



Amsterdam University College
Excellence and Diversity in a Global City

Community Project & Internship
Guidelines 2019-2020

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1. Community Project and Internship

1.1 General description

As part of their studies, all AUC students complete an internship (I) and/or a community project (CP). Students participate in local, national or international projects or organizations. These partners are provided by AUC or sought out by students themselves. The CP/I program strives to show a commitment to giving back to the community and to provide opportunities for students to develop both their professional and interpersonal skills. The community projects and internships are a form of learning through reflection on doing.

This document provides general information on community projects and internships, guidelines for application, and guidelines for the final CP/I report.

1.2 Internship or Community Project?

Both a community project and an internship may provide students with extra knowledge, skills and experience that can complement their curriculum and give them an edge in the job market.

Internships offer students the opportunity to gain practical experience and/or develop research skills in their field of study and may help prepare students for future professional or academic careers.

Community Projects offer students the opportunity to serve a community and develop social and civic awareness. They are intended to promote engagement at local, national and global levels and to foster personal and social responsibility. This engagement at local and global levels and personal and social responsibility is embedded in the AUC curriculum (AS&P learning outcomes 2.3.6-2.3.7).

Internships focus on learning outcomes related to professional skills, life skills and personal development, and interpersonal skills. Community projects focus on learning outcomes related to citizenship, life skills and personal development, and interpersonal skills (see figure 1, and paragraph 2.5.4 for a description of the learning outcome categories).

If a project involves all four learning outcome categories, the student can choose to position it as an internship or community project, depending on whether the focus is on gaining professional skills, or developing citizenship.

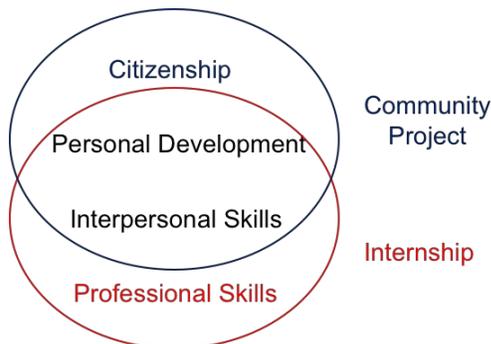


Figure 1. Learning outcome categories for Community Projects and Internships.

1.3 Timeline

1.3.1 Step 1

Students are advised to begin planning for a CP/I at least four months before the start date of the project. They should orient themselves and read the general criteria outlined here. They could consult with their tutor, the CP/I coordinators or members of the teaching staff for assistance, as needed, in their search for a partner organisation.

1.3.2 Step 2

At least a month before the application deadline, students should have approached the partner organisation. This involves arranging a meeting, and obtaining an acceptance letter or email. A template for the acceptance letter can be found in Appendix E.

1.3.3 Step 3

Students submit their application, following the application guidelines given in Table 3 below. The application is assessed by the CP/I coordinators, who inform the student whether the application is approved, or if adjustments are required. The CP/I coordinators provide general feedback on the quality of the application to the student. This feedback could be used in the writing of the learning plan, which is one of the graded components of the CP/I project.

1.3.4 Step 4

Students receive a notification, informing them if their project has been approved, together with a CP/I contract, which must be signed by both the student and the internship supervisor. The contract must be scanned and submitted via Canvas by the end of the first week of the project. The CP/I project is registered in SIS by the CP/I team. The CP/I team will also take care that, if applicable, the student is deregistered from a previously registered course.

1.3.5 Step 5

Near the start of the project a detailed learning plan for the project must be submitted. Deadline for submission of the learning plan are given in Table 3. The learning plan is graded by the CP/I assessors, and feedback is provided to the student.

1.3.6 Step 6

The CP/I project takes place during the designated term. During the project, the student must fill in an online journal in Canvas at least 4 times in total, on a regular basis. For a CP/I in a 16-week period this is roughly once every three weeks, and for a CP/I in an intensive period this is once every 4 (working) days. In Table 3 the deadline for the first journal entry is specified for each period. The student will receive feedback on this first journal entry from one of the CP/I assessors. At the end of the project the CP/I journal will be graded by the CP/I assessor team.

1.3.7 Step 7

Apart from the regular supervision, halfway through the CP/I project, students must formally discuss their functioning in the project and their progress regarding their learning objectives with their supervisor. The supervisor fills in a short evaluation form, which must be submitted by the student via Canvas. Students have to reflect on this midterm evaluation in their final report. Furthermore, students are strongly advised to follow an information session on writing the final report, which is regularly offered by the CP/I coordinators. These information sessions are announced on Canvas.

1.3.8 Step 8

Students submit the final CP/I report via Canvas. The report is graded by one of the CP/I assessors, and feedback is provided.

