Internship Guide

Faculty of Religion and Theology

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Master Theology & Religious Studies (one-year)

Master Theology & Religious Studies (two-year research master)

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Joke van Saane & Johan Roeland, to a design by the Faculty of Arts

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# Chapter 1. Introduction

## 1.1 Two kinds of internship

There are two kinds of internship in the one-year and two-year master programmes of the Faculty of Theology: **vocational internship** and **research-oriented internship**. A vocational internship is obligatory for the specialization of Spiritual Care, but can also be conducted in the specializations of Media, Peace-Trauma-Religion, Building Interreligious Relations or Leadership. A research-oriented internship suits the Research Master and the specialization of Exploring a Discipline, but may also be conducted in other specializations. To make things more complicated, a research-oriented internship in the Research Master and in Exploring a Discipline might, in fact, be a vocational internship, because students of these programmes are preparing themselves to become a researcher.

Because these two kinds of internship differ from each other with respect to application, contents and internship report, some paragraphs of this internship guide will be split up into two sections: instructions for a vocational internship will be put on the left side of the page, instructions for a research-oriented internship on the right side.

A vocational internship is, by definition, conducted in an institute or company other than the faculty of Theology (**external internship**), although it might be conducted in another faculty. A research-oriented internship will mostly be done in the faculty (**internal internship**), but not necessarily. If the difference between an external and internal internship plays a role in the following instructions, instructions for an external internship will be put on the left side of the page, instructions for an internal internship on the right side.

## 1.2 Both kinds of internship

It is possible to combine the vocational and research-oriented internship, especially if the master’s thesis is in line with the internship. A vocational internship may then be broadened by some research preparations for the thesis, for example, by interviewing clients or by analysing the company’s policy documents. In that case, the rules for an vocational internship must be followed, because the research elements will be evaluated at the end of the thesis trajectory.

## 1.3 Other kinds of internship

Although a vocational internship is usually obligatory in the specialization of **Spiritual Care**, students who have earlier gained a lot of working experience or are already working in this field make different demands on an internship. As a rule, these students opt for a research-oriented internship, which they include in one of the research groups of the faculty. This option must be discussed with the coordinator of their specialization, who must give his/her approval.

Students in the specializations **Media**, **Leadership**, **Building Interreligious Relations**, and **Peace, Trauma, and Religion** who have gained much working experience or are already working in the field of their specialization may choose to include one, or even two, courses within their field. This option must also be approved by the coordinator of their specialization.

# Chapter 2. Guidelines and Conditions

## 2.1 Stakeholders

As a rule, there are three parties involved in an internship:

(1) the **educational institution** (Faculty of Theology);

(2) the **internship organization** (a corporation, institution, religious community, etc.);

(3) the **intern**.

The intern is mentored during his or her internship by both the faculty and the internship organization.

(4) The supervisor acting on behalf of the faculty is the **internship supervisor**; The coordinator of the master specialization is usually the supervisor.

(5) the supervisor acting on behalf of the internship organization is the **internship mentor**.

|  |  |
| --- | --- |
| *External internships* | *Internal internships* |
| For students who are interns in an external company, the above-mentioned division of supervision is clear. | For students who are a trainee within the faculty, the faculty serves as the educational institution as well as the internship organization. In this case the internship supervisor (= specialization coordinator) and mentor are **two different people from the same faculty**. In consultation with the supervisor a teacher is sought to act as the internship mentor. |
|  | In case the coordinator of the specialization acts as the internship mentor a teacher must be found who can act as internship supervisor. This is based on the same **four eyes principle** as the supervision of the thesis. |

## 2.2 Aims

The aim of any internship is to form an understanding of one's own basic attitude, expanding or applying knowledge, understanding, skills and practical experience in the context of the degree that the student is earning at the university’s faculty. Internships are an important link between the mainly theoretical knowledge that the student gains during their studies and the professional practice after graduation. It is often a good preparation for finding a first job after graduation. The student learns where they should look for interesting vacancies, writes application letters and practices job interviews.

Goals of all internships are (keep in mind that conducting research is also a profession):

* Career orientation: the internship gives the student the opportunity to become acquainted with the labour market, be it companies, religious communities or the academic world. The student is given the chance to evaluate their expectations in the field of specialization. Students often end up with valuable contacts, references or a job.

♣ Gaining experience regarding professional attitude and professional skills and putting academic excellence into practice.

♣ Translation from theory to practice and from practice to theory: the internship offers the opportunity to use academic skills and knowledge gained during college in the professional field and to connect these acquired experiences with one’s own way of theological thinking and theorizing.

♣ Gaining social skills: the internship gives the student the opportunity to gain experience with employment relationships, manners, working hours, work pace, with the process of employment and labour organizations.

♣ Personal development and gaining self-knowledge in a new (learning) situation.

♣ To let the internship organization experience what theology and religious studies students can contribute.

♣ Conducting independent research in the context of an organization that is also relevant for the degree, based on the needs (and/or questions) of the organization in particular.

## 2.3 Extent of internship

The extent of an internship in the master program is 12 EC, which means 336 hours (including writing the internship report).

* Students of **Spiritual Care** must reserve 1 EC for the interview practicum and 2 EC for supervision. These parts of the internship are obligatory. Students must pass for these two parts of the internship before the internship report can be evaluated.

## 2.4 Guidelines for approval of the internship

The general guidelines used for approval of the internship placement (both for vocational and for research-oriented internships) are:

* The student is given the opportunity to participate in the labour process and to get to
* know the organization from the inside by actively joining in the chosen organization and offer support in dealing with ongoing (executive) tasks.
* In addition, the student must complete a clear (research) assignment at the internship
* organization, which provides ample opportunities to act independently, creatively and
* with a certain amount of responsibility.
* The internship should offer the opportunity to work in line with the college level of the specific programme and should offer a challenge.
* The internship must be done independently, even if it takes place in a team.
* The internship should reflect the knowledge and skills gained in the academic study.
* Expert guidance at the internship placement must be present.
* The internship mentor is willing to play a role in supervising and evaluating the performance of the student.
* The student has no family or friendly ties with the internship organization.
* The internship organization is not the employer of the student in any other respect than this internship.
* The internship mentor is no direct family of the student, nor his/her partner, nor in another position of emotional involvement.

# Chapter 3. Procedure

## 3.1 Searching for an internship

The student should look for a suitable internship. At the start of the academic year in which the internship is going to take place—at the latest at the end of Period 1—the master student should contact the specialization coordinator to discuss the ambitions, learning goals and initial ideas about an internship organization and field assignment. Appendix 5 contains a list of useful websites. With some regularity external and internal internships are offered via VU-net or via Canvas-Internship.

## 3.2 Applying

|  |  |
| --- | --- |
| *External internships* | *Internal internships* |
| The student must send a letter and a CV to be considered for an internship. The appendices of this guide contain examples of such letters. | The student must find for that teacher that is specialized in his research field. The faculty website provides a list of teachers and their specialities. |
| If an organization is interested in an internship or candidate, an invitation for an (internship) interview follows. Students should prepare themselves thoroughly for such an interview. | If the teacher is interested in an internship or candidate, an invitation follows. |

## 3.3 Approval of the internship

In the graduate programs the specialization coordinators act as supervisor. The supervisor assesses the internship in advance, indicates whether the internship fits the academic program, and ensures that the relationship between the aspects of the academic programme and the internship is maintained during the internship. The supervisor also assesses whether an internship proposal contributes significantly to the academic study programme of the student in question, in particular to what extent the aims of an internship can be achieved (see the aims in paragraph 2.2).

