

# Regulations for Internships

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Faculty of Medicine VU  
Master programs Oncology & Cardiovascular Research

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# 1 Introduction

The Minor and Major internships are both an important part of the Master's programs. Each internship involves many different aspects and skills of scientific research, such as literature survey, theoretical experiment preparation, practical execution, report writing, oral presentation, and participation in the scientific activities of a research department. The regulations outlined below describe, in chronological order, the process of completing an internship. The various stages of the process will be supported by forms provided on [www.med.vu.nl/en/Students/Forms/](http://www.med.vu.nl/en/Students/Forms/). The student is responsible for finding a suitable place for each internship, finding an Amsterdam UMC assessor and for the timely completion of all forms (including signatures).

## Required forms

- Digital approval form:  
[www.formdesk.com/vuamsterdam/approvalform\\_minor\\_major\\_ECRO\\_2014](http://www.formdesk.com/vuamsterdam/approvalform_minor_major_ECRO_2014)
- Internship Portfolio consisting of:
  - List of Agreements (A)
  - Research Proposal (B)
- Digital interim Assessment form: <https://fd20.formdesk.com/vuamsterdam/form625>
- Digital assessment form:  
[www.formdesk.com/vuamsterdam/Assessment\\_form\\_Internships\\_SMS](http://www.formdesk.com/vuamsterdam/Assessment_form_Internships_SMS)

## Contact information

Miriam E. van Strien, PhD.

Coordinator Master Oncology and Master Cardiovascular Research

[masteroncology@vumc.nl](mailto:masteroncology@vumc.nl) / [cvrmaster@vumc.nl](mailto:cvrmaster@vumc.nl)

## 2 General information

### 2.1 Length and credits

The Master's programs include two separate internships, together accounting for 66 ECTS (European Credit Transfer System). Standard: 1 week accounts for 1,5 ECTS (office hours: 8 hours per day, e.g. 09.00 - 17.30 including one half hour-break). The Minor internship accounts for 30 ECTS (20 weeks). The Major internship accounts for 36 ECTS (24 weeks). An internship can be longer than 24 weeks, extra credits cannot be obtained. To obtain the credits, the Internship Portfolio has to be successfully completed and graded (the practical work, the presentation as well as the report) within 3 months after finishing the practical period.

### 2.2 Contents and requirements

Aim: The student is expected to learn how to develop and carry out scientific research. At first this needs to be done under supervision and in a later stage the student should work more independently. Hypotheses and problems have to be clear to the student from the start. A placement has to include time to perform research independently and it is not allowed to use the student just for routine analysis. It also needs to be clear to the student how the research has to be conducted, and a project description and planning of activities should be present from the start. Included in the scientific research should be a literature survey, theoretical experiment preparation, practical execution, writing of the final report, work discussions and participation in scientific activities at the department. In principle, all facilities will be taken care of by the hosting department (daily supervision, IT and laboratory infrastructure, equipment, lab materials, possibilities for oral presentations and work meetings, and finally supervision of the final report).

To start an internship, the student is required to:

- 1) have obtained at least 18 ECTS from the compulsory courses in the first semester of the master program;
- 2) have received approval from the Examiner Internships/Literature Studies (ILS) after filling out the digital approval form.

The Minor internship has to be performed at the Amsterdam UMC (VU/VUmc, Academic Medical Center (AMC)), Sanquin or the Netherlands Cancer Institute (NKI; specifically for Master Oncology students). The Major internship can be performed in any renowned national or international institute. For every external placement an internal VUmc assessor has to be appointed at the minimal level of assistant professor, and a letter or e-mail of commitment from the external supervisor is required. While it is allowed to do two internships within the same department, it is not allowed to do both internships on the same topic and/or under supervision of the same supervisor.

The research topic of the Minor internship does need not be related to the content of the master program, but the topic of the Major internship should, depending on the subject of your Master's program. After the Major internship all the end terms of the Master's program will be met, and the report based on that internship is considered to be the Master Thesis.

### **Supplementary conditions**

The tasks performed by the student during the internship cannot be considered as a substitute of an employee of the supervisor's department and cannot be considered as work. The department has to accept responsibility for injury, accidents or damage by the student during the presence or during the performance of practical tasks at that department, assuming that the injury, accidents or damage come with the legal responsibility of the department and/or its employees.

