



**Amsterdam University College**  
*Excellence and Diversity in a Global City*

**Community Projects and Internships**  
**Guidelines 2020-2021**

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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 and guidelines on community projects and internships.

### 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 2.5.3 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.

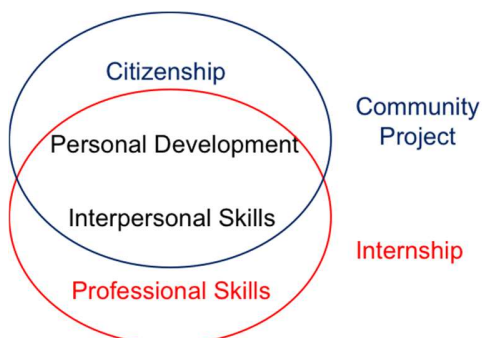


Figure 1. Learning outcome categories for Community Projects and Internships.

## **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 F.

### **1.3.3 Step 3**

Students submit their application, following the application deadlines given in section 2.4. The application is assessed by the CP/I coordinators, who inform the student whether it is approved, or if adjustments are required. If the CP/I project is approved, the student will automatically be registered in the AUC Portal. The CP/I team will also take care that, if applicable, the student is deregistered from a previously registered course. The CP/I coordinators also 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**

The student and the CP/I project supervisor sign the internship or community project contract. The contract must be submitted via AUC Portal by the end of the first week of the project.

### **1.3.5 Step 5**

Near the start of the project a detailed learning plan must be submitted. Deadlines for submission of the learning plan are given in section 2.4 and detailed guidelines in section 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 submit journal entries in AUC Portal 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 a 4-week period this is once every 4 (working) days. The student will receive feedback on their first journal entry by one of the CP/I assessors. At the end of the project the CP/I journal will be graded.

### 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 in AUC Portal. 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 AUC Portal.

### 1.3.8 Step 8

Students submit the final CP/I report via AUC Portal. 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 CP/I hours

A CP/I project consists of 168 hours of work (336 for a double internship), 20 of which could be devoted to writing the project journal and final report. Retroactive counting of hours is not allowed, that is, work completed before the start of the project cannot be included in the 168/336 hours.

#### 2.1.2 Required/allowed number of CP/I projects

According to the Academic Standards & Procedures (ASP 2.14.1), 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.

#### 2.1.3 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.

#### 2.1.4 Timing of the CP/I project

CP/I projects can take place in all regular course periods, i.e. in the autumn or spring 16-weeks periods, or in the January or June 4-week 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 4-week period.

#### 2.1.5 Cross-period CP/I

It is possible to apply for a cross-period CP/I, but the project should be planned within a single semester, so Autumn-January or Spring-June. Only projects starting in June can cross over the summer period. 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 Table 4.

#### 2.1.6 Longer cross-period CP/I

It is possible to apply for a cross-period CP/I project, longer than a semester in exceptional circumstances. In this case, students add a short paragraph to the motivation section in their application explaining how achieving their learning outcomes requires a longer commitment, and providing a timeline of the project, which clearly indicates activities taking place over two semesters. This could be the

case, for example, with organizing and participating in a conference, which takes place in March/April, but its organization starts in September. In this example, the CP/I would be an autumn-spring semester cross-period project.

#### 2.1.7 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.

#### 2.1.8 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.

#### 2.1.9 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 F). 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 deadlines for submitting the evaluation form to AUC Portal are given in section 2.4. The student must reflect on the supervisor feedback and on their adjustments in the final reflection report.

#### 2.1.10 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, journal, and final reflection report, and provide feedback to the students. The CP/I coordinators are AUC core faculty members.

#### 2.1.11 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 partners list 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.

In case the project starts as a single research internship, but turns into a double internship at a later stage, a second letter of acceptance, confirming that the internship will consist of 336 hours of research-based work, has to be submitted.