## 3.4 Internship Contract

Once it is known where the student will do their internship and who will be their supervisor, the student should prepare an internship contract (see Appendix 5) in triplicate. The internship contract maintains the formal position of the intern: the subject of the internship, supervision, expenses etc. The internship contract includes at least the following information:

♣ name of the intern, internship organization, internship mentor and supervisor

* duration in weeks and hours per week; number of credits

♣ a brief formulation of the internship assignment

♣ a brief formulation of the internship activities

♣ a description of the formal position of the intern at the employing institution

♣ agreements on supervision and assessment

♣ confidentiality agreements with the data that the student sees for inspection

♣ arrangements for travelling expenses and internship allowance

♣ agreements on insurance

♣ agreements on certificate (optional)

The student ensures that three copies of the contract are **signed by the supervisor, the mentor of the internship organization and the student themselves**. The student uploads a fully signed contract to the Canvas site of “Internship” in advance of the internship (in order to be archived). The student sends one contract to the mentor, one to the supervisor, and keeps the remaining one.

## 3.5 Internship plan

Within two weeks of starting the internship, the student must submit an internship plan (see Appendix 6) to their supervisor. An internship plan is the concrete implementation of the assignment and internship activities, including an action plan, a time schedule and specific final products. One of the mandatory final products is an internship report (see below 4.1). The student writes this plan in consultation with their mentor. The supervisor is responsible for ensuring that the internship plan meets the accepted academic standards. Therefore, the internship plan must be approved by the internship supervisor. An internship plan should at least contain the following elements:

♣ purpose of the internship

♣ learning objectives

♣ plan of action for the internship assignment

♣ phased description of the activities during the entire internship period

♣ activities as part of participating in the internship organization

♣ phasing in terms of time and planning of hours

♣ agreements on final products, including the internship report

|  |  |
| --- | --- |
| *External internships* | *Internal internships* |
| For most elements of the internship plan **consultation of the internship mentor** is necessary. | Several elements of the internship plan have been mentioned in the internship contract. Still, it is necessary to make a concrete plan to include **personal learning objectives** (that can be evaluated in the internship report), the **activities** within the faculty (e.g., meetings of research centres or workshops), **planning** etc. |
| For **Spiritual Care** it is obligatory to plan:   * personal conversations, of which at least one verbatim must be made for the internship supervisor * group conversations or meetings * staff meetings   Students must choose at least two from the following items:   * rituals and/or leading a service / inspiration session * moral deliberation * conversations with volunteers * investigation into policy around spiritual care * conversations with other personnel, e.g. doctors, nurses, director * conversations with patients’ family members * interfaith conversations |  |

## 3.6 Guidance

*Internship supervisor*

During the internship, the student will frequently be in touch with the supervisor at the university. The student speaks with the supervisor every two to three weeks within the framework of the master seminar. The supervisor's tasks are:

* ensuring the relationship between the content aspects of the study and the internship.
* evaluating the activities of the intern and the internship report.
* maintaining contact with the student during the internship period: the supervisor regularly discusses (by telephone or e-mail) the course of the internship and possible obstacles and problems with the intern.
* Maintaining contact with the internship mentor: basically, there is an initial introductory interview with the student and mentor at the beginning of the internship, in which the details of the assignment are also being discussed; an interim evaluation; and a final evaluation. Normally, the introductory interview and final evaluation interview take place at the internship organization.

Teachers have a total of eight hours at their disposal to supervise students during their internship. In the internship contract some guidelines are indicated to ensure this.

*Internship mentor*

In principle supervisory meetings with the mentor take place with some regularity. The mentor's tasks are:

* planning activities in consultation with the intern
* introduction and supervision in the organization
* professional guidance
* commenting on the activities of the intern
* evaluate the potential suitability of the student for the profession concerned
* liaise with the supervisor
* evaluation of the internship report by commenting on it
* filling in the evaluation form and send it to the supervisor
* conducting a final interview with the intern and the supervisor

## 3.7 Disputes

In case of a dispute between **the internship mentor and the intern** the internship supervisor can intervene and make a decision.

In case of a dispute between **the intern and the** **internship supervisor** the programme director must be consulted.

In case of a dispute between the **internship mentor and internship supervisor**, e.g. on the question whether the intern has passed or failed, the programme director must be consulted. S/he will ask a third party to evaluate the internship report and give a grade on the basis of the report, an interview with the internship mentor and the internship supervisor.

All problems that affect the duration of the study can best be discussed with the study advisor.

# Chapter 4. After the internship

## 4.1 The internship report

At the completion of the internship the student writes an internship report on an academic level. For the internship report, one week of internship time (40 hours = 1.4 EC) should be set aside. In the report (about 3000 words, excluding appendices), the following must be addressed:

♣ title page including all five stakeholders (see 2.1)

♣ introduction, purpose and internship plan (see 3.5)

♣ description of the organization

♣ implementation of the internship, the internship activities and a description of the result

♣ evaluation if the internship proceeded as it was represented in internship plan?

♣ evaluation if the learning objectives were achieved?

♣ personal strengths and weaknesses

♣ connection of academic skills and knowledge with the professional field

The internship report also contains **a reflection on the student’s own activities**. The point is to give a clear picture of your own learning experiences, capabilities and limitations in the field.

* what skills and knowledge are required for properly carrying out the internship and did you possess these features to a sufficient extent?
* how did you deal with potential gaps and limitations in skills/knowledge?
* how was the collaboration with colleagues?
* how independently did you work?
* can you imagine yourself in this professional role?

It also contains **a content reflection**. During the internship you will have gathered material (interviews, observations, literature, etc.). In your report, you must provide an analysis of this material:  
 ♣ what did you do with the material?

♣ how did you organize/analyse it?

♣ what did you notice from a scientific and/or policy point of view?

♣ what view on the material did you develop?

Finally, you give a **final evaluation** in the report. In the final evaluation, you need to give a clear picture of how you assess the content of your activities from a scientific attitude.

♣ how do you judge your internship assignment/product?

♣ what were you able to give substantively to the internship organization?

♣ can you work properly in this context and in this profession?

♣ do you meet the five conditions of the internship evaluation form?

You add possible attachments to the internship report.

|  |  |
| --- | --- |
| *Vocational internship* | *Research-oriented internship* |
| Possible attachments are earlier reflections on interviews with clients; reports of group meetings; a policy document written by you; critical situation and how you solved it. | Possible attachments are the article you wrote; (a link to) a database; a report of an investigation; a presentation of your research; the feedback you received on the report or presentation. |

The student submits the report within **four weeks after** completion of the internship to the supervisor and mentor.

## 4.2 Final Interview

After the student has submitted the internship report, the mentor reads it and fills in the assessment form (see Appendix 7). Then, a final interview takes place with the mentor and supervisor. During the final meeting the internship report and the evaluation form will be discussed.

## 4.3 Evaluation

The supervisor is responsible for the final evaluation of the internship. The grade is based on the following components:

* internship report
* the evaluation form of the mentor
* together with the feedback of the mentor
* for students Spiritual Care: whether the student has passed the interview training and supervision

Within three weeks after the final interview has taken place, the supervisor announces the grade. The evaluation is expressed as a grade (1-10).

