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		aspects of integrity.		4					1 1	
responsibility. and willing to discuss integrity. actively inquires, and initiates		1		u	people and property.					



date: 28/06/2022 page 1

	Rubric - MSc-profes	ssiona	linternship	version	: 4.0 (source: thesisinternship-	rubric-v	4.0_20220628.xlsm)			
Criterion and subcrite	Unacceptable	ı	nsufficient	Needsi	Just sufficient	Ample	Good	Very good	Exemplary	Points of excellence
	Grade: 2	3 (	Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10	
.8 Transfer of (prior)	acquired knowledge to the prof Student lacks relevant knowledge expected from a MSc-student to such an extent that student is unable to perform the internship tasks.	S k M c t ii	context of the internship tudent partly lacks relevant inowledge expected from a ASC-student, or is sometimes unable to ranslate knowledge to the internship tasks, or does not increase inowledge where necessary.		Student shows relevant knowledge on an academic level (compatible with the introductory courses in their MSc-programme). Student translates this knowledge to some of the internship tasks. In a few cases, student increases knowledge where necessary.		Student shows relevant knowledge on an academic level (compatible with the most advanced courses in their MSc-programme). Student translates this knowledge to the internship tasks. Student increases knowledge where necessary.		Student shows relevant knowledge on an academic level (compatible with the most advanced courses in thei MSc-programme). Student translates this knowledge to the internship tasks. Student increases knowledge where necessary and student increases knowledge to the internship tasks.	
0.5									increases the knowledge of the team/organization.	2
	nced work tasks in the projects Student is not competent yet to perform work tasks and projects as designed/planned.	a c u	student performs work tasks and projects as lesigned/planned, but is anable to evaluate the outcomes/success of their performance.		Student performs most work tasks and projects as designed/planned. Student evaluates the outcomes/success of their performance during and after task execution for most tasks when asked for.		Student performs work tasks and projects as designed/planned and evaluates the outcomes/success of their performance during and after task execution. Uses evaluation to improve performance.		Student makes several improvements in the execution of the work tasks and projects, thereby increasing the outcomes/success beyond expectations.	
1.10 Quality of produ	Complies with none of the	C	Complies with some but not all		Complies with most		Complies with all		Transcends the prerequisites:	
	prerequisites for usability. Product is not usable.	p	prerequisites for usability. Product is not usable.		prerequisites for usability.  Product is usable to a limited extent		prerequisites, resulting in usable/functional products.		contains new or improved functionality or is efficient beyond expectations.	
2. Context report (40%	() I delineation of research/projec	t								
Context	No context of the project given or the context described is nonsensical.	C C T	Context of the project is lescribed in broad terms. There is no link between the lescribed context and the project goals.		Context of the project is correct but limited in width and depth (e.g. does not go beyond the information provided by the supervisor).		Context of the project is defined well and to-the-point and includes the knowledge gap. The project goals emerge directly from the described context.		Context of the project is defined sharply, to-the-point, funnelling from the broader context to the knowledge gap. The project goals emerge directly from the described context. Novelty and innovation of the project are	
Project goals	There are no concrete project goals and the delineation of the project is absent.	u a	Most project goals are inclear, or not realistically ittainable. Delineation of the project is weak.		Rationale of the project and project goals is mostly clear, but could have been defined sharper at some points. Delineation of the project is provided.		Rationale of the project and project goals is clear. Project goals are attainable. A clear delineation of the project is provided.		indicated. The project goals are clear, attainable and formulated to- the-point. Delineation of the project is well-defined.	
2.2 Theoretical under	pinning of goals and framework		'he reflection on relevance of				The reflection on relevance of		The reflection on relevance of	
	No reflection on relevance of theory for internship activities and internship provider. No reflection on relevance of internship activities and internship provider for theory.	t a s c a a c	the reflection on relevance of heory for internship activities and internship provider shows erious errors. The reflection on relevance of internship citivities and internship rovider for theory lacks larity.		The reflection on relevance of theory for internship activities and internship provider is not wrong but minimalist. The reflection on relevance of internship activities and internship provider for theory lacks clarity.		The reflection on relevance or theory for internship activities and internship provider shows a good understanding of theory, is precise and tailored to the internship (activities and organisation). The reflection on relevance of internship activities and internship provider for theory is clear and innovative.		The reflection on relevance or theory for internship activities and internship provider shows a perfect understanding of theory and the internship providers context is precise and tailored to the internship (activities and organisation). The reflection on relevance of internship activities and internship provider for theory is clear, innovative and a potential input for a scientific article.	