2. Procedures and Requirements

2.1 CP/I General Criteria

2.1.1 Required/allowed number of CP/I projects

According to the Academic Standards & Procedures (ASP 2.15.1), students at AUC are required to complete at least one 6 ecp community project or internship. Students are allowed to complete two separate single 6 ecp internships, one 6 ecp community project and one 6 ecp internship, or a 12 ecp double research-based internship. In the case of two separate internships, the learning outcomes for the second internship must be different from the ones for the first internship. It is not allowed to complete two CPs within the degree requirements.

2.1.2 Additional CP/I

It is possible to do a CP/I that falls outside above- mentioned restrictions. In this case, the CP/I project is additional to the 180 credits students need to graduate, and will appear as such on their diploma supplement. Such additional CP/I projects must follow the same procedure as a regular CP/I project.

2.1.3 Timing of the CP/I project

CP/I projects can take place in all regular course periods, i.e. in autumn or spring 16 weeks periods, or in January or June intensive periods. It is also possible to complete a summer CP/I in July and/or August. Students must have completed 54 ecp before the start of a CP/I project. First year students are allowed to do a CP/I only during the summer period, for which they can receive a conditional approval. If the student does not complete 54 ecp before the start of the project, the conditional approval is withdrawn. Students are not allowed to do a summer CP/I in the summer in which they graduate or, for students that graduate in February, in their last January intensive period.

2.1.4 Cross-period CP/I

It is possible to apply for a cross-period CP/I, but the project should be planned within a single academic year (that is, between September and August). In case of a cross-period project, the application has to follow the deadline for the period in which the CP/I starts, and the project will be registered for the period in which it ends. The deadlines that apply for cross-period projects are specified in section 2.4.2.

2.1.5 CP/I projects within AUC

In principle, the CP/I programme is intended to get students acquainted with projects and organisations outside AUC. Consequently, CP/I projects which mainly take place within the AUC community are not encouraged. Students may earn a maximum of 6 credits for projects taking place within AUC. Students furthermore must have a leadership role within such projects. For example, being on the board of the TEDxAUC organisation or chair of an AUCSA committee can potentially count as CP/I, but being a member of the TEDxAUC logistics committee or an AUCSA committee does not qualify for CP/I. The CP/I coordinators discuss at least once a year with the AUCSA board which AUCSA positions in the next year can count as CP/I. Research based internships which are supervised by core staff or partner faculty, and board memberships of the AUCSC, AUCSA and BoS are exempt from above rules.

2.1.6 CP/I for Board membership of the AUCSC, AUCSA, and BoS

AUCSA, AUCSC, and BoS board positions can be used to complete the CP/I requirement. During their board membership year, students can complete two internships, or one internship and one CP. Note, however, that the learning objectives for the two projects have to be different.

2.1.7 Role of the supervisor

Students are required to have a supervisor who guides them in their daily work and who provides feedback on their performance and learning. Fellow students and family members cannot assume the role of a CP/I supervisor. An exception is allowed for the student-run organisation Right2Education, and board members of TEDxAUC, AUCSA and AUCSC. Here, fellow students in the organisation are allowed to act as supervisor. The supervisor must commit to providing the supervision by writing an acceptance letter (a template for this letter is provided in Appendix E). Students should actively ask for feedback and adjust their work or behaviour accordingly. Halfway the CP/I project, the supervisor completes an evaluation form. The student must reflect on the supervisor feedback and on their adjustments in the final reflection report.

2.1.8 Role of the CP/I coordinators and assessors

The CP/I coordinators evaluate and approve the CP/I application. During the project, the CP/I coordinators are available for advice and assistance. They also lead the information sessions on writing the final reflection report. The CP/I coordinators head the team of CP/I assessors, who grade the learning plan, Canvas journal, and final reflection report, and provide feedback to the students. The CP/I coordinators and CP/I assessors are AUC core faculty members.

2.1.9 Finding a CP/I partner

Students are responsible for identifying an appropriate CP/I partner. Students may independently find a CP/I opportunity, or alternatively, approach AUC CP/I partners (check the database on Canvas). Note that the partner organisations must have legal status within the region where the CP/I activities are to occur (i.e., be registered with the municipality, state, or country).

2.2 Double Internships

2.2.1 Double internship definition

It is possible to complete a 12 ecp **double internship**. A double internship must be research-based and must have an academic supervisor. Double internships, usually take place at academic institutions or research institutes. The workload must be 336 hours and the student is required to write a second, content-based, report. The supervisor must provide a letter of acceptance, confirming that the internship consists of 336 hours of research-based work, and that the supervisor will grade the content-based report within 10 working days after the deadline.

2.2.2 Guidelines for the second, content-based report:

- Includes context of the research, based on the literature
- Identifies knowledge gap, leading to research question
- Describes research methodology
- Contains analysis and argument section

- Interprets results in light of the research question and literature
- References
- The report needs to be comprehensive but succinct. Word count for a complete report must be in the range of 2,000 – 4,000 words.

The Rubric for the content-based report (see Appendix B) provides further information on what is expected from this report.