## 4.4 Grading and Archiving

Prior to the final interview the student sends a digital internship report to the supervisor. The supervisor sends the following documents to the Education Office for grading and archiving:

♣ the internship report;

♣ the evaluation form of the mentor, signed by the mentor, together with their feedback;

♣ the final evaluation of the supervisor on a form for individual grades.

 The final assessment of the internship will be processed as soon as these documents are received by the Education Office.

## 4.5 Certificate

If desired, near the end of the internship the supervisor (of the university) or the student can insist at the internship organization on a certificate, wherein duration, content and quality of the intern’s activities are stated. The text should preferably be tailored to the specific performance of the student. Agreements on issuing the certificate are predetermined in the internship contract.

## 4.6 Disputes

In the case that the internship supervisor and/or mentor asses that the intern has failed their internship, the director of the intern’s academic programme appoints a third assessor who makes a binding decision about a pass or fail of the internship.

In case the student feels treated unfairly they can turn to the “Geschillenloket”: <https://www.vu.nl/nl/over-de-vu/contact-routebeschrijving/adressen-en-telefoonnummers/geschillenloket/index.aspx>. This site is in Dutch, but do not hesitate to hand in your complaints in English.

The student has the copyright of the internship report. The student also has the copyright of all the other reports s/he writes for the internship organization, unless the student and the internship organization decide otherwise and state so in the internship contract.

Chapter 5. An internship abroad

## 5.1 Preparation

International experience is now high on the priority list of both employers and universities. Students may also consider then to do an internship abroad. The procedures are almost the same, the student looks for an internship and a supervisor. In most cases there are grants available for an internship abroad. The employee of the International Office at the Vrije Universiteit can inform you about scholarship opportunities.

To help you on your way, here are a few things that you should take into account:

♣ **Looking** for an internship placement: an internship abroad is more difficult to find than   
 a placement in the Netherlands.

♣ Necessary **formalities**: especially for countries outside the EU, it is not always easy   
 to get a work permit or a visa.

♣ **Expenses**: an internship abroad will often entail higher costs. However, there are   
 several options for scholarships, but applying to them must be done on time.

♣ **Supervision** during the course: because supervision happens at a distance, it is necessary to make sound agreements on the contact between supervisor and student.

♣ The **report** should be written in English.

Especially with foreign internships is important to make sound agreements about the internship period, supervision and activities, and to capture those in an internship agreement, as things will occur in a different manner than with an internship in the Netherlands. Would you like to intern abroad: start at least one year in advance with preparations.

## 5.2 Tips to find an internship abroad

The following tips will help you in finding an internship abroad:

♣ Use your network: friends, family or contacts abroad, personal contacts of teachers.  
♣ Inquire about interning abroad at large international companies, Chamber of   
 Commerce, Consulates and Embassies.

♣ Look on the Internet for information about companies and organizations. Often they   
 offer jobs and / or internships on their websites.

♣ Use your holiday abroad to make contacts, for example by visiting. Do prepare yourself   
 for these interviews or visits!

♣ At cultural institutions of different countries, you can consult foreign directories and   
 yearbooks for the addresses of various organizations.

# Appendix 1. Example of a letter of application

Name of the organization

Attn.:

Address:  
ZIP code and city:

Subject: internship

Amsterdam, January 1, 2015

Dear ... [always trying to find a name]

[In the first paragraph you mention the internship in which you are interested. Explain how you were informed about the internship and if you have obtained information by telephone, you can refer to this conversation. Example:] Through my internship coordinator, I understand that you're looking for an intern for the communications department of your company. I am writing you this letter because I would like to apply to/be taken into consideration for this internship.

[In the following paragraphs you introduce yourself: education, the most relevant courses and your experience. Example:] I'm a second year undergraduate student of Religious Studies at the Vrije Universieit and in the first semester of my third year, I would like to do an internship in preparation for my thesis research. A field education placement in your organization would fit well with the courses I have taken so far in my studies. The classes of 'Christianity', 'Islam' and 'Buddhism' have introduced me thoroughly with the key elements of these religions. I successfully completed many courses with a paper.

[Then you motivate your choice. Clearly show why you specifically want *this* internship, and why at this organization. Prove you're the best person for the job and what you have to offer the organization. Example:] Although an internship within my academic program is not required, it seems fun and very helpful to me to gain practical experience. The connection of my theoretical knowledge with the way you translate socially relevant themes for the education appeals to me.

[Then you can discuss the demands made in the internship offer. It's okay if you do not meet all the requirements, but convince as good as possible. Think also of the experiences you have gained in part-time jobs.]

[In the last sentence, you indicate that you want to explain your letter personally and you will contact them by telephone on short notice. Also refer to a link with the internship guide.]

Sincerely/Kind regards,

[Signature]

[Appendix: Curriculum vitae]

# Bijlage 1b. Voorbeeld van een sollicitatiebrief

Voorbeeld stagesollicitatiebrief, maximaal 1 A4:

Naam van de organisatie

T.a.v.:

Adres:

Postcode en plaats:

Betreft: stageplaats

Amsterdam, 1 januari 2015

Geachte … ,[ altijd proberen achter een naam te komen ]

[In de eerste alinea noem je de stage waarin jij bent geïnteresseerd. Vertel hoe je aan de stage komt en als je telefonisch inlichtingen hebt ingewonnen, kun je refereren aan dit gesprek. Voorbeeld:] Via mijn stagecoördinator heb ik begrepen dat u op zoekt bent naar een stagiair(e) voor de communicatie- afdeling van uw bedrijf. Ik schrijf u deze brief omdat ik graag voor deze stageplaats in aanmerking wil komen.

[In de volgende alinea stel je jezelf voor: opleiding, de meest relevante vakken en je ervaring. Voorbeeld:] Voorbeeld: Ik ben tweedejaars studente Religiewetenschappen aan de Vrije Universiteit en in het eerste semester van mijn derde jaar zou ik graag een stage willen doen, ter voorbereiding op mijn scriptieonderzoek. Een plaats in uw organisatie zou goed aansluiten bij de vakken die ik tot nu toe in mijn studie heb gevolgd. In de vakken ‘christendom’, ‘islam’ en ‘boeddhisme’ heb ik de belangrijkste elementen van deze religies bestudeerd. Veel vakken heb ik afgesloten met een paper.

[Daarna motiveer je je keuze. Laat duidelijk blijken waarom je nou net deze stage wilt, en waarom juist bij deze organisatie. Laat zien dat jij de meest geschikte persoon bent en wat je organisatie te bieden hebt. Voorbeeld:] Voorbeeld: Een stage binnen de studie is niet verplicht, maar het lijkt mij leuk en vooral ook leerzaam om praktische ervaring op te doen. De verbinding van mijn theoretische kennis met de manier waarop u maatschappelijk relevante thema’s vertaalt voor het onderwijs spreekt mij zeer aan.

[Vervolgens kun je ingaan op de eisen die in het stageaanbod zijn gesteld. Het is niet erg als je niet aan alle eisen voldoet, maar overtuig zo goed mogelijk. Denk hierbij ook aan de ervaringen die je hebt opgedaan in bijbaantjes.]

[In de laatste zin geef je aan dat je je brief graag persoonlijk wilt toelichten en dat je op korte termijn telefonisch contact opneemt. Ook verwijs je met een link naar de stagehandleiding.]

