

Internship Guide

Faculty of Religion and Theology

2024-2025

Master Theology & Religious Studies (one year)
Master Theology & Religious Studies (two-year research master)

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Chapter 1. Introduction

1.1 Two kinds of internship

There are two kinds of internship in the one-year and two-year (research) master programs of the Faculty of Theology: **vocational internship** (in which you prepare yourself for a job in your field of expertise) and **research-oriented internship**. A vocational internship is obligatory for the track of Spiritual Care, but can also be conducted in the tracks of Peace, Trauma and Religion, Interreligious Studies, or Exploring a Discipline. A research-oriented internship suits the Research Master and the track of Exploring a Discipline, but may also be conducted in other tracks.

Because these two kinds of internship differ from each other concerning application, contents, and internship report, some paragraphs of this internship guide will be split up into two sections: instructions for a vocational internship will be put on the left side of the page, instructions for a research-oriented internship on the right side.

A vocational internship is, generally, conducted in an institute or company other than the faculty of Theology (**external internship**), although it might be conducted in another faculty. A research-oriented internship can be done in the faculty (**internal internship**), but not necessarily (**external internship**). If the difference between an external and internal internship plays a role in the following instructions, instructions for an external internship will be put on the left side of the page, instructions for an internal internship on the right side.

1.2 Combination of internships (and thesis)

It is possible to combine the vocational and research-oriented internship, especially if the master's thesis is in line with the internship. A vocational internship may then be broadened by some research preparations for the thesis, for example, by interviewing clients or by analyzing the company's policy documents. In that case, the rules for a vocational internship must be followed, because the research elements will be evaluated at the end of the thesis trajectory. Yet, the internship report must contain a reflection on the vocational part and the research done.

It is possible to combine two internships in two separate institutions. Since there will be two internship institutions and two internship mentors, the student must then write two internship reports. The reports are discussed with the internship mentors, separately.

1.3 Combination of internship and course

Students in the tracks **Interreligious Studies** and **Peace, Trauma, and Religion** who have gained much working experience or are already working in the field of their track may choose to include one course within their field. This option must also be approved by the coordinator of their track. The mark of the course will not be given on the list of marks, but will be included in the mark of the internship. The student is obliged to write an internship report about the rest of the internship.

Chapter 2. Guidelines and Conditions

2.1 Stakeholders

As a rule, there are three parties involved in an internship:

- (1) the **educational institution** (Faculty of Religion and Theology);
- (2) the **internship organization** (a corporation, religious community, another faculty, the faculty itself, etc.);
- (3) the **intern**.

The intern is mentored during his or her internship by both the faculty and the internship organization.

There will always be two persons to evaluate your internship:

- (4) The supervisor acting on behalf of the faculty as educational institution is called the **internship supervisor**; the coordinator of the master track is usually the supervisor.
- (5) the supervisor acting on behalf of the internship organization is called the **internship mentor**.

| <i>External internships</i> | <i>Internal internships</i> |
|--|---|
| For students who are interns in an external company, the above-mentioned division of supervision is clear. | For students who are a trainee in the faculty Religion & Theology (FRT), the faculty serves as the educational institution as well as the internship organization. In this case, the internship supervisor (= track coordinator) and mentor must be two different people from the same faculty . In consultation with the supervisor, a teacher is sought to act as the internship mentor. |
| | In case the coordinator of the track acts as the internship mentor a teacher must be found who can act as an internship supervisor. This is based on the four-eyes principle for the supervision of the internship and the thesis. |

2.2 Aims

Any internship aims to form an understanding of one's basic attitude, expanding or applying knowledge, understanding, skills, and practical experience in the context of the degree that the student is earning at the university's faculty. Internships are an important link between the mainly theoretical knowledge that the students gain during their studies and the professional practice after graduation. It is often a good preparation for finding the first job after graduation. The students learn where they should look for interesting vacancies, writes application letters, and practices job interviews.

Goals of all internships are (keep in mind that conducting research is also a profession):

- ♣ Career orientation: the internship allows the student to become acquainted with the labour market, be it companies, religious communities, or the academic world. The student is given the chance to evaluate their expectations in the field of specialization. Students often end up with valuable contacts, references, or a job. Career orientation is enhanced by workshops, offered by

the Career Office, e.g. workshops on CV, applications, but also meetings with alumni and professionals in the field of expertise.

- ♣ Gaining experience regarding professional attitude and professional skills and putting academic excellence into practice.
- ♣ Translation from theory to practice and from practice to theory: the internship offers the opportunity to use academic skills and knowledge gained during college in the professional field and to connect these acquired experiences with one's way of theological thinking and theorizing.
- ♣ Gaining social skills: the internship allows the student to gain experience with employment relationships, manners, working hours, work pace, the process of employment, and labor organizations.
- ♣ Personal development and gaining self-knowledge in a new (learning) situation.
- ♣ Letting the internship organization experience what theology and religious studies students can contribute: interns also function as ambassadors of the faculty.
- ♣ Conducting independent research in the context of an organization that is also relevant for the degree, based on the needs (and/or questions) of the organization in particular.

2.3 Extent of internship

The extent of an internship in the master program is 12 EC, which means 336 hours (including writing the internship report and participation in at least one workshop). The writing of the report can approximately take 1 EC, i.e. 28 hours.

2.4 Guidelines for approval of the internship

The general guidelines used for approval of the internship placement are:

- ♣ The student is given the opportunity to actively and mostly independently participate in the labour process and to get to know the organization from the inside by actively joining in the chosen organization and offering support in dealing with ongoing (executive) tasks.
- ♣ In addition, the student must complete a clear (research) assignment at the internship organization, which provides ample opportunities to act independently, creatively, and with a certain amount of responsibility. The internship must contain independent tasks, even if it takes place in a team.
- ♣ The internship should offer the opportunity to work in line with the master level of the specific programme and should offer a challenge: the internship should reflect the knowledge and skills gained in the academic study.
- ♣ Expert guidance at the internship placement must be present: the internship mentor must be academically educated and willing to learn about the FRT master programme or track. The internship mentor is willing to play a role in supervising and evaluating the performance of the student.
- ♣ The internship organization is not the employer of the student in any other respect than this internship. The internship mentor is no direct family of the student, nor the partner (married or otherwise), nor in another position of emotional or financial involvement. These items are necessary to guarantee an independent judgment by the internship mentor.

Chapter 3. Procedure

3.1 Searching for an internship

The student looks for a suitable internship at the end of the first period. During the first period there will be an information lecture on internships with possibility to ask questions. The internship will take place at the start of the second Semester (start Period 4). The master student should contact the track coordinator to discuss the ambitions, learning goals, and initial ideas about an internship organization and field assignment. With some regularity, external and internal internships are offered via VU-web or Canvas-Internship. Enrol as soon as possible into the course Internship and read the announcements on Canvas.

