



Amsterdam University College
Excellence and Diversity in a Global City

Community Projects and Internships
Guidelines 2022-2023

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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 means that students need to take ownership of their learning and regulate and plan the learning objectives they set for themselves. The general goal of the CP/I is to acquire life-long learning skills that are paramount to successful employability.

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. There are two sides to a community project or internship experience. On one hand, it is about being challenged and learning new competencies, on the other hand it is about translating academic competencies learned at AUC and applying them to a professional work environment.

The common denominator of community projects and internships is that they aim to provide a learning experience that enhances personal development and interpersonal skills. These aims are in line with AUC's general learning objectives (AS&P 2.3.4-2.3.5). Furthermore, internships and community projects each have their own emphasis on certain learning objectives, but not exclusively.

Internships offer students the opportunity to gain professional and/or develop research skills in their field of study and may help prepare students for future professional or academic careers (see AS&P learning objectives 2.3.1-2.3.3).

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 objectives 2.3.6-2.3.7).

If a project involves all four learning objective 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.

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 via Portal (see also Portal User Guide en Course Registration Guidelines op de 'Courses & Course Registration' Canvas page: <https://canvas.uva.nl/courses/7037/pages/courses-and-course-registration>), 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. Approval of a project is at the discretion of the CP/I coordinators. If the CP/I project is approved, the student will automatically be registered in AUC Portal. The CP/I team will also take care that, if a January or June CP/I project is approved, 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 for projects in the 4-week period and by the end of the first month for projects in the 16-week period and cross-period projects.

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 according to a pass/fail rubric.

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 must reflect on this midterm evaluation in their final report.

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. The final grade is calculated based on the grading components given in section 2.3.

Important: students submit all the assignments for their CP/I project (contract, learning plan, journal entries and midterm evaluation) in AUC Portal (<https://portal.auc.nl>). Applications or assignments submitted via email will not be processed. Furthermore, assessments including feedback will also be accessible in Portal. See Table 3a and b for deadlines.

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, students at AUC are required to complete at least one 6 EC community project or internship. Students are allowed to complete two separate single 6 EC internships, one 6 EC community project and one 6 EC internship, or a 12 EC double research-based internship. In the case of two separate internships, the learning objectives 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 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. Full-time projects are only possible in the January or June intensive (for example, you cannot do a full-time 6-month internship). 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.

2.1.4 Cross-period CP/I

It is possible to apply for a cross-period CP/I, but the project should be planned within a single semester, so Autumn-January or Spring-June. Only projects starting in June can cross over the summer period. It is not possible to complete a summer-Autumn cross-period project. In case of a cross-period project, the application must 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 3b.

2.1.5 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 objectives 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.

2.1.6 Extension of the CP/I project period

The CP/I team can approve requests for project extensions from one period to another only if the project circumstances have changed and the supervisor confirms this by re-submitting the supervisor acceptance form or by direct e-mail to cpi@auc.nl. An example of a changed circumstance is an event, which has been moved from April to June, and the student must extend their project participation into the June 4-week period. Extension requests for any other reason must be submitted to the Board of Examiners.

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, except for AUCSA, Board of Studies and Student Council. Students may earn a maximum of 6 EC for projects taking place within AUC, including AUCSA, Board of Studies and Student Council. 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. CP/I projects which are supervised by core staff or partner faculty can have more than 6 credits, with a maximum as specified in the AS&P 2.14.

2.1.8 Role of the supervisor or peer reviewer

Students are required to have a supervisor who guides them in their daily work and who provides feedback on their performance and learning. Fellow bachelor 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, Student Council, AUCMUN and Springboard. Here, fellow students in the organisation are allowed to act as peer reviewer. A peer reviewer feedback form is included in Appendix H.

The supervisor/peer reviewer must commit to providing the supervision by filling in the supervisor acceptance form (a template 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/peer reviewer completes an evaluation/feedback form. The deadlines for submitting the form to AUC Portal are given in section 2.4. The student must reflect on this feedback and on their adjustments in the final reflection report.

If the supervisor or peer reviewer is not able to provide adequate feedback, students are strongly advised to actively ask for feedback on their performance on a specific task, or more general function in their role, from other members of the organization with whom they work more closely.

2.1.9 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 Q&A sessions. 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.

2.1.10 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 which can be found on Canvas-page of AUC Student Information called "Community Projects and Internships: Opportunities". 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 EC **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 confirm that the internship consists of 336 hours of research-based work in the supervisor acceptance form.

In case the project starts as a single research internship, but turns into a double internship at a later stage, a second supervisor acceptance form, 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 considering 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 12 working days after the submission deadline and send it to cpi@auc.nl.