Met vriendelijke groet,

[Handtekening]

[Bijlagen: curriculum vitae]

# Appendix 2a. Example of a CV

Curriculum vitae

**Personal details**

Name:

Address:  
Postal code and address:

Telephone / e-mail

Date and place of birth:

Marital status:

**Education**  
[It is common to start with what you are studying now, and then work back to high school. Do this consistently, even with work experience and other experience.]

2009 - present University bachelor/master etc.

2008 - 2009 College bachelor's degree

2002 - 2008 VWO, Pius College Floral Challenge (possibly state courses.)

**Work experience**

July 08-present Assistant VUmc

Activities: writing information leaflets for patients

Jan-Mar 08 Employee call centre Merk in Amstelveen

**Other experience / Extracurricular activities**

[These are often unpaid activities which demonstrate how you occupy your spare time with organizing, meeting, providing training, managing, etc.]

Sep 09-present Member of Student Council of the Faculty of Theology

Responsibilities: consultation with the Faculty Board and other bodies on educational matters

Jan. 08 - present Member of the Board Icarus Sorority

Duties: introductory organization; student mentoring; cultural activities

[Do not forget your to mention any experience abroad, even special vacations!]

**Other (skills/languages/hobbies)**

[Relevant skills like managing software, languages ​​or possession of a driver’s license (depending on the function). Even hobbies may be relevant here, provided they show something of particular interest that may be useful for the internship’s placement. There is nothing easier than to talk about your hobbies during an interview.]

# Bijlage 2b. Voorbeeld van een cv

Curriculum Vitae

**Personalia**

Naam:

Adres:

Postcode en adres:

Telefoon/e-mail

Geboortedatum en geboorteplaats:

Burgerlijke staat:

**Opleiding**

[Het is gebruikelijk om te beginnen met wat men nu studeert, en dan terug te werken naar de middelbare school. Doe dit consequent, ook bij *werkervaring* en *overige ervaring.*]

2009 – heden bachelor opleiding etc.

2008 – 2009 HBO-opleiding

2002 – 2008 VWO, Piuscollege te Bloemendaag (evt. vakken vermelden)

**Werkervaring**

Juli 08–heden medewerker VUmc

werkzaamheden: schrijven van informatiefolders voor patiënten

Jan–mrt 2008 medewerker callcenter Merk te Amstelveen

**Overige ervaring / Nevenactiviteiten**

[Dit zijn vaak onbetaalde activiteiten die aangeven in hoeverre je je in je vrije tijd bv. met organiseren, vergaderen, training geven, besturen, etc. bezig houdt]

Sep 09–heden Lid Facultaire Studentenraad van de Faculteit der Godgeleerdheid

Werkzaamheden: overleg met het Faculteitsbestuur en andere organen over onderwijskundige zaken

Jan 08 – heden Lid bestuur studievereniging Icarus

Werkzaamheden: organisatie introductiedagen; studentmentoraat; culturele activiteiten

[Vergeet ook niet je eventuele buitenlandervaring, zelfs speciale vakanties, te vermelden!]

**Overige**

[Relevante vaardigheden, zoals beheersing van software, talen of het bezit van een rijbewijs (afhankelijk van de functie). Ook hobby’s kunnen hier van belang zijn, mits ze iets laten zien van bepaalde interesses die voor de stage van nut kunnen zijn. Er is niets makkelijker dan te praten over je hobby’s tijdens een sollicitatiegesprek.]

# Appendix 3a. Model internship contract

Study:

INTERNSHIP CONTRACT

Undersigned,  
Intern: [name, student number and contact details]

Internship organization: [name and brief description]

Internship mentor: [name, position and contact details]

Supervisor: [supervisor name and contact information]

have agreed as follows:

The internship starts [date] and runs until [date]; average ..... hours per week. The internship includes ...... hour (= ..... credits), including the internship report.

The purpose of the internship [to be specified]:

* [see 2.2 for general aims of internships]
* [fill in one or two individual aims]

[Formulation of the internship assignment, including agreements on supervision, contact with supervisor and mentor, and assessment.]

The intern is required to disclose any information from which its confidentiality has been notified. This includes both oral communication and understanding of business documents. The duty of confidentiality should not be an obstacle to the evaluation of the internship by means of a public internship report. [The intern has the copyright of the internship report and all other writings, unless otherwise stated in the internship report.]

The university accepts no liability for any damage during or as a result of the internship by the internship organization or intern. [Settlement of liability for the intern in the internship organization.]

The internship can be ended in consultation with the internship organization, in accordance with a notice period of two weeks.

Allocated allowance and / or travel / expenses: €

Amsterdam, (date)

the intern,

the mentor,

the supervisor,

# Bijlage 3b. Model stagecontract

Studierichting:

STAGECONTRACT

Ondergetekenden,

Stagiair(e): [naam, studentnummer en contactgegevens]

Stageorganisatie: [naam en korte omschrijving]

Stagementor: [naam, functie en contactgegevens]

Stagebegeleider: [naam stagebegeleider en contactgegevens]

zijn het volgende overeengekomen:

De stage begint [datum] en loopt t/m [datum] ; gemiddeld .....uur per week.

De stage omvat ......uur (= ..... studiepunten), inclusief het stageverslag.

Het doel van de stage [nader te specificeren]:

[Formulering van de stageopdracht, inclusief afspraken over begeleiding, contact met stagebegeleider en stagementor, en beoordeling.]

De stagiair(e) is verplicht tot geheimhouding van alle informatie waarvan haar het vertrouwelijk karakter is medegedeeld. Dit betreft zowel mondelinge communicatie als inzicht in bedrijfsdocumenten. De plicht tot geheimhouding mag geen belemmering vormen voor de beoordeling van de stage aan de hand van een openbaar stageverslag. [De student heeft auteursrechten van het stageverslag; ook van alle andere geschreven uitkomsten, tenzij anders vermeld in het stagecontract.]

De onderwijsinstelling aanvaardt geen aansprakelijkheid voor schade tijdens of ten gevolge van de stage door de stageverlenende organisatie of stagiair(e) geleden. [Regeling van de aansprakelijkheid voor de stagair bij de stageorganisatie.]

De stage kan in overleg met de stageverlenende organisatie worden beëindigd, met inachtneming van een opzegtermijn van twee weken.

Toegekende stagevergoeding en/of reis/onkostenvergoeding: €

Amsterdam, (datum)

de stagiair(e),

de stagementor,

de stagebegeleider,

# Appendix 4a. Example of an internship plan

## Part a: Content of the Internship

**Aim of the internship**

The aim of the internship is made up from the following aspects:

1. Exploration of the professional possibilities in such a manner that the intern is enables to test his/her expectations to practice
2. Gaining experience in relation to the professional attitude, professional skills, and putting into the practice the academic abilities of the intern. Since the internship is supposed to integrate elements from the whole of the academic training of the student, at least the following aspects should be involved in the internship:
   1. The connection between theory and practice;
   2. Training the abilities to successfully apply theory to practice;
   3. Exercising those abilities in practice.
3. Learning to theorize with academic standards in such a manner that the intern connects the practice of the internship with the academic state of the art in his/her scientific discipline.
4. Gaining insight whether the practice of the internship constitutes for a suitable context, and whether the student is suitable for the professional role.
5. Participation in the labour practice: experiences with labour, the labour process, with labour organizations, and with labour relations.

**Learning goals**

The learning goals are modelled after the Dublin descriptors: [Formulate here a set of learning goals, for which the Dublin Descriptors function as starting points: ‘knowledge and understanding’, ‘applying knowledge and understanding’, ‘making judgments’, communication’, and ‘lifelong learning skills’.]