3.2 Applying

| <i>External internships</i> | <i>Internal internships</i> |
|---|--|
| The student must send a letter and a CV to be considered for an internship. The appendices of this guide contain examples of such letters. | The student may find and e-mail a teacher that is specialized in the field of specialization. The faculty website provides a list of teachers and their specialties. |
| If an organization is interested in an internship or candidate, an invitation for an (internship) interview follows. Students should prepare themselves thoroughly for such an interview, for instance by studying the goals of the organization. | If the teacher is interested in an internship or candidate, an invitation follows. |

3.3 Approval of the internship

In the graduate programs, the track coordinators usually act as internship supervisor. The supervisor assesses the internship in advance, indicates whether the internship fits the academic programme, and ensures that the relationship between the aspects of the academic program and the internship is maintained during the internship. The supervisor also assesses whether an internship proposal contributes significantly to the academic study programme of the student in question, in particular to what extent the aims of an internship can be achieved (see the aims in paragraph 2.2).

3.4 Internship Contract

Once it is known where the student will do the internship and who will be the supervisor and mentor, the student should prepare an internship contract (see Appendix 1). The internship contract maintains the formal position of the intern: the subject of the internship, supervision, expenses, etc. The internship contract includes at least the following information:

- ♣ name of the intern, internship organization, internship mentor, and supervisor
- ♣ duration in weeks and hours per week; the number of credits (1 EC = 28 hours)
- ♣ a brief formulation of the internship assignment
- ♣ a brief formulation of the internship activities
- ♣ a description of the formal position of the intern at the employing institution

- ♣ agreements on supervision and assessment
- ♣ confidentiality agreements with the data that the student sees for inspection
- ♣ arrangements about the copyright of reports, research output, etc. Without an arrangement, the copyright of all the reports belongs to the student.
- ♣ arrangements for traveling expenses and internship allowance
- ♣ agreements on insurance
- ♣ agreements on the certificate (optional)

The student ensures that three copies of the contract are **signed by the internship supervisor of the faculty, the internship mentor of the internship organization, and the student** – or that all three parties receive a digital copy of the contract. The student uploads a fully signed contract to the Canvas site of “Internship” in advance of the internship (to be archived). The student sends one contract to the mentor, one to the supervisor, and keeps the remaining one.

3.5 Internship plan

Within two weeks of starting the internship, the student must submit an internship plan (see Appendix 2) to the supervisor. An internship plan is the concrete implementation of the assignment and internship activities, including an action plan, a schedule, and specific final products. One of the mandatory final products is an internship report (see below 4.1). The student writes this plan in consultation with the mentor. The supervisor is responsible for ensuring that the internship plan meets the accepted academic standards. Therefore, the internship plan must be approved by the internship supervisor. An internship plan should at least contain the following elements:

- ♣ purpose of the internship
- ♣ learning objectives
- ♣ plan of action for the internship assignment
- ♣ phased description of the activities during the entire internship period
- ♣ activities as part of participating in the internship organization
- ♣ phasing in terms of time and planning of hours
- ♣ agreements on final products, including the internship report

| <i>External internships</i> | <i>Internal internships</i> |
|---|--|
| For most elements of the internship plan consultation of the internship mentor is necessary. | Several elements of the internship plan have been mentioned in the internship contract. Still, it is necessary to make a concrete plan to include personal learning objectives (that can be evaluated in the internship report), the activities within the faculty (e.g., meetings of research centers or workshops), planning , etc. |
| | It is not wise to only do a research in case of an internal internship. Plan to go to meetings of the research group, to workshops, to meetings of the department, and so on. It is good to see the institution “FRT” function, including all its failures. |

3.6 Guidance

Internship supervisor

During the internship, the student will be in touch with the supervisor at the university. The supervisor's tasks are:

- ♣ ensuring the relationship between the content aspects of the study and the internship.
- ♣ evaluating the activities of the intern and the internship report.
- ♣ maintaining contact with the student during the internship period: the supervisor may discuss (by telephone or e-mail) the course of the internship and possible obstacles and problems with the intern.
- ♣ Maintaining contact with the internship mentor: basically, there is an initial introductory interview with the student and mentor at the beginning of the internship, in which the details of the assignment are also being discussed; an midterm evaluation; and a final evaluation. Normally, the introductory interview and/or final evaluation interview take place at the internship organization.

Teachers have a total of nine hours at their disposal to supervise students during their internship. In the internship contract, some guidelines are indicated to ensure this.

Internship mentor

In principle, supervisory meetings with the mentor take place with some regularity, for instance once a week. The mentor's tasks are:

- ♣ planning activities in consultation with the intern
- ♣ introduction and supervision in the organization
- ♣ professional guidance
- ♣ commenting on the activities of the intern
- ♣ evaluating the potential suitability of the student for the profession concerned
- ♣ contact with the supervisor
- ♣ evaluating the internship report by commenting on it
- ♣ filling in the evaluation form and send it to the supervisor
- ♣ conducting a final interview with the intern and the supervisor

3.7 Disputes

In case of a dispute between **the internship mentor and the intern**, the internship supervisor can intervene and make a decision.

In case of a dispute between **the intern and the internship supervisor**, the programme director (Eveline van Staalduine-Sulman) must be consulted.

In case of a dispute between the **internship mentor and internship supervisor**, e.g. on the question of whether the intern has passed or failed, the programme director must also be consulted. She will ask a third party to evaluate the internship report and give a grade based on the report, an interview with the internship mentor and the internship supervisor.

All problems that affect the duration of the study can best be discussed with the study advisor E. de Bruin (studieadviseurs.frt@vu.nl or make an appointment in VU-web by adding your name to the agenda of Evelien de Bruin).

Chapter 4. Completing the internship

4.1 The internship report

During and after the actual internship, the student writes an internship report in English on an academic level. For the internship report, one week of internship time (28 hours = 1 EC) should be set aside. In the report (about 3000 words, excluding appendices), the following must be addressed:

- ♣ title page including all parties involved (see 2.1)
- ♣ introduction, purpose, and internship plan (see 3.5)
- ♣ description of the organization
- ♣ implementation of the internship, the internship activities, and a description of the results
- ♣ evaluation if the internship proceeded as it was represented in the internship plan
- ♣ evaluation if and how the learning objectives were achieved
- ♣ very short description and evaluation of one workshop / lecture
- ♣ personal challenges and new learning objectives for the future
- ♣ connection of academic skills and knowledge with the professional field
- ♣ short description of and reflection on the workshop that you followed

The internship report contains **a reflection on the student's activities**. The point is to give a clear picture of your own learning experiences, capabilities, and limitations in the field.

- ♣ what skills and knowledge are required for properly carrying out the internship and do you possess these features to a sufficient extent?
- ♣ how did you deal with potential gaps and limitations in skills/knowledge?
- ♣ how was the collaboration with colleagues?
- ♣ how independently did you work?
- ♣ can you imagine yourself in this professional role?

It also contains **a content reflection**. During the internship you will have gathered material (interviews, observations, literature, etc.). In your report, you must provide an analysis of this material:

- ♣ how did you assemble the material?
- ♣ how did you organize/analyze it?
- ♣ what did you notice from a scientific and/or policy point of view?
- ♣ what view on the material did you develop?

Finally, you give a **final evaluation** in the report. In the final evaluation, you need to give a clear picture of how you assess the content of your activities from a scientific attitude and what you will have to learn in the future:

- ♣ how do you judge your internship assignment/product?
- ♣ what were you able to give substantively to the internship organization?
- ♣ can you work properly in this context and this profession?
- ♣ do you meet the five conditions of the internship evaluation form?