The student needs to have a private liability insurance, covering possible costs of events that may happen during an internship and for which the student is legally responsible.

### **2.3 Supervision and guidance**

The following forms of supervision and guidance during the internship can be distinguished:

#### **Examiner Internships/Literature Studies**

The Examiner ILS is responsible for the approval of the internship and the application of the correct procedures with regard to the grading process. The examiner has the final responsibility for the assessment and the final grade and is responsible to benchmark and confirm the validity of the assessment done at the host institute. When a student has a grade lower than 6 or higher than 8.5, the examiner can contact the assessor to ask for a motivation of the assessment.

#### **Assessor**

The assessor has to work at least at the level of assistant professor (UD) and has to be approved by the Examiner ILS. The assessor is responsible for the quality of the internship and the assessment of each of the three assessment items, including the research description and the Interim Assessment. For the assessments, the supervisor has to use the rubrics which are described in Appendix 1. For an internship outside the Netherlands, please check the 'Nuffic Grade Conversion Information' in Appendix 2.

It is recommended that the assessor participates in the research project on a regular basis (preferably in weekly meetings but at least once a month). When the Interim Assessment indicates that the student might fail the internship, the assessor needs to contact the coordinator of the Master's. In this case the student will have to write a self-reflection report in which learning goals are discussed to ensure improvement. In addition, the Master's coordinator will contact the assessor.

#### **Daily supervisor**

The daily supervisor is a person with the scientific background of at least a PhD student or an experienced research technician and this person should be working in the lab on a regular basis. This daily supervisor will teach the student practical skills, rules for working in the lab and planning of the experiments. The assessor consults the supervisor for the assessment on all subjects and in particular for the practical assessment.

#### **Amsterdam UMC Assessor**

The written report needs to be verified by a second assessor from Amsterdam UMC (VU/VUMC, AMC only on specific request). This Amsterdam UMC assessor needs to be invited by the student but has to be approved by the Examiner ILS and has to work at least at the level of assistant professor (UD). He/she will critically review the report and give a mark based on the report without considering the writing process or practical skills. For external internships the Amsterdam UMC assessor is also asked to serve as backup for questions of the student and/or the assessor.

### 3 Course of events during the internship

To successfully complete the internship, the student must hand in a digital and completed Internship Portfolio by the end of the internship. The portfolio must contain a Front page, the List of Agreements (A) and the Research Proposal (B). The Interim Assessment needs to be filled in online via the link on the website [med.vu.nl/en](http://med.vu.nl/en) (see link below the table) within 6 weeks after the start of the internship. The Internship Evaluation needs to be filled in online via the link on our website [med.vu.nl/en](http://med.vu.nl/en) (see link below the table). In addition, a PDF file of the report has to be e-mailed to the master coordinator.

Only when the internship is passed (Chapter 4) and the portfolio is complete the student will receive the credits for the internship. The student is responsible for the timely completion (including signatures) of all forms. The table below provides a time-line that the student has to follow to ensure successful completion of the internship.

	Student	Assessor
1. Month before start	Apply for approval by filling out the digital <b>Approval Form</b> .	Accept the digital <b>Approval Form</b> .
2. Within 2 weeks after start	Fill out the <b>List of Agreements (A)</b> and send to the Master coordinator.	Fill out the <b>List of Agreements (A)</b> with the student.
3. Within 6 weeks after start	<p>Hand in the <b>Research Proposal (B)</b> to the Master coordinator.</p> <p>Fill out the self-evaluation on the <b>Digital Interim Assessment Form</b> and send it to the assessor and daily supervisor one week before the evaluation meeting.</p> <p>The form, including the learning goals, will also be send to the Master coordinator.</p> <p>When necessary in case of insufficient assessment items, write learning goals and plan a next interim meeting.</p>	<p>Correct the <b>Research Proposal (B)</b>.</p> <p>Evaluate the student based on the rubrics (Appendix 1) and fill in the <b>Digital Interim Assessment Form</b>.</p> <p>If necessary, based on the interim assessment, contact the program coordinator or examiner ILS to discuss if the internship can be continued or not.</p>
4. Halfway	Give an <b>Oral Presentation</b> .	
5. End of the Internship	<p>Give a final <b>Oral Presentation</b>.</p> <p>Send a pdf of the <b>Report</b> to your Amsterdam UMC assessor for the second assessment.</p> <p>Send a pdf of the <b>Internship Portfolio</b> together with a pdf of the <b>Report</b> to the Master coordinator.</p> <p>Fill out the digital <b>Internship Evaluation</b>.</p>	Fill out the digital <b>Assessment Form</b> . Make use of the Rubrics (Appendix 1) and the Conversion Table (Appendix 2)