2.2.3 Submission and rubric

The internship supervisor oversees the writing of the content-based report and grades it. A grading rubric for the content-based report is provided in Appendix B. The supervisor should fill in the rubric and determine the grade within 10 working days after the submission deadline.

2.2.4 Double research-based internship and capstone

A double research-based internship can be done at the same institution as the capstone thesis. In such cases, the student should be careful to avoid self-plagiarism, but referring to e.g. results is allowed, as long as proper referencing is applied.

2.3 Grading components

For the application and all grading components, the AS&P Fraud and Plagiarism regulations apply. This includes using any texts from external sources without proper referencing, e.g. in the description of the host organisation. However, it is allowed to reuse texts from earlier assessments within the project without referencing, e.g. copying the formulation of the learning objectives from the learning plan in the final report. In cases where fraud or plagiarism is suspected, the relevant procedure in the AS&P applies.

2.3.1 Grading components for 6 ecp

The grading components for 6 ecp CP/I are shown in Table 1 below.

Table 1. Grading components for 6ecp CP/I.

Assessment	Assessor	% of final grade
Learning plan	CP/I Assessor	30
Canvas journal	CP/I Assessor	20
Final reflection report	CP/I Assessor	50

2.3.2 Grading component for 12 ecp research-based internships

Double 12 ecp research-based internships have an additional grading component in the content-based report, as shown in Table 2.

Table 2. Grading components for double 12 ecp research-based internship.

Assessment	Assessor	% of final grade
Learning plan	CP/I Assessor	15
Canvas journal	CP/I Assessor	10
Content-based final report	Academic Supervisor	45
Final reflection report	CP/I Assessor	30

2.4 Deadlines

A CP/I application must be submitted and approved before the start of the project. Students must apply individually, also if the project involves multiple AUC students.

2.4.1 Extensions

If an extension of the CP/I application deadline is necessary, the student can submit an extension request via the Digital Service Desk, using the "CPI extension form" which is available on the CANVAS AUC Student Information site. The CP/I office can grant extensions of up to 10 working days. Extension requests for longer periods of time can only be made in exceptional circumstances and must be submitted to the Board of Examiners.

2.4.2 Cross-period CP/I

If a CP/I project crosses over multiple periods (for example, it takes place in January and the spring semester, or starts in the middle of the spring semester and ends in June), the proposal must be submitted before the deadline for the period in which it starts. Also, the deadline for the learning plan of the first period applies. After approval of a cross-period project, the student will receive information on the specific deadlines that apply for the first Journal entry, and the midterm evaluation. For the final report, the deadline coincides with that of the period in which the project ends.

2.4.3 Late submissions

Late submission of **final reports** results in a failing grade "F". An extension of the deadline of up to 10 working days can be granted by the CPI team via the "CPI extension form" which is available on the CANVAS AUC Student Information site. Extensions for longer periods must be submitted to the Board of Examiners and are granted only in exceptional circumstances.

Table 3. CP/I Deadlines 2019-2020.

Period of CP/I	Application deadline	Learning plan deadline	Deadline first Journal entry	Final Report deadline
Autumn	1 July	8 Sep	1 Oct	20 Dec
January	1 Nov	6 Jan	10 Jan	2 Feb
Spring	1 Dec	9 Feb	1 March	31 May
June	1 April	1 June	5 June	28 June
Summer (July + August)	1 May	5 July	10 July	30 Aug

2.5 Application Packet/Proposal

2.5.1 Submitting application

Students have to submit an application proposal via the Digital Service Desk¹. The application is assessed by one of the CP/I coordinators. After approval of the application, students are registered in SIS by the CP/I team.

2.5.2 Contracts

Students must have a contract signed by the two parties (partner organisation, student) and returned to the CP/I coordinators via Canvas before the start of their project or, if this is not possible, within one week of the start of the project.

2.5.3 Guidelines for CP/I application package/proposal

The CP/I proposal must be structured according to the following guidelines. An application that does not follow these guidelines will not be considered. The CP/I application must be original work. Copying from the examples below or from previous CP/I projects counts as plagiarism.

2.5.3.1 Description of CP/I partner and project (100-200 words)

In this section, students provide a brief description of the partner organisation, the project and their own responsibilities within the project. The description should be to-the-point, and as concrete as possible.

2.5.3.2 Motivation (200-300 words)

In this section, students provide a brief motivation for participating in this CP/I project. The motivation could be linked to their current studies, including curriculum choices, future plans and professional/academic ambitions or personal objectives.

2.5.3.3 Learning objectives (around 150-300 words)

Using subheadings, in this section students must formulate at least one learning outcome per category with a minimum of 6 and a maximum of 10 learning outcomes in total. There are four categories: 1. Professional skills, 2. Life skills and personal development, 3. Interpersonal skills, and 4. Citizenship.

2.5.4 Learning objectives

For internships - categories 1, 2 and 3 are compulsory, 4 is optional.

For community projects – categories 2, 3 and 4 are compulsory, 1 is optional.