You add possible attachments to the internship report:

| <i>Vocational internship</i> | <i>Research-oriented internship</i> |
|--|---|
| Possible attachments are earlier reflections on interviews with clients (mind the privacy of the clients); reports of group meetings; a policy document that was written by you; a critical situation and how you solved it. | Possible attachments are the article you wrote; (a link to) a database; a report of an investigation; a presentation of your research; the feedback you received on the report or the presentation. |

The student submits the report within **four weeks after** completion of the internship to the supervisor and mentor.

4.2 Final Interview

After the student has submitted the internship report, the mentor reads it and fills in the assessment form (see Appendix 4). Then, a final interview takes place with the mentor and supervisor. During the final meeting, the internship report and the evaluation form will be discussed.

4.3 Evaluation

The supervisor is responsible for the final evaluation of the internship. The grade is based on the following components:

- ♣ internship report
- ♣ the evaluation form of the mentor
- ♣ together with the feedback of the mentor

Within three weeks after the final interview has taken place, the supervisor announces the grade. The evaluation is expressed as a grade (1-10).

4.4 Grading and Archiving

Before the final interview, the student sends a digital internship report to the supervisor. The supervisor sends the following documents to the Education Office for grading and archiving:

- ♣ the internship report;
- ♣ the evaluation form of the mentor, signed by the mentor, together with their feedback;
- ♣ the final evaluation of the supervisor on a form for individual grades.

The final assessment of the internship will be processed as soon as these documents are received by the Education Office.

4.5 Certificate

If desired, near the end of the internship the supervisor (of the university) or the student can insist at the internship organization on a certificate, wherein duration, content, and quality of the intern's activities are stated. The text should preferably be tailored to the specific performance of the student. Agreements on issuing the certificate are predetermined in the internship contract.

4.6 Disputes

In the case that the internship supervisor and/or mentor assess that the intern has failed their internship and there is a dispute about it, the director of the intern's academic programme appoints a third assessor who makes a binding decision about a pass or fail of the internship.

In case the student feels treated unfairly they can turn to the "Geschillenloket": <https://www.vu.nl/nl/over-de-vu/contact-routebeschrijving/adressen-en-telefoonnummers/geschillenloket/index.aspx> in Dutch and [Disputes Procedure - More about - Vrije Universiteit Amsterdam \(vu.nl\)](#) in English.

The student has the copyright of the internship report. The student also has the copyright of all the other reports they write for the internship organization unless the student and the internship organization decide otherwise and state so in the internship contract.

Chapter 5. An internship abroad

5.1 Preparation

International experience is now high on the priority list of both employers and universities. Students may also consider then to do an internship abroad. The procedures are almost the same, the student looks for an internship and a supervisor. In some cases, there are grants available for an internship abroad. The employee of the International Office at the Vrije Universiteit can inform you about scholarship opportunities.

To help you on your way, here are a few things that you should take into account:

- ♣ **Looking** for an internship placement: an internship abroad is more difficult to find than placement in the Netherlands.
- ♣ Necessary **formalities**: especially for countries outside the EU, it is not always easy to get a work permit or a visa.
- ♣ **Expenses**: an internship abroad will often entail higher costs. However, there are several options for scholarships, but applying to them must be done on time.
- ♣ **Supervision** during the course: because supervision happens at a distance, it is necessary to make sound agreements on the contact between supervisor and student.

Especially with foreign internships is important to make sound agreements about the internship period, supervision, and activities, and to capture those in an internship agreement, as things will occur differently than with an internship in the Netherlands. Would you like to intern abroad? Start preparing right at the beginning of your programme!

5.2 Tips to find an internship abroad

The following tips will help you in finding an internship abroad:

- ♣ Use your network: friends, family or contacts abroad, personal contacts of teachers.
- ♣ Inquire about interning abroad at large international companies, Chamber of Commerce, Consulates, and Embassies.
- ♣ Look on the Internet for information about companies and organizations. Often they offer jobs and/or internships on their websites.
- ♣ Use your holiday abroad to make contacts, for example by visiting. Do prepare yourself for these interviews or visits!
- ♣ At cultural institutions of different countries, you can consult foreign directories and yearbooks for the addresses of various organizations.

Appendix 1a. Model internship contract

Study:

INTERNSHIP CONTRACT

Undersigned,

Intern: [name, student number and contact details]

Internship organization: [name and brief description]

Internship mentor: [name, position and contact details]

Supervisor: [supervisor name and contact information]

have agreed as follows:

The internship starts [date] and runs until [date]; average hours per week. The internship includes hour (= credits), including the internship report.

The purpose of the internship [to be specified]:

- [see 2.2 for general aims of internships]
- [fill in one or two individual aims]

[Formulation of the internship assignment, including agreements on supervision, contact with supervisor and mentor, and assessment.]

With regard to classified information, the intern is required to maintain confidentiality. This concerns both oral communication and insight into company documents. The duty of confidentiality should not be an obstacle to the assessment of the internship on the basis of a public internship report. [The student has copyright of the internship report; also of all other written results, unless stated otherwise in the internship contract.]

The university accepts no liability for any damage during or as a result of the internship by the internship organization or intern. [Settlement of liability for the intern in the internship organization.]

The internship can be ended in consultation with the internship organization, by a notice period of two weeks.

Allocated allowance and/or travel/expenses: €

Amsterdam, (date)

the intern,

the mentor,

the supervisor,

Bijlage 1b. Model stagecontract

Studierichting:

STAGECONTRACT

Ondergetekenden,

Stagiair(e): [naam, studentnummer en contactgegevens]

Stageorganisatie: [naam en korte omschrijving]

Stagementor: [naam, functie en contactgegevens]

Stagebegeleider: [naam stagebegeleider en contactgegevens]

zijn het volgende overeengekomen:

De stage begint [datum] en loopt t/m [datum] ; gemiddelduur per week.

De stage omvatuur (= studiepunten), inclusief het stageverslag.

Het doel van de stage [nader te specificeren]:

[Formulering van de stageopdracht, inclusief afspraken over begeleiding, contact met stagebegeleider en stagementor, en beoordeling.]

De stagiair(e) is verplicht tot geheimhouding van alle informatie waarvan haar het vertrouwelijk karakter is medegedeeld. Dit betreft zowel mondelinge communicatie als inzicht in bedrijfsdocumenten. De plicht tot geheimhouding mag geen belemmering vormen voor de beoordeling van de stage aan de hand van een openbaar stageverslag. [De student heeft auteursrechten van het stageverslag; ook van alle andere geschreven uitkomsten, tenzij anders vermeld in het stagecontract.]

De onderwijsinstelling aanvaardt geen aansprakelijkheid voor schade tijdens of ten gevolge van de stage door de stageverlenende organisatie of stagiair(e) geleden. [Regeling van de aansprakelijkheid voor de stagair bij de stageorganisatie.]

De stage kan in overleg met de stageverlenende organisatie worden beëindigd, met inachtneming van een opzegtermijn van twee weken.