Interim assessment form: <https://fd20.formdesk.com/vuamsterdam/form625>

Assessment form assessor: [https://fd20.formdesk.com/vuamsterdam/Assessment\\_form\\_internships\\_SMS](https://fd20.formdesk.com/vuamsterdam/Assessment_form_internships_SMS)

Assessment form second assessor: [https://fd20.formdesk.com/vuamsterdam/Independent\\_asesment\\_VUmc\\_SMS](https://fd20.formdesk.com/vuamsterdam/Independent_asesment_VUmc_SMS)

#### 3.1 Before the start of the internship

Before starting the internship, the student is required to ask for approval of the Examination Board via the digital Approval Form provided in the following link:

[http://www.formdesk.com/vuamsterdam/approvalform\\_minor\\_major\\_ECRO\\_2014](http://www.formdesk.com/vuamsterdam/approvalform_minor_major_ECRO_2014).

Hand in the form well in advance to obtain approval in time. Internships can only be started after approval of the Examiner ILS.

Approval of the major internship is no longer valid when the travel code announced by the Dutch Ministry of Foreign Affairs for the relevant country is orange or red. In that case, conducting the scientific internship in the country previously approved is not permitted.

Students who nevertheless want to go abroad for their research internship under code yellow, are obliged to take this up with their study coordinator or examiner internships. Any costs in the event of cancellation or early return as a result of a change to code orange or red will not be reimbursed by any fund or funds.

### **3.2 Within 2 weeks**

A completed List of Agreements (A) made between the student and the assessor of the internship has to be handed in to the Master coordinator. The List of Agreements includes the date of initiation and termination (including writing of the final report and registration of the final mark) of the placement, coaching, oral presentations, facilities to be used and possible interruptions of the period due to optional courses/holiday. The student should keep a copy of the List of Agreements in the Internship Portfolio.

### **3.3 Within 6 weeks**

The student has to write a Research Proposal (B), which has to include the title and aim of the study, background information, materials and methods, expected results and a time scheme. A format for the Research Proposal is provided in the Internship Portfolio. The student needs to hand in the Research Proposal (B) to the Master's coordinator and keep it in the Internship Portfolio.

The date of the Interim Assessment has been agreed on in the List of Agreements (A). One week before the evaluation, the student has to write a self-reflection (by using the following form: <https://fd20.formdesk.com/vuamsterdam/form625>) and send it to the internship assessor. This reflection will be discussed together with the Interim Assessment. The Interim Assessment will also be sent to the Master's coordinator and the Examiner (automatically) to guard the progress of the internship. If the current progress of the internship is insufficient, the Examiner will request learning goals from the student. The student is required to add a copy of the Interim Assessment to the Internship Portfolio as well.

### **3.4 Halfway the internship**

At least two oral presentations are required during an internship: one to practice and one in a later stage to receive a mark for presentation. Halfway through the internship, the student should give the first presentation to the members of the department where he or she performs the internship.

### **3.5 End of the internship**

The final assessment will be completed in the presence of both the assessor and daily supervisor and the student. The Rubrics (Appendix 1) must be used for the assessment. Afterwards, the Examiner ILS must validate the Assessment Forms and assess whether it is up to VU-standard. The digital Assessment Form can be found at:

[www.formdesk.com/vuamsterdam/Assessment\\_form\\_Internships\\_SMS](http://www.formdesk.com/vuamsterdam/Assessment_form_Internships_SMS)

This form consists of several criteria (see Appendix I and part 4. Internship assessment) that reflect the Master's programs' final qualifications.

After the assessment forms are filled in by the assessor, the student sends the digital PDF version of the report to the Amsterdam UMC assessor together with the following link: [https://fd20.formdesk.com/vuamsterdam/Independent\\_assessment\\_VUmc\\_SMS](https://fd20.formdesk.com/vuamsterdam/Independent_assessment_VUmc_SMS). In addition, the student sends the Internship Portfolio and the digital PDF version of the report to the Master coordinator.

