

INTERNSHIP PLAN BACHELOR RESEARCH INTERNSHIPS (LEVEL 3)

These guidelines are for BA research internships (at level 3). These internships always include a clear (practice-oriented) research component with an individual end product.

Ultimately, your supervising lecturer will determine whether the internship you aim to do is a practice-oriented (level 2) or a research internship.

1. The internship

- 1.1 Student contact details
- 1.2 Student's degree programme
- 1.3 Internship visiting address
- 1.4 Name and contact details of the internship supervisor
- 1.5 Internship start and end dates
- 1.6 Description of the internship (profile of the company or organisation: organisational structure, working methods, objectives, position within the field, and so on)
- 1.7 Description of the internship assignment (activities and duties the intern will perform).

2. Motivation and learning objectives

During your internship you will apply in practice what you have learned during your studies, while also acquiring new knowledge, improving existing competencies and learning to reflect on the goals and corporate culture of the internship provider and on your own performance within an organisation.

2.1. Motivation: Explain why you want to do an internship, and this internship in particular, and explain whether and how the internship ties in with your degree programme (how the internship activities relate to the knowledge and skills acquired during your programme/specialisation). If applicable: indicate how it relates to your graduation project/thesis.

2.2. Learning objectives: what do you aim to learn from this internship? Distinguish between the types of learning objectives:

- a. Exploration of the professional practice (explain how this internship will enhance your knowledge of the field and how this internship experience will help you achieve your personal ambitions (realistically assessing them and exploring other options)).
- b. Programme-specific skills and knowledge (indicate which subject-specific competencies and knowledge you want to develop, broaden or enhance and why this is important to you).
- c. Improvement of general academic skills (state precisely which existing competencies you wish to develop further and why. Consider your own talents and your own uncertainties). See Appendix I for an overview of general academic skills.

3. Supervision and reporting

- 3.1. Arrangements with the internship supervisor regarding supervision and feedback at the place of internship.
- 3.2. Arrangements with the supervising lecturer regarding supervision, feedback and the internship visit.
- 3.3. Arrangements with the supervising lecturer regarding reporting (logbook) during the internship.
- 3.4. Arrangements with the supervising lecturer regarding the completeness of the internship report and when it is to be submitted.
Please note: This comprises two components: the *internship report* and the *research report*.
Refer to the internship manual on your programme website for more information.
- 3.5. Arrangements with the supervising lecturer regarding the acquisition of evidence of work performed independently during the internship (such as an exhibition, website, brochure, presentations and so on).

4. Research component

- 4.1 Description of the (practice-oriented) research
- 4.2 Main question and sub-questions
- 4.3 Theoretical framework and methodology
- 4.4 Bibliography
- 4.5 Arrangements regarding the research results

APPENDIX I: OVERVIEW OF ACADEMIC SKILLS

1. *Academic thinking skills*

The ability to systematically accumulate, study, structure and assess information; to critically examine and analyse theories, statements and findings; to develop a viewpoint, model or approach.

2. *Scientific research skills*

The ability to analyse and critically assess research reports; to prepare and set up a research study; to responsibly use scientific instruments; to produce/collect material/data; to handle, process and analyse such material and/or data; to report on the research both verbally and in writing

3. *Communicative skills*

The ability to write different kinds of texts; verbal presentation, discussion and argumentation, conversational and other interactive skills.

4. *Organisational skills*

The ability to plan and organise activities and to work in a team.

5. *Reflective skills*

The ability to place information in a broader scientific context; to place an exchange of arguments in an academic philosophical context; to think and act bearing the sociocultural context in mind; to act and work from an ethical perspective; to reflect on one's own performance as an academic within the given working environment, to reflect on the performance of others; to make and substantiate choices.