Toegekende stagevergoeding en/of reis/onkostenvergoeding: €

Amsterdam, (datum)

de stagiair(e),

de stagementor,

de stagebegeleider,

Appendix 2a. Example of an internship plan

Part A: Content of the Internship

Aim of the internship

The aim of the internship is made up from the following aspects:

1. Exploration of the professional possibilities in such a manner that the intern is enabled to test his/her expectations to practice
2. Gaining experience about the professional attitude, professional skills, and putting into practice the academic abilities of the intern. Since the internship is supposed to integrate elements from the whole of the academic training of the student, at least the following aspects should be involved in the internship:
 - a. The connection between theory and practice;
 - b. Training the abilities to successfully apply theory to practice;
 - c. Exercising those abilities in practice.
3. Learning to theorize with academic standards in such a manner that the intern connects the practice of the internship with the academic state of the art in his/her scientific discipline.
4. Gaining insight into whether the practice of the internship constitutes a suitable context, and whether the student is suitable for the professional role.
5. Participation in the labor practice: experiences with labor, the labor process, with labor organizations, and with labor relations.

Learning goals

The learning goals are modeled after the Dublin descriptors: [Formulate here a set of learning goals, for which the Dublin Descriptors function as starting points: 'knowledge and understanding', 'applying knowledge and understanding', 'making judgments', 'communication', and 'lifelong learning skills'.]

1. Knowledge and understanding – (E.g.) By the end of my internship, I have insight in at least three different perspectives on how to make the Book of Leviticus applicable to today's churches.
2. Applying knowledge and understanding – (E.g.) By the end of my internship, I can apply knowledge and understanding of my discipline to a new and unfamiliar situation or case within a multidisciplinary context. This can be deduced from the fact that ...
3. Making judgments – (E.g.) By the end of my internship I can make judgments concerning my own (academic) output, concerning the organization I am a part of, and concerning the theory, I put to practice, societal and ethical responsibilities carefully taken into consideration.
4. Communication – (E.g.) By the end of my internship, I can write for a non-academic audience.
5. Lifelong learning skills – (E.g.) By the end of my internship, I can start and conduct research with a limited scope according to academic mores, within the context of existing organisations.

Part B: Planning

Length of the internship

The internship starts on [date] and ends on [date]. The internship entails 336 hours (= 12 EC), of which 296 hours (= 10,6 EC) are spent at the organisation and (in correspondence with the internship manual) 40 hours (=1,4 EC) are used for reporting.

Working days

Give a short overview of the average working day

Planning

| EC | Activities |
|------------|------------------------------------|
| [E.g.] 3,0 | Exploration of relevant literature |
| [E.g.] 1,5 | Attending meetings and conferences |
| | |

Part C: Activities

General activities at the internship organisation

1. [Give a general overview of what activities you will be doing. Note that literature study is to be noted here as well].
2. (E.g.) Research within the organisation
3. (E.g.) Meetings
4. (E.g.) Tutoring by supervisor

Research assignments* during the internship

1. [Elaborate here on research related activities you will conduct during your internship. Try to be concrete and specific, for example by including attendance to a conference and the writing of papers of which you include a word count. Make sure that you will be able to demonstrate that you meet the criteria set here by the end of your internship.]
2. ...
3. ...

** The results of the research assignments will be 1) presented in the form of an academic article or memo, unless stated otherwise; and 2) are part of the report of the internship.*

Other activities

1. [Name here the activities that cannot be included in another category. This might entail activities related to boards or commissions you participate in, if relevant to your internship. For example, your research may have implications for educational programmes of faculty. If so, include the commission meetings here. Make sure that the activities are described in a specific and concrete matter, so that you will be able to demonstrate whether you.]

Part D: research proposal

Research Proposal

Make use of the format for a proposal as used in the course 'Research Skills.'

Part E: Signatures

Amsterdam, (date)

the intern,

the mentor,

the supervisor,

Bijlage 2b. Voorbeeld van een stageplan

Deel A: Inhoudelijke lijn stage

Doelstelling stage

De doelstelling van de stage valt uiteen in de volgende onderdelen:

1. Verkenning van beroepsmogelijkheden, waarbij de stagiair in de gelegenheid wordt gesteld zijn verwachtingen aan de praktijk te toetsen.
2. Het opdoen van ervaring met betrekking tot beroepshouding en beroepsvaardigheden alsmede het in praktijk brengen van academische kwaliteiten. Omdat de stage een onderdeel is van de gehele studie dient hierbij aandacht te worden besteed aan:
 - a. de relatie tussen theorie en praktijk;
 - b. het leren van vaardigheden om de theoretische inzichten toe te passen;
 - c. het beoefenen van vaardigheden in de praktijk.
3. Het leren theoretiseren op academisch niveau waarbij de student de praktijk uit de stage verbindt met de wetenschappelijke stand van zaken binnen de discipline.
4. Het zicht krijgen op de mate van geschiktheid van de student voor toekomstige beroepsuitoefening.
5. Participatie in het arbeidsleven, waarbij van belang zijn: de ervaringen met arbeid, met het arbeidsproces, met arbeidsorganisaties en met arbeidsverhoudingen.

Leerdoelen

De leerdoelen zijn naar het model van de Dublin Descriptoren opgesteld: [Werk hier een aantal leerdoelen uit waarbij je telkens een van de Dublin Descriptoren als uitgangspunt neemt: 'kennis en inzicht', 'toepassen kennis en inzicht', 'oordeelsvorming', 'communicatie', en 'leervaardigheden']

1. Kennis en inzicht – Voorbeeld: Aan het einde van mijn stageperiode heb ik inzicht in drie manieren om het boek Leviticus relevant te maken voor het hedendaagse protestantse christendom.
2. Toepassen van kennis en inzicht – Voorbeeld: Aan het einde van mijn stageperiode ben ik in staat om kennis en inzicht en probleemoplossende vermogens toe te passen in nieuwe of onbekende omstandigheden binnen een multidisciplinaire context. Dit blijkt uit het feit dat ik...
3. Communicatie – Voorbeeld: Aan het einde van mijn stageperiode ben ik in staat om een begrijpelijke en aantrekkelijke tekst te schrijven voor kinderen tussen 12 en 18 jaar.
4. Oordeelsvorming – Voorbeeld: Aan het einde van mijn stageperiode ben ik in staat om oordelen te formuleren over mijn eigen functioneren, over de instelling waarin ik gewerkt heb, en over de theorie die ik in de praktijk heb gebracht, daarbij rekening houdend met sociaal-maatschappelijke en ethische verantwoordelijkheden, die verbonden zijn aan het toepassen van de eigen kennis en oordelen.
5. Leervaardigheden – Voorbeeld: Aan het eind van mijn stageperiode ben ik in staat om een zelfstandig onderzoek van beperkte omvang op te zetten in een bestaande instelling/organisatie volgens academische normen.

Deel B: Planning

Stageduur

De stage begint op [datum] en loopt tot en met [datum]. De stage omvat 336 uur (= 12 EC), waarvan 296 uur (= 10,6 EC) besteed wordt bij de stageorganisatie en (conform de stagehandleiding) 40 uur (=1,4 EC) aan het stageverslag.

Invulling werkdagen

Geef hier op hoofdlijnen weer hoe werkdagen en werkweken eruit zien.