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, if 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 EC CP/I projects

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

Table 1. Grading components for 6 EC CP/I projects

Assessment	Assessor	% of final grade
Learning plan	CP/I Assessor	30
Journal (4 entries)	CP/I Assessor	10 ¹
Final reflection report	CP/I Assessor	60

2.3.2 Grading component for 12 EC research-based internships

Double 12 EC 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 EC research-based internship.

Assessment	Assessor	% of final grade
Learning plan	CP/I Assessor	30
Journal (4 entries)	CP/I Assessor	10
Content-based final report	Academic Supervisor	30
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 or final report deadline is necessary, the student can submit an extension request via AUC Portal. Extension request should be

¹ Each journal entry is assessed as pass/fail, fail is 1.0 and pass is 10.0.

submitted prior to the original application or assignment deadline. The CP/I office can grant extensions of up to 12 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. It is not possible to submit extension requests for the learning plan and journal.

2.4.2 Cross-period CP/I

Deadlines for cross-period CP/I projects are specified in Table 3b.

2.4.3 Late submissions

Late submission of **final reports** results in a failing grade "1.0".

Table 3a: CP/I Deadlines for single period projects 2022-2023.

Period of CP/I	Application	Learning plan	First journal entry	Supervisor evaluation	Final report
Autumn	1 July	13 Sep	11 Oct	24 Oct-7 Nov	23 Dec
January	1 Nov	9 Jan	16 Jan	13-20 Jan	3 Feb
Spring	1 Dec	14 Feb	7 March	20 March-3 April	2 June
June	1 April	5 June	12 June	21-26 June	30 June
Summer (July + August)	1 May	4 July	18 July	25 July-1 Aug	25 Aug

Table 3b: CP/I Deadlines for cross-period projects 2022-2023.

Period of CP/I	Application	Learning plan	First journal entry	Supervisor evaluation	Final report
Autumn-January	1 July	27 Sep	13 Oct	7-18 Nov	3 Feb
Spring-June	1 Nov	28 Feb	21 March	3-14 April	30 June
June-Summer	1 April	13 June	27 June	10-18 July	25 Aug

2.5 Application Proposal

2.5.1 Submitting application

Students must submit an application proposal via AUC Portal. To start the application process, select a community project or internship as you would select any other course. After selecting a community project or an internship I, click on "Start CP/I Registration". Fill out all the fields and click on "Submit form". You may begin your application page and come back to it later, by clicking on "Save changes."

The application proposal is assessed by one of the CP/I coordinators. Students receive feedback on their application proposal in their CP/I registration in Portal. After approval of the application proposal, students are automatically registered for their CP/I project.

2.5.2 Contracts

Students must have a contract signed by the two parties involved (partner organisation and student) and submitted in their project in AUC Portal, without the signature of the CP/I coordinator, 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 objectives 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 a minimum of 5 and a maximum of 8 learning objectives, within these four categories: 1. Professional skills, 2. Life skills and personal development, 3. Interpersonal skills, and 4. Citizenship. Internships should always include at least one learning objective from category 1, and community projects at least one learning objective from category 4.

2.5.3.4 Category 1. Professional skills (required for Internships, optional for CP)

This group of learning objectives 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 objectives 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-tracking skills to learn to use my time more effectively.
- 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 objectives 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 objectives relates to personal and social responsibility, and engagement at local and global levels, as specified in the AUC general learning objectives in the AS&P.

Learning objectives 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 LGBTQIA+ 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 supervisor or peer reviewer acceptance form

The supervisor acceptance form must be included in the application. A template can be found in Appendix F.

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

For CP/I projects abroad, students must submit a signed indemnification form. The form can be downloaded from the CP/I Canvas page.

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.

Students are strongly encouraged to watch the Learning Plan workshop video and attend at least one of the Q&A sessions.

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 must be described as **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-focused.

Students are encouraged to consider and expand on what they have already learned at AUC and think about how academic learning objectives from AUC can be translated to professional life.

3.2.1 Questions to be answered in SMART

The learning objectives should be grouped into the required categories, 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 sources for reflection (e.g., critically self-assess, gathering feedback from others, taking tests, reading and doing (online) research etc.) on the learning process in the final report, and, if possible, collect and present evidence that the learning objective has been achieved.

Note that both the wording and the number of learning objectives can deviate from the original application, if there is a minimum of 5 and a maximum of 8 learning objectives, covering all the required categories.

3.2.2 Examples of SMART

Some examples of SMART formulation of learning objectives:

- I will 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 Centre 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 Centre/my supervisor.

- I will investigate whether I want to pursue a career in the field of the CP/I, as I am still uncertain of what master's 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.