1. (E.g.) Knowledge and understanding – By the end of my internship I have insight in at least three different perspectives on how to make the Book of Leviticus applicable to today’s churches.
2. (E.g.) Applying knowledge and understanding – By the end of my internship I am able to apply knowledge and understanding of my discipline to a new and unfamiliar situation or case within a multidisciplinary context. This can be deduced from the fact that …
3. (E.g.) Making judgments – By the end of my internship I am able to make judgments concerning my own (academic) output, concerning the organisation I am a part of, and concerning the theory I put to practice, societal and ethical responsibilities carefully taken into consideration.
4. (E.g.) Communication – By the end of my internship I am able to write for a non-academic audience.
5. (E.g.) Lifelong learning skills – By the end of my internship I am able to start and conduct a research with a limited scope according to academic mores, within the context of an existing organisations.

## Part b: Planning

**Length of the internship**

De internship starts on [date] and ends on [date]. De internship entails 336 hours (= 12 EC), of which 296 hours (= 10,6 EC) are spend at the organisation and (in correspondence with the internship manual) 40 hours (=1,4 EC) are used for reporting.

**Working days**

Give a short overview of the average working day

**Planning**

|  |  |
| --- | --- |
| **EC** | **Activities** |
| [E.g.] 3,0 | Exploration of relevant literature |
| [E.g.] 1,5 | Attending meetings and conferences |
|  |  |

## Part C: Activities

**General activities at the internship organisation**

1. [Give a general overview of what activities you will be doing. Note that literature study is to be noted here as well].
2. (E.g.) Research within the organisation
3. (E.g.) Meetings
4. (E.g.) Tutoring by supervisor

**Research assignments\* during the internship**

1. [Elaborate here on research related activities you will conduct during your internship. Try to concrete and specific, for example by including attendance to a conference and the writing of papers of which you include a word count. Make sure that you will be able to demonstrate that you meet the criteria set here by the end of your internship.]
2. …
3. …

*\* The results of the research assignments will be 1) presented in the form of an academic article or memo, unless stated otherwise; and 2) are part of the report of the internship.*

**Other activities**

1. [Name here the activities that cannot be included in another category. This might entail activities related to boards or commissions you participate in, if relevant to your internship. For example, you research may have implications for educational programmes of faculty. If so, include the commission meetings here. Make sure that the activities are described in a specific and concrete matter, so that you will be able to demonstrate whether you.]

## Part D: research proposal

Research Proposal

Make use of the format for a proposal as used in the course ‘Research Skills.’

## Part E: Signatures

Amsterdam, (date)

the intern,

the mentor,

the supervisor,

# Bijlage 4b. Voorbeeld van een stageplan

## Deel a: Inhoudelijke lijn stage

**Doelstelling stage**

De doelstelling van de stage valt uiteen in de volgende onderdelen:

1. Verkenning van beroepsmogelijkheden, waarbij de stagiair in de gelegenheid wordt gesteld zijn verwachtingen aan de praktijk te toetsen.
2. Het opdoen van ervaring met betrekking tot beroepshouding en beroepsvaardigheden alsmede het in praktijk brengen van academische kwaliteiten. Omdat de stage een onderdeel is van de gehele studie dient hierbij aandacht te worden besteed aan:
   1. de relatie tussen theorie en praktijk;
   2. het leren van vaardigheden om de theoretische inzichten toe te passen;
   3. het beoefenen van vaardigheden in de praktijk.
3. Het leren theoretiseren op academisch niveau waarbij de student de praktijk uit de stage verbindt met de wetenschappelijke stand van zaken binnen de discipline.
4. Het zicht krijgen op de mate van geschiktheid van de student voor toekomstige beroepsuitoefening.
5. Participatie in het arbeidsleven, waarbij van belang zijn: de ervaringen met arbeid, met het arbeidsproces, met arbeidsorganisaties en met arbeidsverhoudingen.

**Leerdoelen**

De leerdoelen zijn naar het model van de Dublin Descriptoren opgesteld: [Werk hier een aantal leerdoelen uit waarbij je telkens een va de Dublin Descriptoren als uitgangspunt neemt: ‘kennis en inzicht’, ‘toepassen kennis en inzicht’, ‘oordeelsvorming’, ‘communicatie’, en ‘leervaardigheden’]

1. (Vb.) Toepassen van kennis en inzicht – Aan het einde van mijn stageperiode ben ik in staat om kennis en inzicht en probleemoplossende vermogens toe te passen in nieuwe of onbekende omstandigheden binnen een multidisciplinaire context. Dit blijkt uit het feit dat ik …
2. (Vb.) Oordeelsvorming – Aan het einde van mijn stageperiode ben ik in staat om oordelen te formuleren over mijn eigen mijn eigen functioneren, over de instelling waarin ik gewerkt heb, en over de theorie die ik in de praktijk heb gebracht, daarbij rekening houdend met sociaal-maatschappelijke en ethische verantwoordelijkheden, die verbonden zijn aan het toepassen van de eigen kennis en oordelen.
3. (Vb.) Leervaardigheden – Aan het eind van mijn stageperiode ben ik in staat om een zelfstandig onderzoek van beperkte omvang op te zetten in een bestaande instelling/organisatie volgens academische normen.

## Deel b: Planning

**Stageduur**

De stage begint op [datum] en loopt tot en met [datum]. De stage omvat 336 uur (= 12 EC), waarvan 296 uur (= 10,6 EC) besteed wordt bij de stageorganisatie en (conform de stagehandleiding) 40 uur (=1,4 EC) aan het stageverslag.

**Invulling werkdagen**

Geef hier op hoofdlijnen weer hoe werkdagen en werkweken eruit zien.

**Planning**

|  |  |
| --- | --- |
| **EC** | **Activiteiten** |
| [Vb.] 3,0 | Literatuurstudie inhoudelijke onderzoeksopdracht |
| [Vb.] 1,5 | Bijwonen vergaderingen en conferenties |
|  |  |

## Deel C: Werkzaamheden

**Algemene werkzaamheden bij stageorganisatie**

1. [Licht hier op hoofdlijnen toe wat je werkzaamheden zullen zijn. Wetenschappelijke onderzoek door literatuurstudie hoort daar ook bij.]
2. (Vb.) Onderzoek binnen instelling
3. (Vb.) Vergaderingen met onderzoeksgroep
4. (Vb.) Begeleidingsgesprekken met supervisor

**Inhoudelijke onderzoeksopdrachten\* bij stageorganisatie**

1. [Licht hier de inhoudelijke kant van je stage toe, waarbij het voornamelijk gaat om werkzaamheden gericht op wetenschappelijk onderzoek. Probeer hier concreet te zijn, bijv. door het deelnemen aan conferenties en het schrijven van papers met een specifieke wordcount te noemen. Zorg ervoor dat je aan het einde van je stage kunt aantonen dat je hebt voldaan aan de hier geformuleerde inhoudelijke onderzoeksopdrachten]
2. …
3. …

*\* De uitkomsten van de inhoudelijke onderzoeksopdrachten worden 1) gepresenteerd in de vorm van een academisch artikel of een memo, tenzij nadrukkelijk anderszins aangegeven; en 2) zijn onderdeel van het uiteindelijke stage portfolio.*

**Overige activiteiten Faculteit der Godgeleerdheid**

1. [Als je stage ook een bestuurlijke en/of organisatorische component heeft, of activiteiten bevat die niet onder bovengenoemde categorieën vallen, dan werk je dat hier uit. Let erop dat je ook hier concreet en meetbaar formuleert.