Planning

| EC | Activiteiten |
|-----------|--|
| [Vb.] 3,0 | Literatuurstudie inhoudelijke onderzoeksopdracht |
| [Vb.] 1,5 | Bijwonen vergaderingen en conferenties |
| | |

Deel C: Werkzaamheden

Algemene werkzaamheden bij stageorganisatie

1. [Licht hier op hoofdlijnen toe wat je werkzaamheden zullen zijn. Wetenschappelijke onderzoek door literatuurstudie hoort daar ook bij.]
2. (Vb.) Onderzoek binnen instelling
3. (Vb.) Vergaderingen met onderzoeksgroep
4. (Vb.) Begeleidingsgesprekken met supervisor

Inhoudelijke onderzoeksopdrachten* bij stageorganisatie

1. [Licht hier de inhoudelijke kant van je stage toe, waarbij het voornamelijk gaat om werkzaamheden gericht op wetenschappelijk onderzoek. Probeer hier concreet te zijn, bijv. door het deelnemen aan conferenties en het schrijven van papers met een specifieke woordcount te noemen. Zorg ervoor dat je aan het einde van je stage kunt aantonen dat je hebt voldaan aan de hier geformuleerde inhoudelijke onderzoeksopdrachten]
2. ...
3. ...

** De uitkomsten van de inhoudelijke onderzoeksopdrachten worden 1) gepresenteerd in de vorm van een academisch artikel of een memo, tenzij nadrukkelijk anderszins aangegeven; en 2) zijn onderdeel van het uiteindelijke stage portfolio.*

Overige activiteiten Faculteit der Godgeleerdheid

1. [Als je stage ook een bestuurlijke en/of organisatorische component heeft, of activiteiten bevat die niet onder bovengenoemde categorieën vallen, dan werk je dat hier uit. Let erop dat je ook hier concreet en meetbaar formuleert.

Deel D: Inhoudelijk voorstel

Onderzoeksvoorstel

Hanteer hiervoor het format gebruikt in de tutorials van Research Skills

Part E: Signatures

Amsterdam, (date)

the intern,

the mentor,

the supervisor,

Appendix 3. Insurance of student internships

The university has concluded a so-called business liability insurance. This collective insurance covers the most important risks. Through the business liability insurance, the activities of students engaged in scientific research and scholarly training, including their research, are covered both at home and abroad by the current insurance of the VU.

In case the student interns at healthcare institutions, the student is advised to contact the internship organization and ask if they can be insured through the internship organization. It is advisable to check what kind of liability is provided by the organization in question and request them to insure the intern on their own insurance policy. The liability insurance of the VU should be seen in this context as an additional liability insurance.

Students should be insured, if and when they are not insured elsewhere.

This insurance guarantees cover for material damage caused by the student, subject to the deductible of €10.000,-- per event. With property damage or personal injury, the deductible on the insurance policy should be taken into account. In case the student is involved in damage during an internship abroad, the faculty where the student is enrolled should pay for the damage by the deductible (faculties annually take a provision for this).

Also, this insurance guarantees coverage for so-called personal injury within the sphere of influence of the VU organization, subject to a deductible of € 100,000.00 per occurrence. This polis does not cover an event caused by culpable negligence of the student. Liability is also not insured for damage and costs related to the recall, replace, improvement or repair by or under the responsibility of the insured delivered goods/affairs.

Furthermore, it will depend on the terms of insurance and the insured amounts from which the student can subsequently be held accountable.

An internship of more than 12 months should be reported separately to the insurer in order to expand coverage.

Claims under the laws of United States and/or Canada aren't covered. Damages from the US are settled according to the Dutch legal system. Concretely this means the following: if a judge assigns an additional compensation that is higher than the actual damage, from a punitive standpoint or from an exemplary standpoint, these damages are not automatically covered by the insurance policy.

Moreover, all external internship organizations are expected to accept liability for any injury, damage or accident that harms an intern during or in connection with the intern's presence or performance of their internship activities to the extent that this injury, accident or damage is caused by intent or negligence of the internship organization and/or its employees.

From the business insurance point of view, the student is required to at least conclude a Personal Liability Insurance (AvP).

In addition, the student is required to conclude a health insurance and (in case of an internship abroad) a travel insurance along with a possible extension for accident insurance.

Transport insurance is typically provided by the faculty.

Appendix 4a. Internship Evaluation Form

1. Assessment

The internship supervisor (faculty member) will give the grade for the internship. This grade is based on several sources:

- ♣ The internship report;
- ♣ The attachments of the internship report (which attachments are required or advisable differs per track);
- ♣ The final interview;
- ♣ The evaluation of the internship mentor (by filling in this form).

This form provides four conditions (see section 2) that must be met before evaluation and five criteria for assessment (see section 3).

- ♣ All four conditions must be met to pass for the internship.
- ♣ All five criteria must be approved to pass for the internship.
- ♣ The five criteria are equally important, so the final grade is the average of the five scores.

2. Four conditions before the assessment

| | Criteria met / not met |
|---|------------------------|
| 1. The internship dossier is complete: <ul style="list-style-type: none"> ♣ Original internship plan ♣ Internal report ♣ Attachments, required and otherwise | |
| 2. The layout of the internship report is neat and functional. | |
| 3. The internship report is not too long. | |
| 4. References in the internship report are adequate and consistent, both in the running text and in the bibliography. | |

3. Criteria

| A. The student has shown in the internship that they are working dialogically. | | |
|--|--|--|
| <i>Characteristics of a dialogical attitude:</i> <ul style="list-style-type: none"> • The student reflects on his own background (religious, denominational, cultural, social-economic, political, sexual) and on his own perspective (insights, interests, irritations, blockades). • The student converses with others (who differ from him in whatever respect) and knows how to bridge gaps. | | |
| <i>Excellent</i> (One or more indicators are applicable.) | <i>Sufficient</i> | <i>Insufficient</i> |
| <ul style="list-style-type: none"> • The student shows willingness to learn from, and in the vicinity of, others in their otherness. • The student shows interest in the differences and the similarities between own and | <ul style="list-style-type: none"> • The student respects the existence of others (passive tolerance). • The student only shows interest in the differences and the similarities between own | <ul style="list-style-type: none"> • The student shows intolerance vis-à-vis otherness. • The student shows no interest in differences or similarities between own and other's world view. |

| | | | | | |
|---|---|---|---|---|-----------|
| <p>other's world view and attitude.</p> <ul style="list-style-type: none"> The student recognizes and denominates their own thoughts, opinions, values and ideals as not neutral and as affecting their relationship with others. The student unmask and counters stereotypes of other groups, religious or otherwise. The student honestly investigates the background and consequences of differences of opinion and world view and constructively discusses these with others. The student acts in the abovementioned way in their contact with clients, supervisors, and authors. | <p>and other's world view and attitude when necessary.</p> <ul style="list-style-type: none"> The student recognizes and denominates their own thoughts, opinions, values and ideals as not neutral. The student knows the difference between stereotypes and self-image. The student honestly investigates the background and consequences of differences of opinion and world view and discusses these with others. The student acts in the abovementioned way, but not in every situation. | <ul style="list-style-type: none"> The student does not recognize that their own thoughts, opinions, values and ideals are not neutral. The student regularly stereotypes. The student does not investigate the background and consequences of difference of opinion and world view or avoids discussing these. The student does not reflect on their lack of dialogical attitude during or after the internship. | | | |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