Suggestion 1: two common issues with formulating learning objectives (LO) are lack of specificity and missing steps of learning. Students need to be as specific as possible. For example, "I will improve my leadership skills" is NOT SMART. Of all the skills involved in this (planning, prioritization, exerting control, delegation, goal setting, organization, logistics, being a role model, motivating and inspiring others etc.) one should choose a specific one to improve. Students should, also, indicate how they plan to make progress on each LO. This plan is only tentative and could change as the project progresses.

Suggestion 2: sometimes students do not clearly link their LOs and project. These LOs are typically generic transferrable skills that could already have been picked up before or in any other job. It helps to focus on formulating LOs that are very specific and challenging for the particular project, which do not always have to be soft skills.

Suggestion 3: very often students use qualifiers ('effectively', 'productively', 'better' etc.) in formulating LOs. It helps to specify what is meant by those words, because it makes students think what they like to attain.

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 must 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, and not on activities performed – 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. There is a total of four journal entries required, each making up for 25% of the final journal grade.

4.2 First Journal Entry

The first journal entry is meant to inform the assessor of your learning objective progress and it is a moment to reflect on your progress and after submission to receive feedback to improve your learning trajectory, future journal entries and your final reflection report. This entry is not graded. Please also include revisions on the learning plan, if applicable.

For writing the entries, when describing activities keep in mind that you are writing for a laymen's audience. It also helps the assessor if you describe what you do on an average workday. Secondly, to exemplify learning it helps to describe (challenging) situations/learning moments and detailing feedback received (so not just state "I received feedback"). In addition, try to *show* how LOs are improving by comparing and describing before and after moments.

Finally, please also check out <http://selfreflection.elipse.aws.uq.edu.au/student-toolkit/how-do-i-self-reflect/> for very useful tips for writing the journal entries and the final reflection report.

4.3 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">- <i>Doing research on... (15 hours)</i>- <i>Preparing the weekly newsletter (10 hours)</i>- <i>Meetings with supervisor and other colleagues (3 hours)</i>- <i>Interviews (5 hours)</i>
<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 several 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 must 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.

Planned adjustments, if any:

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).

4.4 Mid-term evaluation form

Half-way the CP/I project, students must ask their supervisor to fill out the evaluation form in Appendix G. This evaluation, including specific feedback on the learning objectives progress, must be discussed with the supervisor. The student must submit the filled-out form to AUC Portal by the respective deadline, specified in section 2.4. In their final report, students must reflect on how they incorporated this feedback into their actions and learning. Students should actively ask for specific feedback on their learning objectives.

4.5 Informal feedback

In addition to the mid-term evaluation, students are encouraged to collect informal feedback from peers and colleagues. This is, especially, important in case the supervisor is not directly involved in the project. This feedback should, also, be discussed in the final report.

5. Final Reflection Report

The final report is a description and reflection of the community project or internship, and specifically on the learning objectives. 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. Furthermore, drawing from your learning plan and journal entries will not count as self-plagiarism.

The final report is assessed based on the quality of the reflection and not on the quality of the work done as part of the project.

Students are strongly encouraged to watch the Final report workshop video and attend at least one Q&A session.

5.1 Description of internship/community project (brief)

5.1.1 Description of organization (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 objectives

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 not on the activities performed. An insightful way of describing a learning process is to do pre- and post-project comparison of the learning outcomes, exemplifying this with descriptions of situations that were learning moments. The description of this process should be concrete and, if possible, supported by evidence, demonstrating progress on the learning objective. 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 objectives.

Two important notes: first, students should be aware that they are not graded on the quality of their work, but rather on the reflection of their learning process; although, the quality of work can be part of the reflective process. Second, it is possible that students learn something unplanned and serendipitous, and it is allowed to include

this in the final reflection report.

Tip: there are many helpful resources available on reflective writing, for example like the [Univeristas21 Student Toolkit](#).

5.3 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 12 working days of the submission deadline. The graded rubric and content-based report needs to be sent to cpi@auc.nl.

Appendix A: CP/I Grading Rubric of Reflection Report

Category	0-5.4 - insufficient (I)	5.5-7.2 - sufficient (S)	7.3-8.4 - good (G)	≥8.5 very good/excellent (E)
<p>1. Description of CP/I organisation and activities</p> <p><i>Weight: 20%</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 objectives</p> <p><i>Weight: 70%</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 situations. Supervisor or peer-reviewer feedback summarized superficially. Feedback is addressed defensively. Student does not pick up suggestions and ideas of the supervisor.	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 is provided. Formal (midterm) supervisor or peer reviewer 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.	Student provides relevant evidence and/or examples of concrete learning (behaviours, actions and situations) for most LOs. Supervisor or peer reviewer feedback (both formal and informal) is adequately summarized, or only formal feedback is discussed. Student engages with (self-)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.	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. Very good to excellent summary of supervisor or peer reviewer feedback, both formal and informal. Student shows a positive, constructive attitude towards (self-) criticism and has incorporated feedback. Feedback and follow up is discussed for all learning objectives.