2.5.4.1 Category 1. Professional skills (required for Internships; optional for CP)

This group of learning outcomes should relate to the student's current and/or future field(s) of study or career plans. They should contribute to knowledge and skills in a particular area and/or should prepare students to effectively participate in the professional world. They could include goals such as knowledge in a particular field of study, ability to apply knowledge and/or research skills and methodologies, relevant computer and data skills, relevant problem-solving skills, understanding of an industry's organisation and practices, exploration and knowledge of possible career

¹ <http://www.auc.nl/servicedesk>

paths after graduation, etc.

Some examples:

- I will be able to process legal dossiers for human rights cases.
- I will be able to use a particular software (provide the name of the software).
- I will be able to work independently in a chemical lab and synthesize simple organic compounds.

2.5.4.2 Category 2. Life skills and personal development (required for all CP/I)

This group of learning outcomes relates to personal skills and competences, which are useful not only in a professional environment but in daily life, in general. They could include skills such as time management and organisation, punctuality, assertiveness, positive and constructive attitude, responsibility, awareness of personal strengths and weaknesses, flexibility and adaptability to changing conditions.

Some examples:

- I will learn how to communicate with my coworkers about obstacles while completing my tasks, and overcome the hesitation to ask for help.
- I will improve my time management skills, because I will work in an organisation where punctuality is required.
- I will learn what my strength and weaknesses are when acting as a teacher.

2.5.4.3 Category 3. Interpersonal skills (required for all CP/I)

This group of learning outcomes relates to the ability to work cooperatively with others. They could include goals such as ability to communicate ideas orally and in writing, ability to work in a team, ability to deal with criticism and to incorporate feedback, and leadership skills.

Some examples:

- I will learn how to communicate from a position of leadership.
- I will learn how to write a formal newsletter.
- I will learn how to accept and respond to criticism and feedback.

2.5.4.4 Category 4. Citizenship (required for CP; optional for Internships)

This group of learning outcomes relates to personal and social responsibility, and engagement at local and global levels, as specified in the AUC general learning outcomes AS&P 2.3.6 and 2.3.7.

Learning outcomes in this category could include goals such as appreciating people from diverse backgrounds, adjusting own attitudes and beliefs because of working within and learning from diversity of communities and cultures, exhibiting a commitment to social justice, and demonstrating a commitment to be an involved citizen in the community.

Some examples:

- I will develop skills to be able to deal with individuals and/or groups that are hostile to LGBT rights.

- I will be volunteering with people from very different backgrounds. This will teach me how to develop a positive relationship with people with different norms and values.
- I will learn how to work with children in a disadvantaged position.

2.5.5 Hours breakdown

This section provides a tentative breakdown of the expected number of hours spent on each of the proposed activities that comprise the project, adding up to a total of 168 hours (or 336 hours for a double internship). Up to 20 hours for keeping the Canvas journal and writing the CP/I final report can be included in this total.

2.5.6 Signed letter of acceptance

A letter of acceptance (or direct email) from the CP/I supervisor of the partner organisation must be included in the application. A template for the supervisor acceptance letter can be found in Appendix E. The letter should describe:

- The location, setting and work environment;
- The nature of activities;
- The number of expected hours of supervision;
- Appropriate contact information (address, telephone and e-mail).

2.5.7 International addendum (only for CP/I abroad):

A copy of the visa requirements and immunization requirements for the country where the CP/I activities are to occur must be added in case the CP/I project takes place outside of the EU.

2.5.8 Word count of application package:

Around 500-1000 words (excluding the letter of acceptance and international addendum).

3. Learning Plan

Shortly before or after the start of the project, students must submit a learning plan via Canvas. The deadline for this submission is specified in Table 3. The learning plan is graded and feedback is provided. The rubric for the grading of the learning plan is provided in Appendix C.

3.1 Learning objectives according to SMART

In the learning plan, the learning objectives must be formulated according to the "SMART" principle, that is, they have to be described as **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-focused.

3.1.1 Questions to be answered in SMART

The learning objectives should be numbered, and for each, the following three questions should be answered:

- What exactly will I learn in this project? The goal must be both relevant and realistic.
- How will I achieve this goal? What steps do I need to take to ensure that I will get a maximal learning experience? This description should go beyond "learning by doing", and should include more active ways of gathering skills, experiences and knowledge.
- How am I going to measure what I have learned? This description should include possible ways to collect and present evidence that the learning outcome has been achieved.

Note that both the wording and the number of learning outcomes can deviate from the original application, as long as there is a minimum of 6 learning outcomes, covering all the required categories.