## Deel D: Inhoudelijk voorstel

Onderzoeksvoorstel

Hanteer hiervoor het format gebruikt in de tutorials van Research Skills

## Part E: Signatures

Amsterdam, (date)

the intern,

the mentor,

the supervisor,

# Appendix 5. Useful websites

## 5.1 Useful websites for placements in the Netherlands

Banennet.nl

capacity.nl  
carp.nl (also for starters)

clickwork.nl

careermosaic.com

datavac.nl  
integrand.nl  
intermediair.nl (tips)

jobbingmall.nl  
jobnews.nl (also for internships and starters)

monsterboard.nl (also good info about application)

ordina.nl (incl. trainees opportunities)

prospect.csu.uk

reliwerk.nl  
stage.pagina.nl

stageplaza.nl

stagemotor.nl  
villamedia.nl (vacancies in various media)

vacature.pagina.nl (home for jobseekers)

werk.nl (with lots of tips on types of work, job applications etc.)

Once you're surfing on various vacancy websites you will find much more information than just vacancies. Company profiles, market news, traineeships, virtual job interview trainings, education and classes, career opportunities, transfer points etc. Although you fill find more or less company information on most sites, you can also directly approach these companies on their websites.

## 5.2 Useful websites for placements abroad

General information about internships abroad:

[www.intermediair.nl](http://www.intermediair.nl) (Dutch)

[www.joho.org/en](https://www.joho.org/en)

[www.epnuffic.nl/en](http://www.epnuffic.nl/en)

[www.aiesec.nl](http://www.aiesec.nl)   
[www.dfait-maeci.gc.ca](http://www.dfait-maeci.gc.ca) (internships in Canada)

[www.khayavolunteer.com](http://www.khayavolunteer.com) (internships in South Africa)

[www.stageloketsuriname.nl](http://www.stageloketsuriname.nl) (internships in Suriname; Dutch)

<http://www.wereldstage.com> (internships on Curaçao; Dutch)

[www.nwib.nl](http://www.nwib.nl) (Dutch)

 

# Appendix 6. Insurance of student internships

The university has concluded a so-called business liability insurance. This collective insurance covers the most important risks. Through the business liability insurance, the activities of students engaged in scientific research and scholarly training, including their research, are covered both at home and abroad by the current insurance of the VU.

In case the student interns at healthcare institutions, the student is advised to contact the internship organization and ask if they can be insured through the internship organization. It is advisable to check what kind of liability is provided by the organization in question and request them to insure the intern on their own insurance policy. The liability insurance of the VU should be seen in this context as an additional liability insurance.

Students should be insured, if and when they are not insured elsewhere.

This insurance guarantees cover for material damage caused by the student, subject to the deductible of €10.000,-- per event. With property damage or personal injury, the deductible on the insurance policy should be taken into account. In case the student is involved in damage during an internship abroad, the faculty where the student is enrolled should pay for the damage by the deductible (faculties annually take a provision for this).

Also, this insurance guarantees coverage for so-called personal injury within the sphere of influence of the VU organization, subject to a deductible of € 100,000.00 per occurrence.  
This polis does not cover an event caused by culpable negligence of the student. Liability is also not insured for damage and costs related to the recall, replace, improvement or repair by or under the responsibility of the insured delivered goods/affairs.

Furthermore, it will depend on the terms of insurance and the insured amounts from which the student can subsequently be held accountable.

An internship of more than 12 months should be reported separately to the insurer in order to expand coverage.

Claims under the laws of United States and/or Canada aren’t covered. Damages from the US are settled according to the Dutch legal system. Concretely this means the following: if a judge assigns an additional compensation that is higher than the actual damage, from a punitive standpoint or from an exemplary standpoint, these damages are not automatically covered by the insurance policy.

Moreover, all external internship organizations are expected to accept liability for any injury, damage or accident that harms an intern during or in connection with the intern’s presence or performance of their internship activities to the extent that this injury, accident or damage is caused by intent or negligence of the internship organization and/or its employees.

From the business insurance point of view, the student is required to at least conclude a Personal Liability Insurance (AvP).

In addition, the student is required to conclude a health insurance and (in case of an internship abroad) a travel insurance along with a possible extension for accident insurance.

Transport insurance is typically provided by the faculty.

 

# Appendix 7a. Internship Evaluation Form

## 1. Assessment

The internship supervisor (faculty member) will give the grade for the internship. This grade is based on several sources:

* The internship report;
* The attachments of the internship report (which attachments are required or advisable differs per specialization);
* The final interview;
* The evaluation of the internship mentor (by filling in this form).

This form provides four conditions (see section 2) that must be met before evaluation and five criteria for assessment (see section 3).

* All four conditions must be met to pass for the internship.
* All five criteria must be approved to pass for the internship.
* The five criteria are equally important, so the final grade is the average of the five scores.

## 2. Four conditions before the assessment

|  |  |
| --- | --- |
|  | Criteria met / not met |
| 1. The internship dossier is complete:   * Original internship plan * Internal report * Attachments, required and otherwise |  |
| 2. The layout of the internship report is neat and functional. |  |
| 3. The internship report is not too long. |  |
| 4. References in the internship report are adequate and consistent, both in the running text and in the bibliography. |  |