<p>3. 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>Sufficient organisation and presentation. Writing and flow of information is generally clear and understandable. Multiple grammar, punctuation, spelling or word usage mistakes.</p>	<p>Good organisation and presentation. Good writing style. Some grammar, punctuation, spelling or word usage mistakes.</p>	<p>Excellent organisation and presentation. Very good to excellent writing style (clear, concise, well-organized). No grammar, punctuation, spelling or word usage mistakes.</p>
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Appendix B: Grading Rubric of Content-Based Report (double research internship only)

Intended learning objective	0-5.4 - insufficient (I)	5.5-7.2- sufficient (S)	7.3-8.4 - good (G)	≥8.5 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	0-5.4 - insufficient (I)	5.5-7.2 - sufficient (S)	7.3-8.4 - good (G)	≥8.5 very good /excellent (E)
<p>1. LOs are S-Specific, and M-Measurable</p> <p><i>Weight: 35%</i></p>	The minimum condition under (S) is not met.	Most LOs are formulated as goals (not aspirations or wishes) and are described in some detail. For most LOs there is some indication on how progress will be measured.	Most LOs are clearly formulated and specific. For most LOs there is a clear, valid and varied indication on how progress will be measured.	All LOs are clearly formulated and specific. For all LOs there is a clear, valid and varied indication on how progress will be measured.
<p>2. LOs are A-Attainable and T-Time-focused</p> <p><i>Weight: 35%</i></p>	The minimum condition under (S) is not met.	For some LOs it is explained what level is aimed for, as much as is possible, and this should be feasible with the CPI project. There is some indication when progress is tracked during the CPI (continuously, per time frame, per event etc.).	For most LOs it is explained what level is aimed for, as much as possible, and this should be feasible within the CPI project. There is a clear indication when progress is tracked during the CPI (continuously, per time frame, per event etc.).	For all LOs it is explained what level is aimed for, as much as possible, and this should be feasible within the CPI project. There is a clear indication when progress is tracked during the CPI (continuously, per time frame, per event etc.).
<p>3. LOs are R-Relevant</p> <p><i>Weight: 15%</i></p>	The minimum condition under (S) is not met.	The relevance of the LOs are described in general.	For most LOs it is clearly described why it is professionally/academically relevant to learn what is aimed for.	For all LOs it is clearly described why it is professionally/academically relevant to learn what is aimed for. It is specified why the particular CPI is specifically relevant for proposed LOs.
<p>4. Effective written communication</p> <p><i>Weight: 15%</i></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)	Sufficient organisation and presentation. Writing and flow of information is generally clear and understandable. Multiple grammar, punctuation, spelling or word usage mistakes.	Good organisation and presentation. Good writing style. Some grammar, punctuation, spelling or word usage mistakes.	Excellent organisation and presentation. Very good to excellent writing style (clear, concise, well-organized). No grammar, punctuation, spelling or word usage mistakes.

Appendix D: Grading Rubric of Journal²

Category	Fail (1.0)	Pass (10.0)
<p>1. Description of activities</p> <p><i>Weight: 30%</i></p>	<p>Poor to basic description of activities. Some indication of time investment. Poor to insufficient organisation and presentation.</p>	<p>Good description of most to all activities. Good organisation and presentation. 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 most activities.</p>
<p>2. Reflection</p> <p><i>Weight: 70%</i></p>	<p>For the majority of LOs reflected on in the entries, few examples of situations and/or behaviour changes (before-and-after situations) are provided. No to little critical self-assessment of the learning process.</p>	<p>For the majority of the LOs reflected on in the journal entries, there is a good description of progress, including incorporating feedback on LOs. A good degree of critical self-assessment shown. Relevant examples of situations and/or behaviour changes are discussed.</p>

² There is a total of four journal entries required, each making up for 25% of the final journal grade.

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 objectives.

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
- Time period of project
- Location(s) of the project
- Planned tasks and activities
- Number of expected hours of supervision
- 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 must be digitized, and the student must upload it on AUC Portal before the respective deadline. Thank you!

Appendix H: Peer Reviewer Mid-Term Feedback Form

COMMUNITY PROJECT/INTERNSHIP MID-TERM FEEDBACK

Please, discuss progress on your learning goals, as well.

NAME STUDENT:

NAME PEER:

DATE:



1. To what extent has your peer fulfilled the tasks and activities agreed 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 has the quality of work been so far? *Please select one of the following: low quality, medium quality, high quality, highest quality.*

Argument why this assessment is given:

3. How about your peer'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:

Do you have any other advice/suggestions?

Signature

Date

AUC Portal before the respective deadline. Thank you!