| | | |
|---|---|--|
| B. The student connects theory with practice. | | |
| <i>Characteristics of the capacity to connect theory with practice:</i> | | |
| <ul style="list-style-type: none"> The student describes the relevant theories and applies them in a way that the aims of their practices are being fulfilled. The student is able to indicate gaps in existing theories or to initiate alternative practices. The student shows that they keep track of professional literature and that they develop new knowledge by connecting practice and theory. | | |
| <i>Excellent (One or more indicators are applicable.)</i> | <i>Sufficient</i> | <i>Insufficient</i> |
| <ul style="list-style-type: none"> The student has a good overview of the theories relevant for the profession (also for the profession of researcher) and knows how to apply these in practice. In case of discrepancies between theory and practice the student is able to develop new possibilities for practices or to initiate alternative practices based on "tasted knowledge". The student keeps track of relevant theories and knows how to apply these to critically | <ul style="list-style-type: none"> The student has no overview and does regularly hesitate how to apply the learned theories. The student recognizes discrepancies between theory and practice, but shows no initiative to come to new practices. The student keeps track of relevant theories, but shows no | <ul style="list-style-type: none"> The student has no sufficient knowledge of theories relevant for the profession. The student does not recognize discrepancies between theory and practice. The student does not show any eagerness to keep track of relevant theories. |

| | | | | | |
|--|---|--|---|---|-----------|
| reflect on and to improve their practice. <ul style="list-style-type: none"> The practical experiences during the internship makes the student reflect on their theoretical assumptions. | initiative to critically reflect on them. <ul style="list-style-type: none"> The student only occasionally reflects on their theoretical assumptions. | <ul style="list-style-type: none"> The student acts <i>ad hoc</i> and does not reflect their own theoretical assumptions. | | | |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

| | | | | | |
|--|---|--|---|---|-----------|
| C. The student shows to act as a 'reflective researcher'. | | | | | |
| <i>Characteristics of a reflective researcher:</i> <ul style="list-style-type: none"> The student has a research-oriented attitude. The student systematically analyses problems and possible solutions. The student uses their methodological proficiency. | | | | | |
| <i>Excellent (One or more indicators are applicable.)</i> | | <i>Sufficient</i> | | <i>Insufficient</i> | |
| <ul style="list-style-type: none"> The student thoroughly and systematically analyses problems. The student uses relevant research methods, on their own or in combination. The student takes the context of the problem into account, when applying research methods. The student substantiates the choice of methods and reflects on their restrictions. | | <ul style="list-style-type: none"> The student analyses problems, but not systematically or thoroughly. The student usually chooses the most relevant research methods. The student regularly takes the context of the problem into account, when applying research methods. The student substantiates the choice of methods but does not reflect on their restrictions. | | <ul style="list-style-type: none"> The student does not analyse problems, or not systematically or thoroughly enough. The student chooses the wrong research methods, or applies them in a wrong way. The student does not take the context of the problem into account, when applying research methods. The student does not substantiate their choice of methods. | |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

| | | | | | |
|---|--|-------------------|--|---------------------|--|
| D. The student shows to act as a 'reflective practitioner'. | | | | | |
| <i>Characteristics of a reflective practitioner:</i> <ul style="list-style-type: none"> The student acts pro-actively and takes responsibility. The student explains problems or assignments: the student formulates the question behind the question. The student makes an adequate planning and knows when to adapt it. The student is aware of his own qualities and expertise. The student reflects on their own acting and learns from that reflection. | | | | | |
| <i>Excellent (One or more indicators are applicable.)</i> | | <i>Sufficient</i> | | <i>Insufficient</i> | |

| | | | | | |
|--|---|---|---|---|-----------|
| <ul style="list-style-type: none"> The student guards his own time and that of others, make realistic plans, guards their progress and adapts the planning, if necessary. The student identifies problems and questions. The student acts independently, but asks for feedback at the right time and profits from it. The student indicates their personal boundaries. The student acts according to ethical codes and social sensitivities. The student participates responsibly and with integrity in the organizational culture and learns from mistakes. The student is collegial and (customer-)friendly. The student takes full responsibility for the internship. | <ul style="list-style-type: none"> The student generally guards his own time and that of others, make rather realistic plans, guards their progress and adapts the planning, if necessary. The student not always identifies problems. The student acts independently, but does not always know when to ask for feedback. The student finds it hard to delimit assignments or to say no. The students knows ethical codes and social sensitivities, but does not always act accordingly. The student participates rather responsibly and with integrity in the organizational culture and learns from mistakes. The student usually is collegial and (customer-)friendly. The student takes sufficient responsibility for the internship. | <ul style="list-style-type: none"> The student deals carelessly with their own time or that of others; cannot make realistic plans or does not adapt his plans, if necessary. The student does not identify problems and questions. The student does not react well on feedback and does not profit from it. The student does not delimit the assignments. The student appears to be unfamiliar with ethical codes or social sensitivities. The student does not participate well in the organizational culture and does not learn from mistakes. The student is regularly not collegial or (customer-)friendly. The student is awaiting and dependent. | | | |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

| E. The student reports on their work and on their own development. | | |
|---|---|--|
| <i>Characteristics of the ability to report:</i> | | |
| <ul style="list-style-type: none"> The student communicates in a clear, precise and correct manner, both orally and in a written form. The student adapts his medium and style to the aim of the communication and to its audience. | | |
| <i>Excellent (One or more indicators are applicable.)</i> | <i>Sufficient</i> | <i>Insufficient</i> |
| <ul style="list-style-type: none"> The student communicates in a clear, precise and correct manner, both orally and in a written form. The student gives his content a clear structure and makes it interesting for the audience. The student adapts his medium and style to the aim of the communication and to its audience. | <ul style="list-style-type: none"> The student usually communicates in a clear, precise and correct manner, both orally and in a written form. The student gives his content a structure, but can be wordy or make a strange mental leap. The student regularly adapts his medium and style to the aim of the communication and to its audience. | <ul style="list-style-type: none"> The student is unclear or diffuse in their communication. The student does not structure the content of a communication and is hard to follow. The student does not adapt medium or style, but provides irrelevant details or uses an inappropriate style. |

| | | | | | |
|----------------------------|---|---|---|---|-----------|
| | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

| | |
|---|--|
| Grade (average of the five marks) | |
|---|--|

Appendix 4b. Stagebeoordelingsformulier

Beoordeling

Het eindoordeel voor de stage wordt gegeven door de stagesupervisor (doorgaans de coördinator van de specialisatie) van de VU. Deze baseert zijn of haar oordeel op verschillende bronnen, te weten:

- Het stageverslag;
- De bijgevoegde stageproducten en andere bewijsstukken (welke producten en bewijsstukken de student kan bijvoegen, verschilt per specialisatie)
- Het oordeel van de werkplekbegeleider (deze vult daartoe onderstaande matrix in)
- Het eindgesprek;

In het stageverslag reflecteert de student aan de hand van de criteria uit onderstaande matrix op het eigen professioneel handelen: hoe heeft de student zich ontwikkeld gedurende de stage, waaruit blijkt dat de student op het verwachte niveau kan functioneren, wat zijn kwaliteiten en leerpunten? De student ondersteunt deze reflectie met verwijzingen naar bewijsstukken of stageproducten uit het portfolio.

Er zijn vier voorwaarden voor beoordeling (zie paragraaf 2) en vijf beoordelingscriteria (zie paragraaf 3).

