences.
2. **Look back**: Describe essential aspects that resulted in the way you acted and note this down.

Your behavior consisted of actions, thoughts and feelings.

3. Become **Aware**: Is the result of your behaviour (actions, thoughts and feelings) effective for yourself and/or the other(s). What was effective what was not?
4. **Create alternative methods of action**. What alternative action can you put forward which can improve the effectiveness and which is agreeable for yourself (the product and/or people in the team)? Alternative behaviour/action can be on the level of knowledge, skills and/or attitude. Also plan when to try out this new behaviour/action.
5. **T**rail. Do it!

Make sure you have gone through the cycle minimally twice for each learning cycle and describe minimally two cases. The text box illustrates this cycle.

Example: Learning goals + reflection forms

Here is a too simple example illustrating the ALACT cycle for a short term learning goal and the corresponding reflection forms as part of a logbook. Please note that is not an acceptable learning goal for a MSc internship. Your internship will provide you with a rich learning environment that serves learning goals of a deeper and academic level to support your (preliminary) professional ambitions.

Personal learning goal

- Step 1 Domain: abilities to perform a task (time management)
- Step 2 Learning goal: I want to arrive in the office on time, when all my colleagues start working, which is at 08:00 h.
- Step 3 Current level: I have a habit of coming too late in the morning because I wake up too late. My attitude towards this habit has changed: As a student I could get away with this, but in this internship environment it annoys colleagues, which I do not feel comfortable with. I know how to do it technically, but I do not know which technical solution will work for me.
- Step 4 Action plan: I will set the alarm on my cell phone every morning of a working day. I will set the alarm at 07:00 h, such that I will have ample time to shower (15 min), have breakfast (30 min) and cycle to the office (15 min).

Reflection form 1

1. Action/trail: arriving at the office at 08:00 h. I executed my plan for 5 days consecutive days in one working week.
2. Look back: I woke up at 07:00 h every day, and was able to get up ± 10 min later. That part was easy and felt good. I arrived in the office earlier than before, but ± 15 min late. That still made me feel bad.
3. Becoming aware: My plan was partially successful; I have made progress. The alarm did the job: I woke up at 07:00 h and I was up quickly. I will adopt this as a new habit. But I am not satisfied, because I was still too late. So I stick to my original learning goal: I want to arrive in the lab ultimately at 08:00 h.
4. Creating an alternative action: I will keep on using the alarm of my cell phone but I will set it earlier than last week.
5. Trial: = I set the alarm as planned every working day in a week, 15 min earlier than last week.

Reflection form 2

1. Action: I set the alarm as planned every working day in a week, 15 min earlier than last week.
2. Look back: I arrived in the office on 08:00 h from Monday-Thursday. Waking up 15 min earlier was no problem at all. It was rewarding, because I was proud of my achievement and my colleagues gave me compliments. But on Friday morning, after going to bed too late on Thursday, I arrived too late. I simply did not hear the alarm. I was disappointed.
3. Becoming aware: My plan largely worked: I almost achieved my learning goal. This makes me feel proud. But I am not completely satisfied, because I want to be on time every day. To completely achieve this, I need to tweak my new habit, to make sure I also hear the alarm going off after a short night
4. Creating an alternative action: I will buy an old-fashioned alarm clock with a very loud alarm.
5. Trial: Etc.