### 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.**

<b>Assessment</b>	<b>Assessor</b>	<b>% of final grade</b>
Learning plan	CP/I Assessor	30
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.**

<b>Assessment</b>	<b>Assessor</b>	<b>% of final grade</b>
Learning plan	CP/I Assessor	20
Journal	CP/I Assessor	10
Content-based final report	Academic Supervisor	35
Final reflection report	CP/I Assessor	35

## 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 AUC Portal. 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

Deadlines for cross-period CP/I projects are specified in Table 4. In case the project has unusual starting or ending dates (for example, it starts in the middle of the autumn semester or ends in the middle of the summer), students will be assigned individual deadlines for the learning plan, first journal entry and supervisor evaluation.

### 2.4.3 Late submissions

Late submission of **final reports** results in a failing grade "F". Students can apply for an extension of the deadline of up to 10 working days on AUC Portal. Extensions for longer periods must be submitted to the Board of Examiners and are granted only in exceptional circumstances.

**Table 3. CP/I Deadlines for single period projects 2020-2021.**

<b>Period of CP/I</b>	<b>Application</b>	<b>Learning plan</b>	<b>First journal entry</b>	<b>Supervisor evaluation</b>	<b>Final report</b>
Autumn	1 July	7 Sep	5 Oct	26 Oct–9 Nov	18 Dec
January	1 Nov	5 Jan	11 Jan	15-20 Jan	1 Feb
Spring	1 Dec	8 Feb	1 March	22 March-5 April	28 May
June	1 April	1 June	7 June	10-15 June	25 June
Summer (July + August)	1 May	5 July	12 July	26 July-2 Aug	27 Aug

**Table 4. CP/I Deadlines for cross-period projects 2020-2021.**

<b>Period of CP/I</b>	<b>Application</b>	<b>Learning plan</b>	<b>First journal entry</b>	<b>Supervisor evaluation</b>	<b>Final report</b>
Autumn-January	1 July	21 Sep	19 Oct	9-23 Nov	1 Feb
Spring-June	1 Nov	22 Feb	15 March	5-19 April	25 June
June-Summer	1 April	14 June	21 June	12-19 July	27 Aug

## **2.5 Application Proposal**

### 2.5.1 Submitting application

Students have to submit an application proposal via AUC Portal. The application is assessed by one of the CP/I coordinators. After approval of the application, students are automatically registered for their CP/I project in AUC Portal.

### 2.5.2 Contracts

Students must have a contract signed by the two parties (partner organisation and student) and returned to the CP/I coordinators via AUC Portal within one week of the start of the project.

### 2.5.3 Guidelines for CP/I application proposal

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 (100-300 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 (200-500 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.

In case of a cross-period project, longer than a semester, a short paragraph must be added here, explaining how achieving the learning outcomes requires a longer commitment, and providing a timeline of the project, which clearly indicates activities taking place over two semesters.

#### 2.5.3.3 Learning objectives (around 100-200 words)

Using subheadings, in this section students must formulate at least one learning outcome per category with a minimum of 5 and a maximum of 8 learning outcomes in total. There are four categories: 1. Professional skills, 2. Life skills and personal development, 3. Interpersonal skills, and 4. Citizenship.

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.

#### 2.5.3.4 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 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.

#### 2.5.3.5 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 organize myself and be productive while working independently from home.
- I will improve my time management skills, because I will work in an organisation where punctuality is required.
- I will learn what my strengths and weaknesses are when acting as a teacher.

#### 2.5.3.6 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.

#### 2.5.3.7 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.

#### 2.5.4 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 journal and writing the CP/I final report can be included in this total.

#### 2.5.5 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 F. The letter should describe:

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

#### 2.5.6 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.

2.5.7 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 AUC Portal. The deadlines for this submission are specified in section 2.4. The learning plan is graded by one of the assessors and feedback is provided. The rubric for the grading of the learning plan is provided in Appendix C. The learning plan consists of the following:

#### 3.1 Description of project, activities and motivation for taking part in this project.

This section can be copied from the application.

#### 3.2 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.

##### 3.2.1 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 concrete, relevant and realistic. Why is this goal important, professionally, academically or personally?
- 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 reflect on the learning process in the final report, and, if possible, 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 5 and a maximum of 8 learning outcomes, covering all the required categories.