3 Description and ci	No proper description of		Description of methods used		Description of methods used		The description of methods to		The description and choice of	
	methods used to perform internship tasks. No explanation of the choice of methods.	t r c ii v t	o perform internship tasks is ininimalist. Explanation of the hoice of methods to perform the tranship tasks is minimalist, with hardly any reference to he specific challenges and lemands of the internship provider.		to perform internship tasks is minimalist. The description and choice of methods to perform the internship tasks reflects some understanding of the challenges and demands of the internship provider.		perform the internship tasks is clear, and all methods are appropriate. Level of detail allows for an exact repetition of the work.  The description and choice of methods to perform internship tasks reflects a good understanding of the challenges and demands of the internship provider.		methods to perform the internship tasks reflects an excellent understanding of the challenges and demands of the internship provider and methological possibilities. The student provider realistic proposals to the internship provider on how to improve the performance of tasks for specific purposes.	!
2.4 Presentation of da	ata and results  Based on the description the	F	Results or their connection to		Results are enumerated		Results are presented correctly		Results are presented	
	reader is not able to understand what results were achieved.	t T	he project goals are unclear. ext, figures, graphs, tables etc. contain several flaws.		understandably and correctly, and are connected to the project goals. Text, figures, graphs, tables, etc. are appropriate and show few flaws.		and efficiently. Text, figures, graphs, tables etc. are linked to the goals of the project goals in a logical way. Text, figures, graphs, tables, etc. are appropriate and correct		flawlessly and efficiently, with a clear storyline connecting the various results. Text, figures, graphs, tables etc. are well-chosen or original, and efficiently guide the reader to understand what results were achieved in relation to the project goals.	



	Rubric - MSc-profes	sional internship	versio						
Criterion and subcrite	Unacceptable	Insufficient	Needsi	Just sufficient	Ample	Good	Very good	Exemplary	Points of excellence
2.5 Evaluation of resu	Grade: 2	3 Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10	
critical evaluation of	No reflection on the results of	Student identifies only some		Student indicates weaknesses		Student indicates all		Student indicates both	
own project	the project, or discussion only touches invalid, trivial or	points of weakness in the project or weaknesses which		in the project, but impacts on the conclusions are not		weaknesses and strengths in the project, evaluates their		strengths and weaknesses in the project, evaluates their	
	overly general points of	are in reality irrelevant or non		weighed relative to each		impacts on the conclusions,		impacts on the conclusions	
	criticism.	existent.		other.		and weighs their impact on		and weighs and weighs their	
						the conclusions relative to		impact on the conclusions	
						each other. Furthermore, (better) alternatives for the		relative to each other. Furthermore,	
						methods used are indicated.		original/innovative (better)	
								alternatives for the methods	
Confrontation with	No confrontation with existing	Only marginal confrontation		Only most obvious conflicts		Results are confronted with		used are specified. Results are critically	
iterature	literature.	vis-a-vis existing literature, or		and correspondences with		existing literature and a		confronted with existing	
		confrontation with irrelevant		existing literature are		distinction is made between		literature. and distinction is	
		existing literature.		identified. The value of the study is described, but it is not		minor and major conflicts and correspondences.		made between minor and major conflicts or	
				related to existing research.		The added value of the		correspondences. The relative	
						research relative to existing		weight of own results and	
						literature is identified and		existing literature is assessed.	
						weighed.		The contribution of his work to the development of scientific	9
								concepts is specified.	
2.6 Clarity and justific	ation of conclusions								
Conclusions	No link between project goals	Conclusions merely repeat		Conclusions are linked to the		Clear link between project		Conclusions are well-linked to	
	and the results plus conclusions.	results, or conclusions are not substantiated by results, or		project goals, but not all project goals are addressed.		goals and conclusions. All conclusions substantiated by		all project goals and substantiated by results.	
	conclusions.	conclusions only address part		Some conclusions are not		results. Conclusions are		Conclusions are formulated	
		of the project goals.		substantiated by results or		formulated exact		exact and concise and the line	
				merely repeat results.				of argumentation is clear,	
								logical and convincing. Conclusions address	
								knowledge gaps, and proposal	
								for future research is included	
Recommendations	No recommendations given.	Recommendations are trivial.		Some recommendations are		Recommendations are to-the-		Recommendations are to-the-	
				given, but the link of those to		point, well-linked to the		point, well-linked to the	
				the conclusions is not always		conclusions and original.		conclusions, original and are	
				clear.				extensive enough to serve as project description for a new	
								MSc-internship project.	