3.1.2 Examples of SMART

Some examples of SMART formulation of learning objectives:

- My learning objective is that I want to learn how to write clear communications via e-mail. I will search the internet for information on how to write clear communication e-mails, and try out at least two different writing styles in my e-mails to my fellow committee members. I will ask my committee members to give written feedback on my e-mail communication skills, and I will include a reflection on how I adapted my writing style in response to their feedback. I will discuss this half-way through the project with the AUC Writing Center. In my final report, I will include some samples of my e-mails, the feedback from my peers, and a summary of the advice from the Writing Center.
- I want to investigate whether I want to pursue a career in the field of the CP/I. For this, I want to get more information on what is like to work in the field, what the possible activities are, are what professionals in the field consider as strong and weak points in such a career. To achieve this, I will compile a list of questions, and perform a couple of interviews with professionals in the

organisation. I will summarize my findings, and discuss this half-way the project with my supervisor. I furthermore plan to try out several aspects of the field. I plan to include a short reflection on this as an appendix to my final report.

The total size of the learning plan can vary, depending on the number of learning objectives, but it should not exceed 1500 words.

4. Canvas Journal and Mid-term Evaluation

During the project students are required to keep a journal in Canvas in which they reflect on their activities and learning. The journal has to be updated at least four times during the project, in regular intervals.

4.1 Journal contents

In the journal, students report on their activities and hours spent, and reflect on progress and plans with regards to their learning objectives. After the deadline for the first journal entry (see Table 3 for deadlines), the CP/I assessors review the journal entry and provide feedback. At the end of the project, the Canvas journal is graded, using the rubric in Appendix D. A short instruction for writing the journal, including an example entry, can be found on Canvas.

4.2 Mid-term evaluation form

Half-way the CP/I project, the student has to ask the supervisor to fill out the evaluation form in Appendix F. This evaluation, including specific feedback on the learning outcomes progress, must be discussed with the supervisor. The student has to submit the filled-out form on Canvas. In their final report, students have to reflect on how they incorporated this feedback into their actions and learning. Students should actively ask for specific feedback on their learning objectives.

4.3 Workshop sessions

Students are furthermore encouraged to attend a workshop session on writing the final reflection report. These sessions, led by the CP/I coordinators, give detailed guidelines on how to organize the report, collect and submit evidence, reflect on feedback, etc. In each teaching period, at least one session will be offered.

5. Final Reflection Report

The final report is a description and reflection of the community project or internship, and specifically on the learning outcomes. The CP/I project is not completed until the final report is graded by one of the CP/I assessors. The report must be well organized and clearly written, and directly address the sections below. Final reports must be submitted via Canvas by the appropriate deadline.

Students must submit individual final reports, consisting of original work. The report is checked for plagiarism. Section I of the report forms an exception, as here it is allowed to copy from the original application. The rubric for the grading of the final reflection report is provided in Appendix A.

5.1 Description of internship/community project (brief)

5.1.1 Description of organisation (max. 100 words)

This can be copied from the project proposal, but be aware that a plagiarism check will be performed, so external sources should be limited and properly referenced.

5.1.2 Description of project and responsibilities (max. 150 words)

A brief and clear overview of the student's activities and job role within the organisation.

5.2 Reflection on learning outcomes

In this section students provide a reflection on what has been learned during the project. After completing the project, which parts of the learning plan were achieved and to what extent?

Using subheadings for each learning objective, students must elaborate on how and to what extent the objective was met and, if not, why not. The focus is on reporting on the learning process and learning outcomes. The description should be as concrete as possible, supported by examples and evidence, demonstrating the learning outcome has been achieved. The evidence might consist of excerpts from reports or creative work, excerpts from websites, photos, feedback given, etc. The grade for this section is mainly based on the quality of the reflection, and not so much on having fully obtained all the learning outcomes.

5.3 Reflection on supervisor feedback and midterm evaluation (max. 500 words)

5.3.1 Summary of the supervisor's feedback, both formal (included in the evaluation form) and informal. Feedback from other sources (e.g. colleagues, committee members) can also be included.

5.3.2 What changed (or plan to change in future situations), after the feedback was provided? How so? Was it effective?

5.4 Reflection on personal contribution to organisation or community (max. 300 words)

This section focuses on the student's personal achievements and/or added value to the organisation where the CP/I project took place. What concrete contributions or positive changes (if any) did the project result in? Where possible, evidence should be provided,

e.g. in the form of produced products (software, websites, social media, posters, etc.).

5.5 Word count of report: 2,000 – 3,000 words

The total length of the final report should be around 2,000-3,000 words.

6. Grading and Feedback

The learning plan and final report are graded within 10 working days of the submission deadline. For both grades feedback is provided via Canvas. Feedback on the Canvas journal is provided after the deadline for the first journal entry. For double internships the academic supervisor grades the content-based report and provides feedback within 10 working days of the submission deadline.