Appendix II: Checklist for organising a research practice

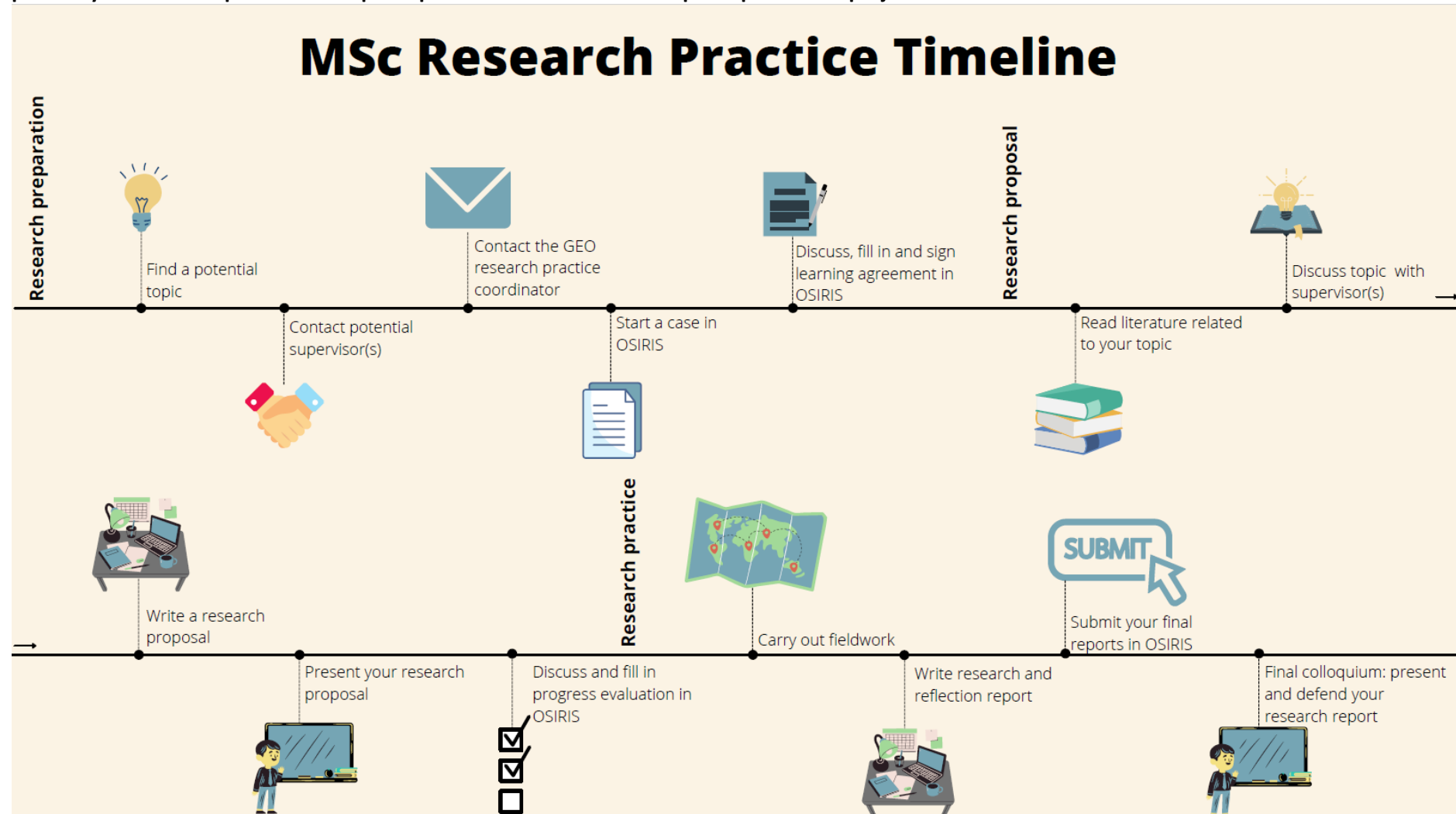
- ✓ Check whether you are allowed to start your research practice, i.e. if you meet the mandatory knowledge requirements of the chair group and the requirements of your study programme.
- ✓ Find a research practice topic.
- ✓ Check whether the topic of your research practice is consistent with your study programme.
- ✓ Contact GEO's research practice coordinator and arrange a GEO supervisor.
- ✓ Discuss the research practice topic with the supervisor.
- ✓ Start an OSIRIS Case for the administration of your research practice.
- ✓ Obtain access to GEO's thesis and internship Brightspace by contacting Maria de Wit

You can only proceed to the following until you have done all of the above:

- ✓ Check whether the country of research (if applicable) is a risk area or not.
- ✓ Discuss the Learning Agreement together with your supervisor.
- ✓ Submit the Learning Agreement via OSIRIS.
- ✓ Discuss the requirements for your research proposal with your supervisor (length, depth etc.).
- ✓ Discuss your data management with your supervisor, especially when your research is part of a larger research project.
- ✓ Optional: Arrange thesis ring independently or contact Maria de Wit
- ✓ Write a research proposal.
- ✓ Arrange slot for proposal presentation by contacting the Maria de Wit.
- ✓ Attend other student's proposal presentations and provide feedback, send form with given feedback to supervisor.
- ✓ Arrange a date with your supervisor for progress evaluation.
- ✓ Confirm progress evaluation on OSIRIS after the supervisor has registered this.
- ✓ Arrange dates for the final assessment (handing in report, examination) by contacting your supervisor and arrange final colloquium by contacting the [administration of GEO](#).
- ✓ Provide the supervisor and examiner with a PDF of the final version of your research report and your reflection report by uploading it on OSIRIS⁵ (and, in case requested, via email too)
- ✓ Upload your final research report on Brightspace for the plagiarism check.
- ✓ After the examination, send the data management files to Administration of GEO using SURFfilesender (<https://filesender.surf.nl/?s=upload>)
- ✓ Complete the research practice evaluation questionnaire.

Appendix III: Research Practice Timeline

In this appendix you will find a general overview of the timeline of a GEO Research Practice. **Please do keep in mind that the order in which you write certain parts of your research practice are topic-dependent and can also differ per supervisor or project.**



As illustrated in the flow chart, the research practice consists of three phases: (1) the preparation phase, (2) the research proposal phase and, (3) the research practice phase. The accompanying steps, tasks, deliverables, and deadlines per phase can be found in Table 1. The steps can also indicate when to meet with your supervisor(s). For more details, please consult the previous chapters of this course guide.

Table 1 Overview of the research practice

Step	Task(s)	Deliverable	When?
Phase 1: Research preparation			
Orientation and learning agreement	• Check with your study advisor if you are allowed to start your research practice and meet the GEO requirements (for MTO e.g. by completing the course GEO 30806) • Find a research topic (research direction) • Contact 1 or 2 potential supervisor(s) • Once arranged, contact the research practice coordinator • Start OSIRIS Case • Add supervision to OSIRIS Case • Fill in learning agreement in OSIRIS	Learning agreement <i>Submit to OSIRIS</i>	Before the start of the research practice.
Phase 2: Research proposal			
Draft proposal ¹	• Discuss the structure of your research proposal with your supervisor(s) • Write draft research proposal	Draft research proposal <i>Submit to supervisor(s) via e-mail</i>	Approx. within 8 weeks (<i>depends on the proposal presentation dates and your agreement with your supervisor</i>).
Thesis ring	• If wanted, form a thesis ring with other students to share feedback and experiences		
Proposal presentation ¹	• Prepare for proposal presentation • Register for presentation up to 10 working days in advance • Present your proposal • Give/receive peer feedback during the peer feedback sessions		Check available dates on Brightspace