2.7 Writing skills Structure	Document is badly structured.	Main structure is correct, but		Main structure is correct,		Main structure is correct ,		Well-structured, and clear and	ı
	In many cases information	lower level hierarchy and		placement of material in		chapters and sections have a		concise throughout. Very	
	appears in wrong locations.	ordering is illogical. Some		different chapters is somewhat		clear and unique function.		readable report where the	
	Level of detail is inappropriate throughout	sections have overlapping functions leading		illogical in some places. Level of detail could be improved		Hierarchy of sections is correct. Ordering of sections is		structure helps to convey the storyline of the report;	
	Paragraph structure is illogical	to ambiguity in placement of		in some places (irrelevant		logical. All information occurs		structure, formulation and	
	and inhibits correct	information. Level of detail		information given).		at the correct place. Level of		style facilitate understanding	
	understanding of the text.	varies widely (information missing, or irrelevant		Most paragraphs have a clear function. Transitions between		detail is appropriate. Paragraphs fulfil a specific		of the report. Paragraphs each fulfil a	
		information given).		paragraphs are predominantly		function. Transitions between		specific function, have a clear	
		Structure within paragraphs		clear and logical.		paragraphs are clear and		argumentation. Transitions	
		and transition between paragraphs are often unclear		Errors in structure do not inhibit correct understanding.		logical.		between paragraphs are clear and logical; creating a clear	
		or illogical.		minor correct understanding.				line of argumentation.	
Fluency of writing	Formulations in the text are	Vagueness and/or inexactness		Formulations in the text are		Formulations in text are clear		Textual quality of document is	
	often incorrect/inexact	in wording affect the		ambiguous in some places but		and exact, as well as concise.		such that it could be	'
	inhibiting a correct	interpretation of the text.		this does not inhibit a correct		No spelling/grammar errors		acceptable for a scientific or	
	interpretation of the text.	Many spelling/grammar errors sometimes inhibiting correct	i,	interpretation of the text.  Spelling/grammar errors are		and readability of text is good.		professional journal.	
	Many spelling/grammar errors; inhibiting correct	understanding of the text.		rare, and do not inhibit correct				No spelling/grammar errors; optimal use of grammar	
	understanding of the text.			understanding of the text.				resulting in highly readable	
Citing and referencing	No literature cited or no	Reference list lacks		Reference list contains		Correct style of referencing in		text. Correct style of referencing in	
J. E. S. S. C.	proper reference list.	information for many sources		literature used, but either		the text as well as in the		the text as well as in the	
		and/or literature is not or		referencing in text contains		reference list. Style is applied		reference list. Style is applied	
		incorrectly referenced in the text.		some errors, or information about sources is incomplete or		consistently throughout. All sources are traceable.		consistently throughout. All sources are traceable. Style is	
		CAL.		incorrect in some cases.		sources are traceable.		appropriate for the type of	
								document and the field of	
.8 Evaluation of rele	vance of the internship tasks							study.	
Evaluation of	No evaluation of the project in	Incorrect or only superficial		Student identifies the added		Student identifies the added		Student identifies the added	
relevance of the nternship tasks for	relation to the organization.	identification of added value of the project for the		value of the project for the		value of their project for the		value of the project for the	
internship tasks for the organization		or the project for the organization.		organization in broad or somewhat vague terms.		organization correctly and specifically and precisely,		organization, and relates this to the overall goals of the	
J						, , , , , , , , , , , , , , , , , , , ,		organization and future	
Evaluation of	No avaluation of the control	Rolouart issues 's const.	-	Ctudent relation the control		Student relates the		prospects.	
Evaluation of	No evaluation of the project in relation to scientific or societal	Relevant issues ignored, or irrelevant issues addressed.		Student relates the project to some issues in scientific and/or		Student relates the project to relevant issues in scientific		Idem +suggestions for future actions towards positive	
relevance of the									1
elevance of the nternship tasks in	context.			societal context. Relevance of		and/or societal context		impact on science/society.	





	Rubric - MSc-profes	ssion	al internship	version	n: 4.0 (source: thesisinternship-	Tubric-v	4.0_20220028.XISIII)			
Criterion and subcrite	Unacceptable		Insufficient	Needsi	Just sufficient	Ample	Good	Very good	Exemplary	Points of excellen
	Grade: 2	3	Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10	
3. Oral presentation (		to the ri	thric of 2021/2022, this critorion	combi	nes part of criterion 3.2 + criterio	on 2 2 3	and 2.4\			
Presentation of data and results	Based on what is presented the audience is not able to understand what results were achieved.	o the re	Results or their connection to the project goals are unclear. Text, figures, graphs, tables etc., and/or how they are explained by the student, contain several flaws.	Comp	Results are enumerated understandably and correctly, and are connected to the project goals. Text, figures, graphs, tables, etc., and how they are explained by the student, are mostly appropriate and show few flaws.	513.3	Results are presented correctly and efficiently, and are clearly linked to the project goals. Text. figures, graphs, tables, etc., and how they are explained by the student, are appropriate and correct.		Results are presented flawlessly. Text, figures, graphs, tables etc., in combination with students explanation, efficiently guide the audience to understand what results were achieved in relation to the project goals.	