Appendix A: CP/I Grading Rubric of Reflection Report

Category	0-54% - insufficient (I)	55-72% - sufficient (S)	73-84% - good (G)	≥85% very good/excellent (E)
<p>1. Description of CP/I organisation and activities</p> <p><i>Weight: 10%</i></p>	Does not meet the minimal requirements described under (S). Basic and vague description of CP/I organisation and activities	Sufficient description of organisation and project. Coherence and presentation of section are sufficient, but could be improved.	Good description of CP/I organisation and project. Good coherence and presentation of section.	Very good to excellent (succinct, brief and to-the-point) description of CP/I organisation and project. Brief outline of student's activities. No irrelevant information; excellent coherence and presentation of section.
<p>2. Reflection on learning outcomes</p> <p><i>Weight: 35%</i></p>	Does not meet the minimal requirements described under (S). Not all LOs are discussed. Little evidence of learning is presented, or evidence is not linked to learning outcomes.	All LOs are discussed, but focus is mostly on what the student has done, instead of what is learnt. Some evidence and/or examples of learning outcomes provided. Sufficient organisation and presentation.	Student provides relevant evidence and examples of concrete learning outcome (behaviours, actions and situations) for most LOs. Good organisation and presentation.	Exceeds the criteria under (G). Student demonstrates very good to excellent ability to reflect on learning outcomes. Evidence and examples is offered for all LOs. Excellent organisation and presentation.

<p>3. Reflection on supervisor feedback, including midterm evaluation</p> <p><i>Weight: 25%</i></p>	<p>Does not meet the minimal requirements described under (S). Supervisor feedback summarized superficially. Feedback is addressed defensively. Student does not pick up suggestions and ideas of the supervisor.</p>	<p>Formal (midterm) supervisor feedback is sufficiently summarized. A few points for improvement and consequent follow up by the student are discussed. Little specific feedback on learning objectives is discussed.</p>	<p>Supervisor feedback (both formal and informal) is adequately summarized. Student engages with criticism in an open and responsive way and has incorporated feedback. Feedback and follow up is discussed for most learning objectives</p>	<p>Exceeds the criteria under (G). Very good to excellent summary of supervisor feedback, both formal and informal. Student shows a positive, constructive attitude towards criticism and has incorporated feedback. Feedback and follow up is discussed for all learning objectives</p>
<p>4. Reflection on contributions to the organisation/ community</p> <p><i>Weight: 20%</i></p>	<p>Does not meet the minimal requirements described under (S). Achievements are not listed and/or examples are missing.</p>	<p>Student provides some examples of positive contribution to the CP/I organisation. Supervisor evaluation is sufficient.</p>	<p>Student provides ample examples of concrete contributions to the CP/I organisation. Supervisor is positive about the contribution of the student to the organisation.</p>	<p>Exceeds the criteria under (G). Student provides strong examples and/or evidence of concrete achievements: helped the organisation meet its mission and/or introduced positive changes. Supervisor is very positive about the contribution of the student to the organisation.</p>
<p>5. Effective written communication</p> <p><i>Weight: 10%</i></p>	<p>Does not meet the minimal requirements described under (S). Writing is not sufficiently clear, concise or engaged; sentences limited in complexity and variety. Lay- out of document is insufficient (e.g. missing title page, failing spell-check)</p>	<p>Writing and flow of information is generally clear and understandable. Multiple grammar, punctuation, spelling or word usage mistakes.</p>	<p>Good writing style. Some grammar, punctuation, spelling or word usage mistakes.</p>	<p>Very good to excellent writing style (clear, concise, well-organized). Hardly any grammar, punctuation, spelling or word usage mistakes.</p>

Appendix B: Grading Rubric of Content-Based Report (double research internship only)

Intended learning outcome	0-54% - insufficient (I)	55-72% - sufficient (S)	73-84% - good (G)	≥85% very good/excellent (E)
<p>1. Quality of the research question and/or thesis</p> <p><i>Weight: 10%</i></p>	Does not meet the minimal requirements described under (S). The research question is poorly articulated and not supported enough by academic sources.	Research topic is suitable; the research question and/or thesis is simple but sufficiently informed and supported by academic sources.	Goes beyond the criteria under (S), the research question/thesis is well articulated and sufficiently complex. It is clearly situated in a specific academic field.	Meets the criteria under (G). The research question/ thesis is focused and complex. It addresses a viable research gap and could potentially make an original contribution to the field.
<p>2. Review/synthesis of literature/research context</p> <p><i>Weight: 10%</i></p>	Does not meet the minimal requirements described under (S). Research literature is sporadically sampled; peer-reviewed articles, chapters and/or book-length studies are insufficiently used; online sources are misused.	Sufficient coverage of academic sources relevant to the research question/thesis, with method of review apparent if not always systematically applied.	Goes beyond the criteria under (S), comprehensive and critical coverage of academic sources relevant to the research question/thesis, with a systematic method of review.	In addition to the criteria under (G), the relevant literature is effectively synthesized and used to situate the research question/ thesis.
<p>3. Methodology</p> <p><i>Weight: 15%</i></p>	Does not meet the minimal requirements described under (S). No clear methodology is articulated or used in the collection, synthesis and/or engagement with primary and/or secondary data sources. No clear relationship exists between the methodology and research question/thesis. Ethical requirements not met.	Methodology is appropriate to the research question and is clearly articulated; the collection, synthesis and/or engagement with primary or secondary data sources is of sufficient quality and meets ethics requirements (where applicable).	In addition to (S), methodological selection demonstrates an awareness of a range of methodological approaches; the collection, synthesis, and/or engagement with primary or secondary data sources is of high quality.	In addition to the criteria under (G), the methodology used represents an innovative approach to the research question.
<p>4. Analysis and Argument</p> <p><i>Weight: 15%</i></p>	Does not meet the minimal requirements described under (S). The argument is non-existent or weak; the analysis of data and/or primary and secondary texts is absent or flawed and does not reflect what is required by the research question/thesis. The findings do not relate to the research question. The description of the problem and/or findings is incomplete or unclear.	The argument/analysis is present and sufficiently developed. The analysis of data and/or primary and secondary texts is sufficient and reflects a concerted attempt to implement the methodology. The claims/findings are supported by tables and figures, and/or evidence from the text.	Goes beyond the criteria under (S), the argument/ analysis is consistent and well-developed. The analysis of data and/or primary and secondary texts is rigorous. The claims/findings are solid Findings are closely related to the research question, and there is coherence between these elements.	In addition to the criteria under (G), the student demonstrates awareness of the process of analysis, either implicitly or explicitly. The student clearly guides the reader to the main findings by effectively using arguments, tables and graphs where appropriate.