## 3. Criteria

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A. The student has shown in the internship that they are working dialogically.** | | | | | |
| *Characteristics of a dialogical attitude:*   * The student reflects on his own background (religious, denominational, cultural, social-economic, political, sexual) and on his own perspective (insights, interests, irritations, blockades). * The student converses with others (who differ from him in whatever respect) and knows how to bridge gaps. | | | | | |
| *Excellent*  *(One or more indicators are applicable.)* | | | *Sufficient* | | *Insufficient* |
| * The student shows willingness to learn from, and in the vicinity of, others in their otherness. * The student shows interest in the differences and the similarities between own and other’s world view and attitude. * The student recognizes and denominates their own thoughts, opinions, values and ideals as not neutral and as affecting their relationship with others. * The student unmasks and counters stereotypes of other groups, religious or otherwise. * The student honestly investigates the background and consequences of differences of opinion and world view and constructively discusses these with others. * The student acts in the abovementioned way in their contact with clients, supervisors, and authors. | | | * The student respects the existence of others (passive tolerance). * The student only shows interest in the differences and the similarities between own and other’s world view and attitude when necessary. * The student recognizes and denominates their own thoughts, opinions, values and ideals as not neutral. * The student knows the difference between stereotypes and self-image. * The student honestly investigates the background and consequences of differences of opinion and world view and discusses these with others. * The student acts in the abovementioned way, but not in every situation. | | * The student shows intolerance vis-à-vis otherness. * The student shows no interest in differences or similarities between own and other’s world view. * The student does not recognize that their own thoughts, opinions, values and ideals are not neutral. * The student regularly stereotypes. * The student does not investigate the background and consequences of difference of opinion and world view or avoids discussing these. * The student does not reflect on their lack of dialogical attitude during or after the internship. |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **B. The student connects theory with practice.** | | | | | |
| *Characteristics of the capacity to connect theory with practice:*   * The student describes the relevant theories and applies them in a way that the aims of their practices are being fulfilled. * The student is able to indicate gaps in existing theories or to initiate alternative practices. * The student shows that they keep track of professional literature and that they develop new knowledge by connecting practice and theory. | | | | | |
| *Excellent*  *(One or more indicators are applicable.)* | | | *Sufficient* | | *Insufficient* |
| * The student has a good overview of the theories relevant for the profession (also for the profession of researcher) and knows how to apply these in practice. * In case of discrepancies between theory and practice the student is able to develop new possibilities for practices or to initiate alternative practices based on “tasted knowledge”. * The student keeps track of relevant theories and knows how to apply these to critically reflect on and to improve their practice. * The practical experiences during the internship makes the student reflect on their theoretical assumptions. | | | * The student has no overview and does regularly hesitate how to apply the learned theories. * The student recognizes discrepancies between theory and practice, but shows no initiative to come to new practices. * The student keeps track of relevant theories, but shows no initiative to critically reflect on them. * The student only occasionally reflects on their theoretical assumptions. | | * The student has no sufficient knowledge of theories relevant for the profession. * The student does not recognize discrepancies between theory and practice. * The student does not show any eagerness to keep track of relevant theories. * The student acts *ad hoc* and does not reflect their own theoretical assumptions. |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **C. The student shows to act as a ‘reflective researcher’.** | | | | | |
| *Characteristics of a reflective researcher:*   * The student has a research-oriented attitude. * The student systematically analyses problems and possible solutions. * The student uses their methodological proficiency. | | | | | |
| *Excellent*  *(One or more indicators are applicable.)* | | | *Sufficient* | | *Insufficient* |
| * The student thoroughly and systematically analyses problems. * The student uses relevant research methods, on their own or in combination. * The student takes the context of the problem into account, when applying research methods. * The student substantiates the choice of methods and reflects on their restrictions. | | | * The student analyses problems, but not systematically or thoroughly. * The student usually chooses the most relevant research methods. * The student regularly takes the context of the problem into account, when applying research methods. * The student substantiates the choice of methods but does not reflect on their restrictions. | | * The student does not analyse problems, or not systematically or thoroughly enough. * The student chooses the wrong research methods, or applies them in a wrong way. * The student does not take the context of the problem into account, when applying research methods. * The student does not substantiate their choice of methods. |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **D. The student shows to act as a ‘reflective practitioner’.** | | | | | |
| *Characteristics of a reflective practitioner:*   * The student acts pro-actively and takes responsibility. * The student explains problems or assignments: the student formulates the question behind the question. * The student makes an adequate planning and knows when to adapt it. * The student is aware of his own qualities and expertise. * The student reflects on their own acting and learns from that reflection. | | | | | |
| *Excellent*  *(One or more indicators are applicable.)* | | | *Sufficient* | | *Insufficient* |
| * The student guards his own time and that of others, make realistic plans, guards their progress and adapts the planning, if necessary. * The student identifies problems and questions. * The student acts independently, but asks for feedback at the right time and profits from it. * The student indicates their personal boundaries. * The student acts according to ethical codes and social sensitivities. * The student participates responsibly and with integrity in the organizational culture and learns from mistakes. * The student is collegial and (customer-)friendly. * The student takes full responsibility for the internship. | | | * The student generally guards his own time and that of others, make rather realistic plans, guards their progress and adapts the planning, if necessary. * The student not always identifies problems. * The student acts independently, but does not always know when to ask for feedback. * The student finds it hard to delimit assignments or to say no. * The students knows ethical codes and social sensitivities, but does not always act accordingly. * The student participates rather responsibly and with integrity in the organizational culture and learns from mistakes. * The student usually is collegial and (customer-)friendly. * The student takes sufficient responsibility for the internship. | | * The student deals carelessly with their own time or that of others; cannot make realistic plans or does not adapt his plans, if necessary. * The student does not identify problems and questions. * The student does not react well on feedback and does not profit from it. * The student does not delimit the assignments. * The student appears to be unfamiliar with ethical codes or social sensitivities. * The student does not participate well in the organizational culture and does not learn from mistakes. * The student is regularly not collegial or (customer-)friendly. * The student is awaiting and dependent. |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **E. The student reports on their work and on their own development.** | | | | | |
| *Characteristics of the ability to report:*   * The student communicates in a clear, precise and correct manner, both orally and in a written form. * The student adapts his medium and style to the aim of the communication and to its audience. | | | | | |
| *Excellent*  *(One or more indicators are applicable.)* | | | *Sufficient* | | *Insufficient* |
| * The student communicates in a clear, precise and correct manner, both orally and in a written form. * The student gives his content a clear structure and makes it interesting for the audience. * The student adapts his medium and style to the aim of the communication and to its audience. | | | * The student usually communicates in a clear, precise and correct manner, both orally and in a written form. * The student gives his content a structure, but can be wordy or make a strange mental leap. * The student regularly adapts his medium and style to the aim of the communication and to its audience. | | * The student is unclear or diffuse in their communication. * The student does not structure the content of a communication and is hard to follow. * The student does not adapt medium or style, but provides irrelevant details or uses an inappropriate style. |
| 10 | 9 | 8 | 7 | 6 | 5 or less |
| Justification of the mark: | | | | | |

|  |  |
| --- | --- |
| Grade (average of the five marks) |  |

# Appendix 7b. Stagebeoordelingsformulier

## Beoordeling

Het eindoordeel voor de stage wordt gegeven door de stagesupervisor (doorgaans de coördinator van de specialisatie) van de VU. Deze baseert zijn of haar oordeel op verschillende bronnen, te weten:

* + Het stageverslag;
  + De bijgevoegde stageproducten en andere bewijsstukken (welke producten en bewijsstukken de student kan bijvoegen, verschilt per specialisatie)
  + Het oordeel van de werkplekbegeleider (deze vult daartoe onderstaande matrix in)
  + Het eindgesprek;

In het stageverslag reflecteert de student aan de hand van de criteria uit onderstaande matrix op het eigen professioneel handelen: hoe heeft de student zich ontwikkeld gedurende de stage, waaruit blijkt dat de student op het verwachte niveau kan functioneren, wat zijn kwaliteiten en leerpunten? De student ondersteunt deze reflectie met verwijzingen naar bewijsstukken of stageproducten uit het portfolio.

Er zijn vier voorwaarden voor beoordeling (zie paragaaf 2) en vijf beoordelingscriteria (zie paragraaf 3).

* + Om een cijfer te kunnen krijgen, moet aan alle voorwaarden zijn voldaan (voor Spiritual Care gelden ook de voorwaarden dat een voldoende gehaald is op gespreksvaardigheden en op supervisie).
  + Om een voldoende eindcijfer te kunnen krijgen moet voor alle criteria minimaal een voldoende zijn behaald.
  + Alle criteria wegen even zwaar, dus het cijfer is het gemiddelde van de vijf scores op de criteria.