To improve the quality of the internships the student has to fill out the Online Internship Evaluation. This form is also part of the Internship Portfolio. The evaluation can be found at: <http://fd20.formdesk.com/onderwijscentrumVU/internshipOC>

## 4 Internship assessment

For each part of the internship a partial mark will be given based on specific criteria (See Appendix 1). The final mark is calculated using the weight of 40%-20%-40% for laboratory practice, the final presentation and the final report, respectively.

When the average mark of any of the three assessment items of the internship is insufficient (<5.5), the specific item that was insufficient should be redone. Pending passing of that item, this mark will be listed as the final mark. A maximum of 2 repeats is allowed only for the presentation and the report. An insufficient mark for the practical work leads to a fail directly after which the student has to redo an internship.

### 4.1 Laboratory practice

The laboratory skills are considered most important for achieving the end terms of the Master's program and therefore comprises 40% of the final mark.

### 4.2 Oral presentation

An oral presentation concerning the placement and the results will be given to the research group of the department. Emphasis should be on the ability of the student to answer questions and to discuss the research project. The mark for the oral presentation comprises 20% of the final mark.

### 4.3 Report

The final report of a placement will have the format of a scientific publication, common in the field of research. The report will be written in English and comprises the following compulsory subjects:

- Abstract;
- Introduction/Background with the aim of the study;
- Materials and methods;
- Results;
- Discussion with conclusions and recommendations;
- References.

When necessary, supplementary data can be described in appendices. It is essential that the report is written in such a format that it is clear how experiments have been performed and, if necessary, how they can be repeated. Note: research of students is often part of a larger research theme, and often preliminary data was available at the start, or additional data was collected by others

in the group. It is crucial that it is indicated in the report what the precise contribution of the student was.

Agreements have to be made concerning criticism and judging of the report. The supervisor and assessor will receive a complete draft report, and they should return it to the student with written comments within 5 working days. These comments will subsequently be discussed. The draft report will only be corrected twice before the final report is handed in. The mark for the report comprises 40% of the final mark.

The report has to be finished within 3 months after finishing the practical work period of the internship. The final mark for the placement will not be registered when the student fails to submit the electronic version of the written report and the Internship Portfolio to the Master's coordinator.

The report will be checked for plagiarism by the Master's coordinator and this will be sent to the Examiner ILS. The assessor can ask for a copy of this scan before submitting the digital final assessment form. In case that the overlap is more than 35% and/or the examiner ILS decides that it is a possible case of misconduct, the shared examination board ECRO will be informed.

The student has to send the report to the Amsterdam UMC Assessor for a second assessment. Within 20 working days, the Amsterdam UMC assessor has to fill in the independent assessment form. The independent assessment form can be found at:

[https://fd20.formdesk.com/vuamsterdam/Independent\\_assessment\\_VUmc\\_SMS](https://fd20.formdesk.com/vuamsterdam/Independent_assessment_VUmc_SMS)

When the mark is less than 1.5 point different between the Amsterdam UMC assessor and the assessor, the mark for the report will be the average of the two grades. When this difference is > 1.5 point, the report will be sent to a second independent assessor who will also mark the report. The second independent assessor will be appointed by the examiner ILS. In this case the final mark will be the average of the three grades.

## 5 Additional information and guidelines

The performed research and the final report are at discretion of the host institution at which the placement is performed. When necessary, agreements about confidentiality can be made between examiners, internal assessors and external assessors. Within the Amsterdam UMC - VU University medical center, the approval to perform the internship already includes these conditions. Some departments have additional separate forms for this.

The student can be co-author at the time of publication of his or her results, when the supervisor deems the contribution sufficient.

The assessor of the host institution is responsible for the completion of the internship and will do everything in his or her power to help the student fulfil all components of the internship assessment in the agreed time frame. All Master's students fall under the Vrije Universiteit Intellectual Property (IP) regulations

(<https://www.vu.nl/nl/bedrijf-en-samenleving/ixa/index.aspx>). If delay is expected because of IP questions the external supervisor is responsible for discussing the problem with the Master's coordinator and Examiner ILS in advance. Together an appropriate solution will be discussed to minimize delay of the study program and risk for the host institution.