<p>5. Discussion and implications</p> <p><i>Weight: 15%</i></p>	<p>Does not meet the minimal requirements described under (S). The societal relevance (if applicable) lacks or is not connected to the results; Opportunities for further studies are not specific or not based on the study outcomes; no limitations are mentioned.</p>	<p>There is a concise description of the implications of the results; Some notions are included about the social relevance and opportunities for further studies; Limitations are sufficiently highlighted.</p>	<p>Goes beyond the criteria under (S), there is a near-comprehensive description of the implications of the results; The social relevance and implications for further studies are discussed in relation to the outcomes of the study; A comprehensive set of limitations are brought forward.</p>	<p>In addition to the criteria under (G), the student presents a compelling argument for the broader significance or academic value of the student's research</p>
<p>6. Organisation and structure</p> <p><i>Weight: 10%</i></p>	<p>Does not meet the minimal requirements described under (S). Disjointed, incomplete or incoherent; required sections are missing or inadequately developed; Does not adhere to AUC's expectations in terms of formatting and style, with missing citations or bibliography; Notable presence of grammar and spelling errors.</p>	<p>Document is complete and structure is generally coherent, if disjointed or limited in places; Adheres to correct spelling and grammar, formatting and style, but with errors.</p>	<p>Goes beyond the criteria under (S). Document proceeds coherently through all required sections; Adheres to disciplinary conventions in terms of format and style, with a few errors; Limited grammar and spelling errors.</p>	<p>Goes beyond the criteria under (G). Cogently structured, with chapters and/or sections contributing to cohesive and compelling narrative; Fully adheres to disciplinary conventions in terms of format and style: Very few, if any, grammar and spelling errors.</p>
<p>7. Effective written communication</p> <p><i>Weight: 10%</i></p>	<p>Does not meet the minimal requirements described under (S). Writing is not sufficiently clear, concise or engaged; sentences limited in complexity and variety. Word count is exceeded without necessity or approval.</p>	<p>Writing and flow of information is generally clear and understandable.</p>	<p>Meets the criteria under (S); Evidence of a (developing) scholarly voice and conveys the academic content in a convincing way.</p>	<p>In addition to the criteria under (G), compellingly engages scholarly audience, while being clear and accessible to various communities of practice.</p>
<p>8. Academic competencies</p> <p><i>Weight: 15%</i></p>	<p>Does not meet the minimal requirements described under (S). The student relied too much on the supervisor, did not keep to agreements and deadlines, and in general showed a lack of independence and initiative.</p> <p><i>For empirical research, the data collection/experiments are carried out with little effort or skill and/or they are carelessly documented. In collaborative work, the student did not engage effectively with collaborators.</i></p>	<p>The student works independently; Takes feedback seriously and processes it appropriately; Is usually able to manage their work and to keep to agreements and meet deadlines.</p> <p><i>For empirical research, the data collection/experiments are carried out with effort and the work is organized and documented. In collaborative work, the student was a cooperative and engaged team player.</i></p>	<p>In addition to (S), recognizes the need for assistance or feedback and takes initiative to improve.</p> <p><i>For empirical research, the data collection/experiments are carried out with effort and skill and the work is well-organized and carefully documented. In collaborative work, the student was a cooperative and engaged team player who contributed good independent ideas.</i></p>	<p>In addition to the criteria under (G), demonstrates full ownership and responsibility for the project.</p> <p><i>For empirical research, in addition to (G) the data collection/experiments are carried out meticulously and efficiently with foresight and/or creative initiative. The work is documented carefully and clearly enough for another researcher to repeat the study. In collaborative work, the student contributed consequential and valuable independent ideas within their team.</i></p>