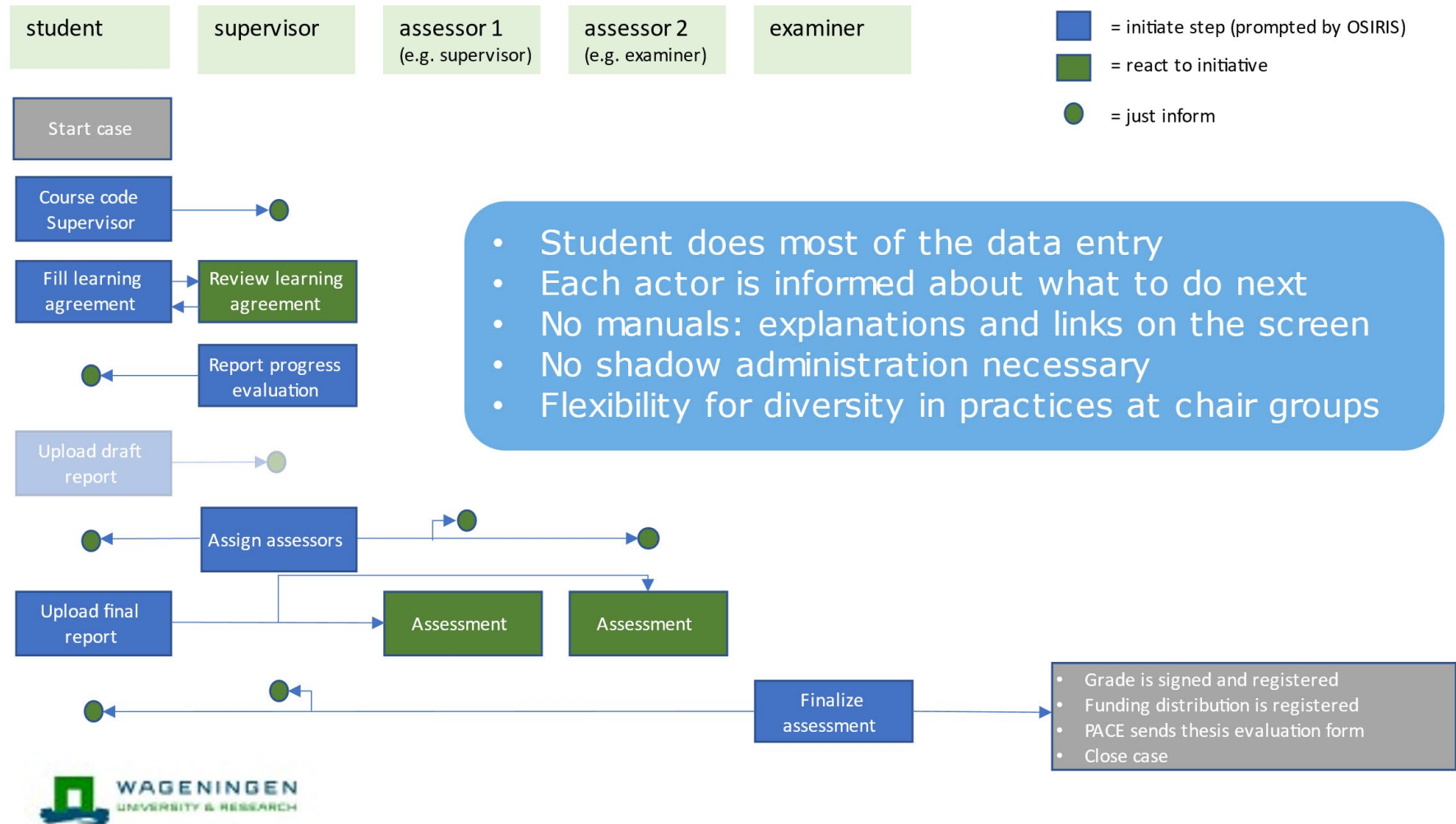
Table 1 Overview of the research practice (cont.)

Step	Task(s)	Deliverable	When?
Phase 3: Research practice			
Progress evaluation	Discuss progress evaluation with supervisor in a meeting. Confirm the progress evaluation form in OSIRIS¹	Progress evaluation <i>entered by supervisor(s) and confirmed by student via OSIRIS</i>	In week 8, or within 2 months after the start of your research.
Fieldwork	Carry out your research	Findings <i>Submit to supervisor(s) via e-mail</i>	Depends on the arrangements with your supervisor(s).
Analysis and write up	Write a full draft of your research and reflection report	Draft research and reflection report <i>Submit to supervisor(s) via e-mail</i>	Depends on the arrangements with your supervisor(s) and the available colloquium dates.
Final reports & colloquium	- Agree with your supervisor(s) on a date for your final assessment (colloquium) and arrange your final colloquium by contacting the administration of GEO - Send final research report and reflection report to your examiner and supervisor(s) - Submit final research report to Brightspace for plagiarism check - Send data management files to the administration of GEO using SURFfilesender	Final research report and reflection report (PDF) <i>Submit to examiner and supervisor(s) via OSIRIS.</i> <i>Submit to Brightspace for plagiarism check</i> Data Management Files <i>Send to Administration of GEO</i>	10 working days before your final colloquium.
After the examination (colloquium)	Fill in the research practice evaluation questionnaire (send to you by e-mail)		

¹Your research proposal is often a work-in-progress that eventually will become part of your final research report, the items you present at the presentation might therefore not be 'final'. The aim of the presentation is to exchange feedback and suggestions for improvement.

²Please note that the arrangement of additional dates is dependent on the number of students in the process of writing their proposal, availability of supervisors, work schedules, etc.

Appendix IV: OSIRIS Timeline



Appendix V: Intellectual property statement for student

In the learning agreement, one of the steps is that the student has to read and confirm the intellectual property statement below.

Introduction

It is important for you as a student to understand your rights and obligations concerning intellectual property and confidentiality. Please read this declaration and accept it in OSIRIS. If you have any further questions about intellectual property, consult info.eship@wur.nl.