##### 3.2.2 Examples of SMART

Some examples of SMART formulation of learning objectives:

- I want to learn how to write clear communications via e-mail, as this is an important skill, regardless of one's career path. 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 and/or my supervisor. 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/my supervisor.

- I want to investigate whether I want to pursue a career in the field of the CP/I, as I am still uncertain of what Master degree to choose. For this, I want to get more information on what it is like to work in the field, what the possible activities are, and what professionals in the field consider as strong and weak points of such a career. To achieve this, I will first search the internet and read information on this career path. Next, 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, in addition to discussing examples of situations, which have given me insight and have made me learn.

The total size of the learning plan can vary, depending on the number of learning objectives, but it should not exceed 1500-1800 words.

#### 4. Journal and mid-term evaluation

During the project students are required to keep a journal 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. The focus here is on the learning process – to what extent the learning goals have been achieved, how, and what needs to be adjusted in the learning process. After the deadline for the first journal entry (see section 2.4 for deadlines), the CP/I assessors review the journal entry and provide feedback. At the end of the project, the journal is graded, using the rubric in Appendix D.

##### 4.2 Example of a journal entry

<i>Date:</i>
<i>Activities/hours in past period:</i>  <i>In the past week I have been involved in the following activities:</i> <ul style="list-style-type: none"><li>- <i>Doing research on... (15 hours)</i></li><li>- <i>Preparing the weekly newsletter (10 hours)</i></li><li>- <i>Meetings with supervisor and other colleagues (3 hours)</i></li><li>- <i>Interviews (5 hours)</i></li></ul>
<i>Progress on learning objectives:</i>  LO1 (Learning to work with a publishing software). I made good progress on this goal, as I started using .... software. I first read a manual and a number of other sources online. After I tried formatting my first page and encountered several difficulties, I discussed them with a colleague who gave me advice on how to proceed. I incorporated her advice and the page looks much better now. From this I learned that ...(concrete actions/knowledge learned on working with software).  LO2 (Improving time management). I felt overwhelmed by my tasks this week, and as a result I was late for one meeting and with a deadline. So, I started reading online on different time management techniques. So far, I have applied one, but it did not work well for me. From this experience I learned that I have to leave 15-minute breaks between different activities, in order to be more productive. I will try with other methods I read about and will report the result in my next journal entries. I, also, plan to seek advice on this from colleagues and my supervisor.
<i>Planned adjustments, if any:</i>  I did not make any progress on LOs 3, 4 and 5. I will start working on them next week, as I will be participating in a conference, and I will be putting the final touches on the newsletter. I will also be transcribing the interview results, which will help me make progress on LO3. At the end of next week, I will have my mid-term supervisor evaluation meeting, so I will get the chance to work on receiving feedback (LO 4).



### **4.3 Mid-term evaluation form**

Half-way the CP/I project, students have to ask their supervisor to fill out the evaluation form in Appendix G. 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 to AUC Portal by the respective deadline, specified in section 2.4. 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.

### **4.4 Informal feedback**

In addition to the mid-term evaluation, students are encourage to collect and reflect on informal feedback from their supervisor, peers and colleagues.

### **4.5 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. At least one session is offered in each semester.

## **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 AUC Portal by the appropriate deadline.

Students must submit individual final reports, consisting of original work. The report is checked for plagiarism. The Description of organization section 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 they have 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. While specific activities could be given as examples of achieved learning goals, the focus here is on reporting on the learning process and learning outcomes, and not on the activities performed. The description should be as concrete as possible, supported by examples and, if possible, 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 and other 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) should 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 or community 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 and feedback is provided via AUC Portal. Feedback on the 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>	<p>Does not meet the minimal requirements described under (S). Basic and vague description of CP/I organisation and activities</p>	<p>Sufficient description of organisation and project. Coherence and presentation of section are sufficient, but could be improved.</p>	<p>Good description of CP/I organisation and project. Good coherence and presentation of section.</p>	<p>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>
<p>2. Reflection on learning outcomes</p> <p><i>Weight: 35%</i></p>	<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.</p>	<p>Most LOs are discussed, but focus is mostly on what the student has done, instead of what was learnt. Some evidence and/or examples of learning outcomes provided. Sufficient organisation and presentation.</p>	<p>Student provides relevant evidence and/or examples of concrete learning outcome (behaviours, actions and situations) for most LOs. Good organisation and presentation.</p>	<p>Exceeds the criteria under (G). Student demonstrates very good to excellent ability to reflect on the learning process. Evidence and/or examples is offered for all LOs. Excellent organisation and presentation.</p>