As stated above, reports of internships and studies of literature are centrally archived and will be accessible to future Master's students. Only after a motivated request by an assessor is it possible to not have the file made accessible.

## 6 Appendices

### Appendix 1: Assessment criteria Internship Faculty of Medicine VU

This assessment matrix should be used as a guideline for internship supervisors in the assessment of students enrolled in the Faculty of Medicine VU Master Oncology or Master Cardiovascular Research program.

<b>Attitude</b>			
<i>Insufficient (&lt;5.5)</i>	<i>Sufficient (5.5-6.5)</i>	<i>Good (7.0-8.0)</i>	<i>Excellent (8.5-10)</i>
<b>Motivation</b>			
The student carries out research because it is required, but shows little or no interest. The student is frequently absent and/or engages in issues that are not relevant to the investigation. Students are quickly derived from the research tasks.	The student is interested in scientific research and carries out the research, as agreed to in advance, sufficiently. The student spend enough time on the research.	The student works hard and shows he/she is very interested in scientific research . The student is enthusiastic and shows a drive to continue in research.	The student works at hard all times and shows that he/she is exceptionally interested in scientific research. The student is a source of enthusiasm and (also) knows how to motivate and inspire others.
<b>Cooperation</b>			
The student prefers to go his/her own way and is incapable of cooperating. The student only selectively listens to advice. The student shows little insight into his/her weak points and does not seem to be able to change his/her behavior based on feedback.	The students cooperates sufficiently and easily becomes part of the group. The students takes advices, feedback and criticisms to heart and is able to use them to improve him/herself. The student helps others when necessary.	The student is good at cooperating with others and asks for advice and feedback when necessary. The student quickly uses the feedback and critique to develop him/herself.	The student is excellent at cooperating and often takes the initiative. The student asks for feedback when necessary and is open to criticisms on his/hers research and/or behavior.
<b>Creativity</b>			
The student is incapable of designing new experiments or having input in the process.	The student can design new experiments based on prior research.	The student comes up with several new and interesting experiments that add value to the research question.	The student is able to independently design excellent new and complete experiments that add great value to the project.
<b>Practical Skills</b>			
<i>Insufficient (&lt;5.5)</i>	<i>Sufficient (5.5-6.5)</i>	<i>Good (7.0-8.0)</i>	<i>Excellent (8.5-10)</i>
<b>Safety</b>			
The student does not work in a safe manner and is not knowledgeable in safety rules of a biomedical laboratory.	The student can work safely in a biomedical laboratory and works by the safety rules adequately.	The student has no problem working safely in a biomedical laboratory and is experienced in the safety rules.	The student always works in a safe manner and has excellent knowledge of safety rules in a biomedical laboratory. The student aids his/her colleagues when necessary with working safely.
<b>Accuracy</b>			
The student is not able to perform experiments accurately and often makes errors that require experiments to be repeated.	The student can perform experiments accurately with few significant errors.	The student has no problems performing experiments accurately and makes almost no errors. The student is efficient.	The student performs experiments flawlessly and is therefore able to greatly improve the amount of work that he/she can do.

## Planning

The student is not able to keep to the planning by him/herself. He/she cannot adapt to new circumstances and this results in problems.	The student adheres to the arranged schedule and asks for help in time or asks to change/adjust the schedule.	The student adheres to the planning, and is flexible enough when necessary, to create a new plan and follow it.	The student adheres to the planning, adjusting it as necessary and still remains within the agreed time. The student can perform different activities simultaneously.
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## Insight

The student is not able to determine the relevance of the experiments within the hypothesis. The student is not able to design new experiments accordingly.	The student is able to determine the relevance of the experiments for the project and design new experiments with help of the supervisor.	The student independently determines the relevance of the experiments and design new experiments with minimal supervision.	The student can independently determine the relevance of the experiments for the hypothesis. The student can use literature to reflect on the acquired results and design new experiments to further prove the hypothesis.
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## Professional Behavior

<i>Insufficient (&lt;5.5)</i>	<i>Sufficient (5.5-6.5)</i>	<i>Good (7.0-8.0)</i>	<i>Excellent (8.5-10)</i>
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## Autonomy