- Om een cijfer te kunnen krijgen, moet aan alle voorwaarden zijn voldaan (voor Spiritual Care gelden ook de voorwaarden dat een voldoende gehaald is op gespreksvaardigheden en op supervisie).
- Om een voldoende eindcijfer te kunnen krijgen moet voor alle criteria minimaal een voldoende zijn behaald.
- Alle criteria wegen even zwaar, dus het cijfer is het gemiddelde van de vijf scores op de criteria.

Voorwaarden voor beoordeling

| | Voldaan/ niet voldaan |
|---|-----------------------------|
| 1. Het stagedossier is compleet. Het dossier omvat in elk geval: <ul style="list-style-type: none">• het stageverslag• De eventueel gevraagde/gemaakte stageproducten en bewijsstukken | |
| 2. De lay-out van het stageverslag is netjes en functioneel. | |
| 3. Het verslag is niet te lang (indicatie: 3500 woorden, exclusief bijlagen) | |
| 4. Referenties, bijvoorbeeld naar literatuur of websites, in het verslag zijn adequaat en consistent weergegeven; zowel in de lopende tekst als in de bibliografie. | |

Criteria en standaarden

| A. Met de stage laat je zien dat je dialogisch in je werk staat. | | | | | |
|---|---|---|---|--|----|
| <p><i>Kenmerken van een dialogische houding:</i> De student is in staat om reflecteren op de eigen achtergrond (religieus, cultureel, sociaal-economisch, politiek, gender) en vanuit het daaruit resulterende perspectief (affiniteiten/inzichten, irritaties/blokkades) in te gaan op de werkomgeving en werkzaamheden van de stage, hierover op een constructieve manier het gesprek aan te gaan met anderen (stagementor, collega's, stagebegeleider) en deze reflectie door te vertalen in zijn of haar handelen. Deze houding geldt zowel voor de omgang met de medemensen tijdens een beroepsstage als voor de omgang van teksten uit andere tijden en plaatsen tijdens een onderzoeksstage.</p> | | | | | |
| Uitstekend <i>(Een of meer indicatoren zijn van toepassing)</i> | | Voldoende | | Onvoldoende | |
| <p>De student toont bereidheid om te leren van en in de nabijheid van anderen en hun anders zijn.</p> <p>De student toont actief belangstelling voor zowel de verschillen als de convergenties tussen de eigen levensbeschouwelijke attitude en visie en die van anderen.</p> <p>De student herkent en benoemt de manier waarop zijn/haar gedachten, overtuigingen, waarden en idealen gekleurd zijn (en dus niet neutraal zijn) en welke impact dat heeft op de relatie met anderen en op de relatie tot teksten van andersdenkenden.</p> <p>De student kan stereotyperingen van eigen en andere groepen in de samenleving ontmaskeren en weerleggen.</p> <p>De student doet op punten waar levensbeschouwelijke attitude en visie van belang zijn een open onderzoek naar de achtergronden en consequenties van mogelijke verschillen en gaat hier een constructief gesprek over aan.</p> <p>De student doet dit zowel in de werkomgeving als in contact met de stagebegeleiders.</p> | | <p>De student respecteert het bestaan van andere tradities (passieve tolerantie).</p> <p>De student toont reactief belangstelling in de verschillen en/of de convergenties tussen de eigen levensbeschouwelijke attitude en visie en die van anderen.</p> <p>De student herkent en benoemt de manier waarop zijn/haar gedachten, overtuigingen, waarden en idealen gekleurd zijn (en dus niet neutraal zijn).</p> <p>De student kent het verschil tussen stereotyperingen van een andere religie of groep en het zelfbeeld van de andere religie of groep.</p> <p>De student doet op punten waar levensbeschouwelijke attitude en visie van belang zijn een open onderzoek naar de achtergronden en consequenties van mogelijke verschillen en gaat hier een gesprek over aan.</p> <p>De student doet dit in de werkomgeving hetzij in contact met de stagebegeleiders.</p> | | <p>De student is intolerant ten opzichte van andere tradities.</p> <p>De student(e) toont geen belangstelling in hetzij de verschillen hetzij de convergenties tussen de eigen levensbeschouwelijke attitude en visie en die van anderen.</p> <p>De student beseft niet dat zijn/haar gedachten, overtuigingen, waarden en idealen gekleurd zijn (en dus niet neutraal zijn).</p> <p>De student vervalt in stereotyperingen.</p> <p>De student doet op punten waar levensbeschouwelijke attitude en visie van belang zijn geen onderzoek naar de achtergronden en consequenties van mogelijke verschillen en gaat het gesprek hierover uit de weg.</p> <p>De reflectie vond veelal achteraf plaats en niet tijdens de stage. De dialogische attitude is dus niet beoefend.</p> | |
| 10 | 9 | 8 | 7 | 6 | ≤5 |

Motivering van het cijfer:

B. Met de stage laat je zien dat je theorie en praktijk met elkaar kunt verbinden

Kenmerken van het vermogen theorie en praktijk te verbinden:

De student weet de voor de praktijk relevante theorieën te benoemen en op een dusdanige manier in de praktijk toe te passen, dat de doelstellingen van de betreffende praktijk gerealiseerd worden. Voor onderzoeksstage geldt dit bijvoorbeeld ten aanzien van onderzoeksmethoden.

Op basis van praktijkervaring is de student in staat leemtes in theorievorming aan te geven en/of aanzetten te geven voor alternatieve handelingsmogelijkheden.

De student geeft blijk van voortdurende kennisontwikkeling, enerzijds door relevante ontwikkelingen in het vakgebied bij te houden, anderzijds door kennis te ontwikkelen in de voortdurende interactie tussen theorie en praktijk.

| Uitstekend <i>(Een of meer indicatoren zijn van toepassing)</i> | Voldoende | Onvoldoende |
|---|--|---|
| <p>De student heeft een goed overzicht van de voor de betreffende praktijk relevante theorieën, en weet deze kennis te verbinden met de praktijk.</p> <p>Bij discrepanties tussen theorie en praktijk is de student in staat nieuwe handelingsmogelijkheden te ontwikkelen, op basis van nieuwe theoretische ontwikkelingen en/of op basis van 'tasted knowledge'.</p> <p>De student volgt relevante theorievorming en weet, op basis hiervan, kritisch op de praktijk te reflecteren en deze, wanneer mogelijk, te verbeteren.</p> <p>De student reflecteert op basis van zijn/haar ervaringen in de praktijk kritisch op theoretische aannames.</p> | <p>De student heeft voldoende kennis van de voor de praktijk relevante theorieën, en is in staat een verbinding tussen theorie en praktijk aan te brengen, maar is niet innovatief bij waargenomen discrepanties tussen theorie en praktijk.</p> | <p>De student heeft onvoldoende kennis van de voor de betreffende praktijk relevante theorieën.</p> <p>De student is niet in staat een verbinding aan te brengen tussen theorievorming en praktijk; de student handelt ad hoc en niet reflecterend.</p> |
| 10 | 7 | ≤5 |

Motivering van het cijfer:

C. Met de stage laat je zien dat je kunt functioneren als een 'reflective researcher'.

Kenmerken van een reflective researcher

Geeft blijk van een onderzoeksmatige houding;

Analyseert problemen op systematische wijze;

Maakt goed gebruik van methodologische bagage.