Declaration

1. The student shall own the (rights to the) MSc Thesis / Research Practice. This does not encompass the information and materials provided by Wageningen University (and others) to the student. The student hereby grants Wageningen University the right to use the MSc Thesis / Research Practice for education and internal research purposes and the right to publish the MSc Thesis / Research Practice in the WUR e-depot.
2. Wageningen University remains entitled to and the owner of the information and materials provided to the student for the MSc Thesis / Research Practice project. The student shall keep these information and materials confidential for a period of five (5) years, starting on the date that this declaration is accepted.
3. The student will perform the MSc Thesis / Research Practice in accordance with the Netherlands Code of Conduct for Research Integrity.
4. The student will process any personal data in connection with the MSc Thesis / Research Practice in accordance with the instructions and regulations given by Wageningen University. More information can be obtained from privacy.student@wur.nl.
5. The student and Wageningen University can agree on an alternative ownership agreement, for example in case of a specific research assignment or in case of an internship. In that case, the other agreement shall take precedence over this declaration.

The acceptance and execution of this declaration by selecting 'yes' in the box below, recorded in the Student Information System of Wageningen University, (Osiris), shall be deemed to be an acceptance with the same validity, enforceability and admissibility as an original signature.

I, the student, have read the above declaration, I fully understood it, and I agree to it.

Appendix VI: Data management plan

Following the assessment of your research practice and the registration of your grade in OSIRIS, you are required to submit the data in two files to the [administration of GEO](#) for archiving using SURFfilesender (<https://filesender.surf.nl/?s=upload>). One file should contain all the raw data (e.g., all interview transcripts compiled in one single word document), and the other file, processed data (e.g., ATLAS.ti project file, or a word document of coded transcripts plus a list of codes). If needed, seek your supervisor's advice on how to make these files. Please note that you must submit only two files.

You officially conclude your research practice when all administration related to the research practice, including that of data management, has been complete.

Appendix VII: Downloads

- **Learning agreement**

To have an overview of the various topics covered in the learning agreement you can consult the checklist learning agreement on Brightspace. You as a student fill in the learning agreement in OSIRIS. An overview of the entire process in OSIRIS is available in the form of a [presentation with screenshots](#)

- **Assessment form and rubric**

The WU research practice assessment form and rubric will be used to grade your research practice after completion. We encourage you to look at the assessment criteria at the start of your project. You can download the most recent version of the assessment form and rubric from GEO Thesis and Internship Brightspace page or the Education & Student Affairs SharePoint site: <http://wur.eu/thesis-internship>

Appendix VIII: Information on student guidance, legal protection and social safety

- Resources about [student guidance](#), including the student deans, student psychologists, online training, etc.
- Information about [social safety](#).
- Information about [Legal protection for students](#).

Appendix IX: Netherlands Code of Conduct for Research Integrity

The Wageningen Code of Conduct for Scientific Practice concerns principles of good scientific teaching and research, containing the Netherlands Code of Conduct for Research Integrity. The main aspects described in this code concern: Scrupulousness, Reliability, Verifiability, Impartiality, and Independence. See also: [Netherlands Code of Conduct for Research Integrity](#)

Scrupulousness: Scientific activities are performed scrupulously, unaffected by mounting pressure to achieve.

- Scrupulousness is expressed through precision and nuance in providing scientific instruction, conducting scientific research and the publishing of results thereof.
- Every scientific practitioner demonstrates respect for the people and animals involved in scientific teaching and research.
- Accurate source references serve to ensure that credit is awarded where credit is deserved. This also applies to information gathered online.
- Authorship is acknowledged. Rules common to the scientific discipline are observed.
- Scrupulousness is not restricted to the transfer of information, but also applies to relations among scientific practitioners and with students.
- Good mentorship is essential: a student and junior staff member are in a position of dependency. The responsibilities of persons involved in teaching and research are clearly defined and observed at all times.
- A scientific practitioner avoids personal relationships that may give rise to reasonable doubt concerning the objectivity of their decisions, or that may result in any form of coercion or exploitation of a hierarchically subordinate person.
- The assessment of study performance is based on explicit criteria that have been announced in advance. Teachers are prepared to explain every assessment, while students are sufficiently aware of the matter on which they will be assessed.
- A scientific practitioner ensures that they maintain the level of expertise required to exercise their duties. They do not accept duties for which they lack the necessary expertise. If necessary, they actively indicate the limits of their competence
- Damages, as a result of errors or negligence, are repaired to the best of one's ability.
- A scientific practitioner is responsible for the quality of the educational programme in which they provide instruction, and for the scientific and societal value of the research programmes in which they participate. They act according to their own preferences only insofar as they are reconcilable with this responsibility.