The student does not function adequately without rigorous accompaniment of the teacher. The student does not feel responsible (enough) for his/her activities.	The student works independently, and feels responsible for his/her activities.	The student works largely independently. The student feels responsible for his/her activities and is able to reflect on this.	The student works independently and reflects in an excellent manner on his/her activities and learning. The student takes action and shows initiative to solve problems and achieve the best results.
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## Initiative

The student is biding, does not participate enough in decision-making. The student takes little initiative and is reluctant when changes take place.	The student takes sufficient initiative but sometimes awaits direction of the supervisor.	The student takes the initiative and contributes ideas and possible solutions too. The student takes in consultation with the supervisors decisions.	The student takes initiative easily and is, albeit with approval of the supervisor, able to make independent decisions.
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## Oral presentation

<i>Insufficient (&lt;5.5)</i>	<i>Sufficient (5.5-6.5)</i>	<i>Good (7.0-8.0)</i>	<i>Excellent (8.5-10)</i>
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## Presenting skills

The presentation is clearly too long or too short and difficult to follow. The public does not feel engaged. Insufficient use of audiovisual aids.	The presentation meets the time standard. Clear manner of presenting. Appropriate use of audiovisual aids.	The presentation meets the time standard. Enthusiastic and clear presentation style. Good use of audiovisual resources. The slides support the presentation.	The presentation meets the time standard. Clear presentation with informative slides. Lively and enthusiastically presented. The presentation is engaging for the audience.
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## Presentation

The structure is messy and cluttered. It lacks essential information. The argument is (sometimes) unclear. Little scientific justification.	Clear structure with introduction, methods, results and discussion. There is consistency. A clear overview of the research and the main results are given. Sufficient scientific justification.	Clear structure with introduction, methods, results and discussion. There is consistency. There is a good and clear overview of the research and the main results are well-discussed. The arguments put forward are logical, valid and	Excellent structure with introduction, methods, results and discussion. There is consistency. There is a clear overview of the research and the main results are well discussed and placed in context by means of scientific literature. Arguments used are logical and valid. Clear conclusions and
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		scientifically substantiated.	recommendations for future research are concrete and of high quality.
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### Discussion

The student does not adequately address the questions from the audience. The answers are not clear and to the point.	Students answered questions from the audience and used his/her own data and scientific literature. The student gives adequate answers.	Students answered questions from the audience and used this as its own data and scientific literature. The student shows a good overview of the subject and put the questions in a broader context.	The student answers the questions from the public in a clear and appropriate manner showing an understanding of the subject and research field. The student carries out a lively discussion convincingly.
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### Report - writing process

<i>Insufficient (&lt;5.5)</i>	<i>Sufficient (5.5-6.5)</i>	<i>Good (7.0-8.0)</i>	<i>Excellent (8.5-10)</i>
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#### Process of writing

The student is not able to translate the results and literature into coherent and effective writing within the required amount of time. The student needs a lot of help in this process.	The student is translating the results and literature into coherent and effective writing within the required amount of time. The student needs some guidance.	The student easily and independently translates the results and literature into effective writing.	The students easily and independently translates the results and literature into effective writing on the level of a peer-reviewed scientific paper.
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#### Processing of literature

The student is not able to gather and interpret the correct and relevant literature.	The student is able to gather and interpret literature relevant to his/her project.	The student is able to gather and interpret literature relevant to his/her project and put it into the context of other literature.	The student easily gathers and interprets relevant literature. He/she is able to discern the quality of papers accurately and has a good impression of the scientific consensus.
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#### Processing of results

The student is incapable of interpreting the results and putting them in the context of relevant literature.	The student interprets the results sufficiently with the use of relevant figures and graphs. The student uses some relevant literature to support the results.	The student interprets the results accurately and uses figures and graphs to improve the report significantly. The student uses a variety of relevant literature to support and reflect on the results.	The student easily interprets the results and uses figures and graphs that are of high scientific standard. The students puts the results into context with the most relevant literature and accurately reflects on them.
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#### Overall concept

The student is not able to write a coherent report with a clear structure. The student uses flawed arguments to assess the research question.	The student is able to write a coherent and structured report. The student uses sufficient arguments to assess the research question.	The student is able to write a coherent report with good structure. The student answers the research question using arguments supported by the results and literature.	The student writes an excellent, coherent report with great structure. The student is able to answer the research question fully by using a variety of arguments supported by his/her results and relevant literature.
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### Report - content