(Niet van toepassing, als de stage een zuivere beroepsstage is geweest.)

| Uitstekend <i>(Een of meer indicatoren zijn van toepassing)</i> | | | Voldoende | | Onvoldoende |
|--|---|---|---|---|--|
| De student analyseert problemen diepgaand en systematisch. | | | De student analyseert problemen (redelijk) systematisch, maar sommige analyses zijn mogelijk nog weinig diepgaand of geven blijk van weinig distantie | | De student analyseert problemen niet of te weinig systematisch. |
| De student maakt gebruik van passende (combinaties van) onderzoeksmethoden. | | | De student kiest (overwegend) voor passende onderzoeksmethoden | | De student kiest onderzoeksmethoden die niet geschikt zijn en/of handelt vooral vanuit intuïtie. |
| De student houdt bij het gebruik van de gekozen methoden goed rekening met de context. | | | De student houdt bij het gebruik van de gekozen methoden voldoende rekening met de context. | | De student houdt bij het gebruik van de gekozen methoden te weinig rekening met de context. |
| De student kan de keuzes voor gebruikte methoden onderbouwen en reflecteren op de beperkingen. | | | De student kan de keuzes voor de gebruikte methoden voldoende onderbouwen. | | De student kan de keuzes voor gebruikte methoden niet voldoende onderbouwen. |
| 10 | 9 | 8 | 7 | 6 | ≤5 |
| Motivering van het cijfer: | | | | | |

| D. Met de stage laat je zien dat je kunt functioneren als een 'reflective practioner' | | |
|---|------------------|--------------------|
| <p><i>Kenmerken van een 'reflective practioner'</i></p> <p>Handelt pro-actief en neemt verantwoordelijkheid;</p> <p>Kan opdrachten verhelderen; de 'vraag achter de vraag' herkennen;</p> <p>Kan een planning maken en die zo nodig aanpassen;</p> <p>Is zich bewust van de eigen kwaliteiten en expertise en in staat vandaaruit te handelen;</p> <p>Reflecteert op het eigen handelen en leert daarvan.</p> <p>Dit alles geldt ook voor de onderzoeksstage, waarin de student handelt als 'onderzoeker' en daarmee het beroepsveld van onderzoeker voor ogen heeft.</p> | | |
| Uitstekend <i>(Een of meer indicatoren zijn van toepassing)</i> | Voldoende | Onvoldoende |

| | | | | | |
|---|--|---|---|---|----|
| <p>De student gaat goed om met eigen tijd en die van anderen, plant realistisch, bewaakt de voortgang en past zo nodig de planning aan.</p> <p>De student signaleert vragen en problemen.</p> <p>De student betreft op de juiste momenten anderen bij zijn of haar werk.</p> <p>De student vraagt op de juiste momenten om hulp of feedback en profiteert daarvan.</p> <p>De student geeft grenzen aan als dat nodig is.</p> <p>De student is zich bewust van ethische codes en maatschappelijke gevoeligheden en handelt daarnaar.</p> <p>De student ontwikkelt sensitiviteit voor de organisatiecultuur; participeert daarin op een verantwoordelijke en integere manier en leert van situaties waarin hij/ zij de plank heeft misgeslagen.</p> <p>De student stelt zich vriendelijk en collegiaal op</p> | <p>De student gaat over het algemeen goed om met eigen tijd en die van anderen, plant voldoende realistisch en past zo nodig de planning aan.</p> <p>De student voert de afgesproken taken goed en (voldoende) zelfstandig uit/ De student staat open voor feedback en neemt deze serieus.</p> <p>De student geeft grenzen aan (maar vindt het soms nog moeilijk om de eigen opdracht af te bakenen of nee te zeggen als dat nodig is).</p> <p>De student is zich bewust van ethische codes (maar worstelt soms nog met de vraag wanneer ze in het geding zijn en hoe ernaar te handelen.</p> <p>De student ontwikkelt sensitiviteit voor de organisatiecultuur en participeert daarin meestal op een verantwoordelijke en integere manier.</p> <p>De student stelt zich meestal vriendelijk en collegiaal op.</p> | <p>De student gaat onvoldoende zorgvuldig om met de eigen tijd of die van anderen, plant niet of onvoldoende realistisch en/of past de planning niet aan als de situatie daarom vraagt.</p> <p>De student stelt zich afwachtend en afhankelijk op; De student reageert defensief op feedback en/of profiteert niet van feedback.</p> <p>De student geeft geen grenzen aan; trekt teveel werk naar zich toe.</p> <p>De student is zich te weinig bewust van ethische codes.</p> <p>De student ontwikkelt geen sensitiviteit voor de organisatiecultuur en weet zich daarin niet goed te bewegen.</p> <p>De student stelt zich te weinig klantvriendelijk en/of collegiaal op.</p> <p>De student neemt onvoldoende verantwoordelijkheid voor de stage</p> | | | |
| <p>en leert van situaties waarin een klant of collega dat anders ervaren heeft.</p> <p>De student neemt volledig de verantwoordelijkheid voor de stage.</p> | <p>De student neemt voldoende de verantwoordelijkheid voor de stage</p> | | | | |
| 10 | 9 | 8 | 7 | 6 | ≤5 |
| Motivering van het cijfer: | | | | | |

| E. Met de stage laat je zien dat je kunt rapporteren over je werk en over je eigen ontwikkeling | | |
|---|------------------|--------------------|
| <i>Kenmerken van het vermogen om te rapporteren</i> | | |
| De stagiair communiceert duidelijk, precies en correct, zowel mondeling als schriftelijk; De stagiair stemt medium, toon en stijl af op het doel en de doelgroep van een verslag of boodschap. | | |
| Uitstekend <i>(Een of meer indicatoren zijn van toepassing)</i> | Voldoende | Onvoldoende |

| | | | | | |
|---|---|---|---|---|--|
| <p>De student communiceert duidelijk, correct en bondig; zowel mondeling als schriftelijk.</p> <p>De student kan de ander meenemen in een betoog of verhaal, door een goede structuur te kiezen en door aan te sluiten bij de vragen van de lezer of gesprekspartner.</p> <p>De student stemt de inhoud en de toon van de boodschap goed af op de lezer of gesprekspartner.</p> | | | <p>De student communiceert over het algemeen duidelijk, correct en bondig; zowel mondeling als schriftelijk. Soms is er mogelijk nog sprake van een gedachtesprong, een vage formulering of een overbodige omhaal van woorden.</p> <p>De student kan de ander redelijk meenemen in een betoog of verhaal, de grote lijn is te volgen.</p> <p>De student stemt de inhoud en de toon van de boodschap (op een enkele misser na) af op de lezer of gesprekspartner</p> | | <p>De student is in mondelinge en/of schriftelijke communicatie te onduidelijk en/of omslachtig.</p> <p>De student is in mondelinge en/of schriftelijke communicatie moeilijk te volgen, door te weinig of een verkeerd gekozen structuur.</p> <p>De student stemt inhoud en toon van de boodschap onvoldoende af op de lezer of gesprekspartner. De stagiair geeft bijvoorbeeld veel irrelevante details, of het taalgebruik is te informeel.</p> |
| 10 | 9 | 8 | 7 | 6 | ≤5 |
| <p>Motivering van het cijfer:</p> | | | | | |

| | |
|---|--|
| <p>Cijfer: gemiddelde van de vijf cijfers</p> | |
|---|--|