Reliability: Science's reputation of reliability is confirmed and enhanced through the conduct of every scientific practitioner. A scientific practitioner is reliable in the performance of their research and in the reporting, and equally in the transfer of knowledge through teaching and publication.

- The selective omission of research results is reported and justified. The statistical methods employed are pertinent to the acquired data.
- Speculation, spurred by results of scientific research, is recognisably presented as such. This does not include conclusions on the basis of the presented results. Suggestions for follow-up research may rest on speculation, in the form of an interpretation of the acquired results.
- The system of peer review can only function on the assumption that intellectual property is recognised and respected.
- A scientific practitioner provides a complete and honest overview of their skills whenever a decision concerning their career or duties is pending.
- In transferring information in education, a selective representation of available knowledge is either avoided or justified. A clear distinction is made between transferred knowledge and personal opinion or related speculation.

Verifiability: Presented information is verifiable. Whenever research results are publicised, it is made clear what the data and the conclusions are based on, what they were derived from and how they can be verified.

- Research must be replicable in order to verify its accuracy. The choice of research question, the research set-up, the choice of method and the reference to sources studied is accurately documented.
- The quality of data collection, data input, data storage and data processing are guarded closely. All steps taken must be properly reported and their execution must be properly monitored (through lab journals, progress reports, documentation of arrangements and decisions, etc.).
- Raw research data is stored for at least five years. This data is made available to other scientific practitioners on request.
- Raw research data is archived in such a way that it can be consulted with minimal expense of time and effort.
- The source of all educational material, including oral information transfer, is stated.

Impartiality: In their scientific activities, the scientific practitioner needs no other interest than the scientific interest. In this respect, they are always prepared to account for their actions.

- Scientific practitioners give others room to take their own intellectual stance. This applies particularly in case of a hierarchical relation, like the relation between a teacher and a student, or a tutor and a PhD student.
- The choice of methods and criteria is guided solely by the goal of truth-finding, and not by external goals, such as commercial success or political influence.
- A reviewer consults their conscience as to whether they can offer an impartial assessment of a manuscript, for instance when it concerns a competing research group.
- In assessing the performance of others (e.g. peer review in education, research and manuscripts), a scientific practitioner heeds arguments of scientific substance. They refrain from assessing a manuscript if they are in any way involved in the education or research concerned.
- A scientific practitioner only defends a certain scientific viewpoint if that viewpoint is based on sufficient scientific grounds. Competing viewpoints must be mentioned and explained.
- Exclusively assigning one's own study books in education is avoided, in any case at undergraduate level.
- In its annual report, every university reports on its registration of side activities by its staff. Every university registers the side activities relevant to scientific practice. Preferably, this register is made publicly accessible.
- Every scientific practitioner allied with a university provides their institution with an up-to-date overview of their side activities for registration purposes.

Independence: Scientific practitioners operate in the context of academic liberty and independence. Insofar as restrictions of that liberty are inevitable, these are clearly stated.

- Whenever a scientific practitioner is commissioned to provide instruction or conduct research, they are allowed – once the parameters have been defined – to execute the assignment without interference from the commissioning party. The research question is of interest to science, aside from the commissioning party's particular concern. The method employed is scientifically valid. The commissioning party has no influence on the research results.
- Commissioned assignments demonstrably contribute to scientific teaching or research.
- There is no ambiguity as to the identity of the commissioning party of the scientific activity, the relation between the commissioning party and the executing party, the existence of consultancy relations or other connections, etc.
- The publication of scientific research results is guaranteed. Arrangements with external financiers always stipulate that the scientific practitioner is at liberty to publish the results within a specified, reasonable period.
- External financiers of executed projects are identified by name. For research, this means that their

names are stated in the publication; for education, this means that they are referred to in the course announcement and teaching material.