<i>Insufficient (&lt;5.5)</i>	<i>Sufficient (5.5-6.5)</i>	<i>Good (7.0-8.0)</i>	<i>Excellent (8.5-10)</i>
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### Abstract/summary

<p>The summary is incomplete on one or more of the following: context, research question, methodology, results, conclusion. The findings answer the research question insufficiently.</p>	<p>The summary is understandable and contains all the components in a logical order: context, research question, methodology, results and conclusion. The findings answer the research question adequately.</p>	<p>The summary is understandable and easy to follow regardless of the internship report. The summary contains all the components in a logical order: context, research question, methodology, results and conclusion. The findings answer the research question in a good, clear way.</p>	<p>The summary shows the essence of the research carried out and is easy to follow regardless of the internship report. The research is summarized well. The summary includes a brief description of the context, research question, methodology, results and conclusion. The findings answer the research question in an excellent, clear manner.</p>
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### Introduction

<p>The student formulates a research question, however, it is not clearly formulated and not clearly defined. Background information and scientific/social importance of the investigation are insufficient and are not described coherently. The introduction does not fully connect to the research questions. The student only uses few references.</p>	<p>The relevance of the research questions, the background, and the scientific/social importance of the research are described. The student sufficient scientific references. The introduction is a coherent whole, but remains somewhat superficial. The introduction is (almost) constructed according to the funnel model (from wide to narrow).</p>	<p>The student uses relevant scientific literature to introduce and support, the background information, scientific/social importance and the research question. This leads to new insights and the student ends up with a clear and defined research question. The introduction follows the funnel model (from wide to narrow) correctly.</p>	<p>The introduction consists of an in-depth analysis of the problem using relevant scientific credentials of high quality. This thorough analysis opens up new insights and logically follows the research question. The research question is clear and defined. There is great consistency in the text. The introduction is deepening, but also gives an overview of the study area. The introduction follows the funnel model (from wide to narrow) in an excellent manner.</p>
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### Materials and methods

<p>The method does not (fully) fit the research question. the student shows little understanding of the selected methods and analytical techniques. The methodology is unclear and / or incomplete described.</p>	<p>The described method applies to the research question and contains all parts for research question to answer. The materials and methods show that student understands the chosen method and analysis.</p>	<p>The described method applies to the research question and contains all parts for the research question to be answered. The student can justify the chosen methods and analytical techniques and describes this complete and transparent.</p>	<p>The student can justify the chosen methodology and analysis compellingly. The method and analysis are complete and insightful, described in such a way that another researcher research can smoothly and without further explanation reproduce. If applicable, the student can describe complex techniques appropriately.</p>
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### Results

<p>The presentation of the data is unclear and/or incomplete. The results did not adhere (sufficiently) to the research question and/or the method section.</p>	<p>The results are adequately described. The results are related to the research question. The student presents the results in tables, charts and/or figures again and combine these into text.</p>	<p>The results provide a complete and thorough analysis of the data and are fully consistent with the research question. The results are well structured and neatly presented in tables, charts and/or figures that are well explained in the text.</p>	<p>The results indicate a complete thorough and orderly analysis of the data again and are fully consistent with the research question. Where necessary, tables, charts and/or figures used with a clear explanation in the text. The results section shows that the student has an excellent understanding of the methodology and analysis.</p>
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Discussion/conclusion

<p>The discussion is incomplete and does not contain all the essential elements as mentioned above. There is insufficient reference to relevant scientific literature. The conclusions give no or only partially answer to the research question.</p>	<p>The discussion includes all essential elements such as mentioned above. Adequate scientific references are used. The research question is sufficiently answered but the discussion is somewhat superficial.</p>	<p>The discussion includes all essential elements as mentioned above and describes them clearly. The student has sufficient knowledge to put the results in a broader context and makes good use of scientific literature. The research question is clearly answered. The student uses scientific references to reflect on their own research.</p>	<p>The student shows insight in the scientific field. Student presents a concise but complete evaluation of his/her findings in light of the theoretical background and recent scientific literature. Limitations are found and feasible solutions are proposed. The research question is coherently answered.</p>
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## Appendix 2: Nuffic Conversion Table for internships outside the Netherlands

See next page.