Clarity and justification of conclusions	Student provides no link between goals, results and conclusions.		Student presents no clear conclusions, merely repeats results or does not substantiate conclusions by results, or only addresses part of the project goals.		Student links conclusions to the project goals but does not address all project goals. Some conclusions are not substantiated by results or merely repeat results.		Student makes clear links between all project goals and conclusion and substantiates all conclusions by results. Formulates conclusions exact.		Conclusions are well-linked to all project goals and substantiated by results. Conclusions are formulated exact and concise and the line of argumentation is clear, logical and convincing,	
Ability to respond to questions	Student is not able to answer questions.		Student is able to answer only the simplest questions.		Student answers informative questions well, but has difficulty to deal with in-depth questions.		Student answers both informative questions and indepth questions well.		Student answers both informative questions and indepth questions excellently. Answers are appropriate, clear and to-the-point and such that they enlighten the audience. Answers are logically and smoothly linked to the presentation or previous questions.	
3.2 Presentation skills	(note: relative to the rubric of	2021/20	022, this criterion combines crite	erion 3.	1 + part of criterion 3.2)				questions	
Targeted at audience	Unsuited for the intended public or intended purpose.		At some points a bit off target; makes it difficult for the audience to follow.		Intended public taken into account, but at some points level of detail is inappropriate for intended audience (too much or too little).		Targeted to the intended public (language, depth, length); appropriate for the intended purpose.		Enticing and purposeful throughout, facilitating communication of the main messages to the audience.	
Structure of presentation	Presentation is chaotic.		Presentation has unclear structure or lay-out.		Presentation is structured, though the audience gets lost in some places.		Presentation has a clear structure, is concise and to-the- point. Good separation between main message and side-steps.		Presentation is very well structured, is concise and to- the-point. Good separation between main message and side-steps. Line of argumentation is clear, logical and convincing throughout	
Voice and poise	Presented in such a way that the majority of audience could not follow.		Presentation is uninspired and/or monotonous and/or student reads from slides; attention of audience not captured.		Presentation mostly clear, but at some moments uninspired and/or monotonous and/or unclearly spoken. At those moments attention of audience is lost Student has trouble recovering from		Inspired, lively presentation, clearly spoken. Student recovers well from any small mistake.		Lively and relaxed though concentrated presentation. Clearly spoken in such a way that it keeps audience's attention. Smooth without errors.	
4. Oral defence (5%)					mistakes.					
4.1 Defence of the M	Sc-internship									
Defence	Student is not able to defend/discuss their research/project and report.		Student has difficulty to explain the subject matter of the research/project and report.		Student defends their project.		Student engages in a discussion about the contents of the project and relevant current knowledge.		Student engages in a lively and in-depth discussion about the contents of the project and relevant current knowledge and contexts.	
Contents and context	Student does not master the contents.		Student limits theirselves in the discussion to own data, and/or repeatedly demonstrates misunderstanding of own project.		Student knows most of the contents of the work. Student has difficulty to place it in it scientific, societal or practical context.		Student masters the contents of the work and is able to place it in scientific, societal or practical context.		Student masters the contents of the work and beyond. Student pro-actively places it in its scientific, societal and practical context, both narrow and wide.	
5. Reflection report (p	ass/fail)		(F. Sjeett						, and and a	١
E 1 Doffestion	Pass	Fail	tcomes and programme learnin							
Project Goals experience - own strengths and weaknesses	student identifies own strengths and weaknesses and connects those to explicitly described experiences during the project goals.	ining oc	tcomes and programme learning	gouice	ines					
Personal learning goals (self- management)	Student describes investments (=how they worked on the personal learning outcomes), achievements (=results of these efforts) and how these are related (=effectiveness of the approach).									
Project Goals experience - programme learning outcomes	Student describes at least one event or situation in which they was involved and that relates to a formulated learning outcome of the study programme, properly distinguishing between the event description and the personal emotions involved, and able to formulate personal points of improvement and related actions in a future									



Criterion and subcrite	ı Unacceptable	Insufficient	Needsi	Just sufficient	Ample	Good	Very	Exemplary	Points of excellence
	Grade: 2	3 Grade: 4	5	Grade: 6	7	Grade: 8	9	Grade: 10	
5.2 Reflection on per	sonal strengths and weaknesses in	relation to professional amb	itions						
Capabilities in	Student evaluates how own								
relation to	strengths and weaknesses may								
professional	affect their professional								
ambitions	ambitions.								
Professional	Students identifies if and how								
ambitions (career	the experiences during the								
interest + career	project goals have								
ambition)	strengthened or changed their								
	ambitions with respect to their								
	intended working field or								
	preferred type of organization.								
Version: 4.0	Major number (4): indicates versio	n of contents							



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