<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 to no specific feedback on learning objectives is discussed.</p>	<p>Supervisor feedback (both formal and informal) is adequately summarized or only formal feedback discussed. Student engages with criticism in an open and responsive way and has incorporated most feedback. Feedback and follow up is discussed for most but not all 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 sufficient examples of positive contribution to the CP/I organisation or community. Supervisor evaluation is sufficient.</p>	<p>Student provides some examples of concrete contributions to the CP/I organisation or community. 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 in the organization or community. 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). No 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</i>, 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.</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</i>, 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.</p>	<p>In addition to (S), recognizes the need for assistance or feedback and takes initiative to improve.</p> <p><i>For empirical research</i>, 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.</p>	<p>In addition to the criteria under (G), demonstrates full ownership and responsibility for the project.</p> <p><i>For empirical research</i>, 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.</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)
<p>1. LOs are S-Specific, and A-Attainable</p> <p><i>Weight: 30%</i></p>	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.
<p>2. LOs are M-Measurable, and T-Time-focused</p> <p><i>Weight: 30%</i></p>	The minimum condition under (S) is not met.	For most LO there is some indication on how progress will be assessed. No steps of learning are indicated, or steps of learning are indicated only for some LOs.	For each LO there is a clear indication on how progress will be assessed. The proposed measure is feasible and realistic. Furthermore, there is some description of steps in the learning process.	Exceeds requirements under (G). There is a clear timeline on (intermediate) steps in the learning, indicating how the goal will be achieved. The student already incorporates possibilities for feedback and reflection in the learning plan.
<p>3. LOs are R-Relevant</p> <p><i>Weight: 15%</i></p>	The minimum condition under (S) is not met.	The relevance of each LO is briefly indicated by the student, or is indicated only for some LOs.	For most learning objectives the link with the study plans and/or further ambitions/plans 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/plans of the student.
<p>4. Effective written communication</p> <p><i>Weight: 15%</i></p>	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. Spelling and grammar are at a good level, some grammar, punctuation, spelling or word usage mistakes.	The learning plan has a very good lay-out. The learning outcomes are grouped in categories. No grammar, punctuation, spelling or word usage mistakes.



## Appendix D: Grading Rubric of 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 on project for most activities.	Excellent (succinct, brief and to-the-point) description of activities. No irrelevant information. Focus is exclusively on activities performed. The nature of activities is clear for an outsider. Clear indication of hours spent on project for all activities. 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 Journal Format**

Name student:

Student number:

Short description of project (max. 100 words):

<i>Date:</i>
<i>Activities/hours in past period:</i>
<i>Progress on learning objectives:</i>
<i>Planned adjustments, if any:</i>

<i>Date:</i>
<i>Activities/hours in past period:</i>
<i>Progress on learning objectives:</i>
<i>Planned adjustments, if any:</i>

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

### COMMUNITY PROJECT/INTERNSHIP MID-TERM EVALUATION

**Please, discuss the learning goals of the student, as well.**

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, select one of the following: not fulfilled at all, partially fulfilled, mostly fulfilled, completely fulfilled.**

Argument why this assessment is given:

**2. How would you rate the quality of work the student has displayed so far? Please select one of the following: low quality, medium quality, high quality, highest quality.**

Argument why this assessment is given:

**3. How would you rate the student's work attitude (e.g. motivation, collegiality, flexibility etc.)? Please select one of the following: very negative attitude, negative attitude, positive attitude, very positive attitude.**

Argument why this assessment is given:

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

Signature

Date



PLEASE complete the form and discuss it with the student. The form has to be digitized and the student has to upload it on AUC Portal before the respective deadline. Thank you!