Appendix C: CP/I Grading Rubric of Learning Plan

Category	0-54% - insufficient (I)	55-72% - sufficient (S)	73-84% - good (G)	≥85% very good /excellent (E)
1. LOs are S-Specific, and A-Attainable <i>Weight: 30%</i>	The minimum condition under (S) is not met.	All LOs are described in some detail, and final level is specified.	Meets requirements under (S). LOs are clearly formulated, specifying a concrete final level. LOs are realistic in the context of the project.	Exceeds requirements under (G). There is a clear link between the LOs and the project, and LOs provide a challenge for the student.
2. LOs are M-Measurable, and T-Time-focused <i>Weight: 30%</i>	The minimum condition under (S) is not met.	For each LO there is some indication on how progress will be assessed.	For each LO there is a clear indication on how progress will be assessed. Furthermore, there are some descriptions of a timeline in the learning.	Exceeds requirements under (G). There is a clear timeline on (intermediate) steps in the learning. The student already incorporates possibilities for feedback and reflection in the learning plan.
3. LOs are R-Relevant <i>Weight: 15%</i>	The minimum condition under (S) is not met.	The relevance of each LO is briefly indicated by the student.	For most learning objectives the link with the study plans and/or further ambitions of the student is clearly indicated.	Exceeds requirements under (G). There is a strong link between the LOs and the study plans and/or further ambitions of the student.
4. Effective written communication <i>Weight: 15%</i>	The minimum condition under (S) is not met.	The learning plan has a sufficient lay-out. Spelling and grammar are on a sufficient level (spell check performed, most sentences correct, reasonable argumentation)	The learning plan has a good lay-out, including a title page and subheadings for each learning objective. Spelling and grammar are at a good level.	The learning plan has a very good lay- out. Spelling and grammar are at a very good to excellent level. Hardly any grammar, punctuation, spelling or word usage mistakes.

Appendix D: Grading Rubric of Canvas Journal

Category	0-54% - insufficient (I)	55-72% - sufficient (S)	73-84% - good (G)	≥85% very good/excellent (E)
<p>1. Description of activities</p> <p><i>Weight: 30%</i></p>	Does not meet the minimum requirement under (S). Very basic or vague description of activities. Poor organisation and presentation.	Basic description of activities. Some indication of time investment. Sufficient organisation and presentation	Good description of activities. Good organisation and presentation. Clear indication of hours spent in project.	Excellent (succinct, brief and to-the-point) description of activities. No irrelevant information. Excellent organisation and presentation.
<p>2. Reflection</p> <p><i>Weight: 70%</i></p>	Does not meet the minimum requirement under (S). Little examples of situations and/or behaviour changes provided. No critical evaluation.	Sufficient reflection on learning outcomes and the learning process. Limited use of examples of situations and/or behaviour changes or examples provided do not sufficiently illustrate the learning process. Minimal critical thinking expressed.	Good description of progress on LOs. Incorporating feedback on LOs. Good degree of critical thinking shown. Relevant examples of situations and/or behaviour changes discussed.	Very good to excellent description of progress on LOs. Student is actively seeking for feedback (formal and informal) on learning progress, and is able to critically evaluate and reflect on progress made, discussing relevant examples of situations and/or behaviour changes.

Appendix E: CP/I Supervisor Acceptance Form

The role of the supervisor is to guide the student in their daily project activities, and to give them feedback both on the quality of their work and on progress on their intended learning outcomes.

This form must be filled in and signed by the CP/I project supervisor, and submitted by the student as part of their CP/I application.



- Name of organisation, department and/or project

- Location(s) of the project activities

- Nature of activities

- Number of expected hours of supervision

- Appropriate contact information (address, telephone, e-mail).

Name and signature

Date

Appendix F: CP/I Supervisor Mid-Term Evaluation Form

COMMUNITY PROJECT/INTERNSHIP MID-TERM EVALUATION

NAME STUDENT:

NAME SUPERVISOR:

DATE OF ASSESSMENT:



1. To what extent has the student fulfilled the tasks and activities you both agreed should have been done within the term of the project so far? *Please rate the student on a scale ranging from 1 - not fulfilled at all, to 10 - completely fulfilled.*

GRADE:

Argument why this grade is given:

2. How would you grade the quality of work the student has displayed so far? *Please rate the student on a scale ranging from 1 – very low quality, to 10 – highest quality.*

GRADE:

Argument why this grade is given:

3. How would you grade the student's work attitude (e.g. motivation, collegiality, flexibility etc.)? *Please rate the student on a scale ranging from 1 – very negative attitude, to 10 – perfect positive attitude.*

GRADE:

Argument why this grade is given:

Further comments / Suggestions concerning student learning objectives / General impression:

Signature

Date

PLEASE complete the form and discuss it with the student. Also discuss the learning objectives of the student. The form has to be digitized and the student has to upload it on CANVAS within a week after receiving it. Thank you!