## Voorwaarden voor beoordeling

|  |  |
| --- | --- |
|  | **Voldaan/**  **niet voldaan** |
| 1. 1. Het stagedossier is compleet. Het dossier omvat in elk geval:  * het stageverslag * De eventueel gevraagde/gemaakte stageproducten en bewijsstukken |  |
| 2. De lay-out van het stageverslag is netjes en functioneel. |  |
| 3. Het verslag is niet te lang (indicatie: 3500 woorden, exclusief bijlagen) |  |
| 4. Referenties, bijvoorbeeld naar literatuur of websites, in het verslag zijn adequaat en consistent weergegeven; zowel in de lopende tekst als in de bibliografie. |  |

## Criteria en standaarden

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A. Met de stage laat je zien dat je dialogisch in je werk staat.** | | | | | |
| *Kenmerken van een dialogische houding:*  De student is in staat om reflecteren op de eigen achtergrond (religieus, cultureel, sociaal-economisch, politiek, gender) en vanuit het daaruit resulterende perspectief (affiniteiten/inzichten, irritaties/blokkades) in te gaan op de werkomgeving en werkzaamheden van de stage, hierover op een constructieve manier het gesprek aan te gaan met anderen (stagementor, collega's, stagebegeleider) en deze reflectie door te vertalen in zijn of haar handelen.  Deze houding geldt zowel voor de omgang met de medemensen tijdens een beroepsstage als voor de omgang van teksten uit andere tijden en plaatsen tijdens een onderzoeksstage. | | | | | |
| **Uitstekend**  *(Een of meer indicatoren zijn van toepassing)* | | | **Voldoende** | | **Onvoldoende** |
| * De student toont bereidheid om te leren van en in de nabijheid van anderen en hun anders zijn. * De student toont actief belangstelling voor zowel de verschillen als de convergenties tussen de eigen levensbeschouwelijke attitude en visie en die van anderen. * De student herkent en benoemt de manier waarop zijn/haar gedachten, overtuigingen, waarden en idealen gekleurd zijn (en dus niet neutraal zijn) en welke impact dat heeft op de relatie met anderen en op de relatie tot teksten van andersdenkenden. * De student kan stereotyperingen van eigen en andere groepen in de samenleving ontmaskeren en weerleggen. * De student doet op punten waar levensbeschouwelijke attitude en visie van belang zijn een open onderzoek naar de achtergronden en consequenties van mogelijke verschillen en gaat hier een constructief gesprek over aan. * De student doet dit zowel in de werkomgeving als in   contact met de stagebegeleiders. | | | * De student respecteert het bestaan van andere tradities (passieve tolerantie). * De student toont reactief belangstelling in de verschillen en/of de convergenties tussen de eigen levensbeschouwelijke attitude en visie en die van anderen. * De student herkent en benoemt de manier waarop zijn/haar gedachten, overtuigingen, waarden en idealen gekleurd zijn (en dus niet neutraal zijn). * De student kent het verschil tussen stereotyperingen van een andere religie of groep en het zelfbeeld van de andere religie of groep. * De student doet op punten waar levensbeschouwelijke attitude en visie van belang zijn een open onderzoek naar de achtergronden en consequenties van mogelijke verschillen en gaat hier een gesprek over aan. * De student doet dit in de werkomgeving hetzij in contact met de stagebegeleiders. | | * De student is intolerant ten opzichte van andere tradities. * De student(e) toont geen belangstelling in hetzij de verschillen hetzij de convergenties tussen de eigen levensbeschouwelijke attitude en visie en die van anderen. * De student besef niet dat zijn/haar gedachten, overtuigingen, waarden en idealen gekleurd zijn (en dus niet neutraal zijn). * De student vervalt in stereotyperingen. * De student doet op punten waar levensbeschouwelijke attitude en visie van belang zijn geen onderzoek naar de achtergronden en consequenties van mogelijke verschillen en gaat het gesprek hierover uit de weg. * De reflectie vond veelal achteraf plaats en niet tijdens de stage. De dialogische attitude is dus niet beoefend. |
| 10 | 9 | 8 | 7 | 6 | ≤5 |
| Motivering van het cijfer: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **B. Met de stage laat je zien dat je theorie en praktijk met elkaar kunt verbinden** | | | | | |
| *Kenmerken van het vermogen theorie en praktijk te verbinden:*   * De student weet de voor de praktijk relevante theorieën te benoemen en op een dusdanige manier in de praktijk toe te passen, dat de doelstellingen van de betreffende praktijk gerealiseerd worden. Voor onderzoeksstage geldt dit bijvoorbeeld ten aanzien van onderzoeksmethoden. * Op basis van praktijkervaring is de student in staat leemtes in theorievorming aan te geven en/of aanzetten te geven voor alternatieve handelingsmogelijkheden. * De student geeft blijk van voortdurende kennisontwikkeling, enerzijds door relevante ontwikkelingen in het vakgebied bij te houden, anderzijds door kennis te ontwikkelen in de voortdurende interactie tussen theorie en praktijk. | | | | | |
| **Uitstekend**  *(Een of meer indicatoren zijn van toepassing)* | | | **Voldoende** | | **Onvoldoende** |
| * De student heeft een goed overzicht van de voor de betreffende praktijk relevante theorieën, en weet deze kennis te verbinden met de praktijk. * Bij discrepanties tussen theorie en praktijk is de student in staat nieuwe handelingsmogelijkheden te ontwikkelen, op basis van nieuwe theoretische ontwikkelingen en/of op basis van ‘tasted knowledge’. * De student volgt relevante theorievorming en weet, op basis hiervan, kritisch op de praktijk te reflecteren en deze, wanneer mogelijk, te verbeteren. * De student reflecteert op basis van zijn/haar ervaringen in de praktijk kritisch op theoretische aannames. | | | o De student heeft voldoende kennis van de voor de praktijk relevante theorieën, en is in staat een verbinding tussen theorie en praktijk aan te brengen, maar is niet innovatief bij waargenomen discrepanties tussen theorie en praktijk. | | * De student heeft onvoldoende kennis van de voor de betreffende praktijk relevante theorieën. * De student is niet in staat een verbinding aan te brengen tussen theorievorming en praktijk; de student handelt ad hoc en niet reflecterend. |
| 10 | 9 | 8 | 7 | 6 | ≤5 |
| Motivering van het cijfer: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **C. Met de stage laat je zien dat je kunt functioneren als een ‘reflective researcher’.** | | | | | |
| *Kenmerken van een reflective researcher*   * Geeft blijk van een onderzoeksmatige houding; * Analyseert problemen op systematische wijze; * Maakt goed gebruik van methodologische bagage.   (Niet van toepassing, als de stage een zuivere beroepsstage is geweest.) | | | | | |
| **Uitstekend**  *(Een of meer indicatoren zijn van toepassing)* | | | **Voldoende** | | **Onvoldoende** |
| * De student analyseert problemen diepgaand en systematisch. * De student maakt gebruik van passende (combinaties van) onderzoeksmethoden. * De student houdt bij het gebruik van de gekozen methoden goed   rekening met de context.  o  De student kan de keuzes voor gebruikte methoden onderbouwen en reflecteren op de beperkingen. | | | * De student analyseert problemen (redelijk) systematisch, maar sommige analyses zijn mogelijk nog weinig diepgaand of geven blijk van weinig distantie * De student kiest   (overwegend) voor passende onderzoeksmethoden   * De student houdt bij het gebruik van de gekozen methoden voldoende rekening met de context. * De student kan de keuzes voor de gebruikte methoden   voldoende onderbouwen. | | * De student analyseert problemen niet of te weinig systematisch. * De student kiest onderzoeksmethoden die niet geschikt zijn en/of handelt vooral vanuit   intuïtie.   * De student houdt bij het gebruik van de gekozen methoden te weinig rekening met de context. * De student kan de keuzes voor gebruikte methoden niet voldoende onderbouwen. |
| 10 | 9 | 8 | 7 | 6 | ≤5 |
| Motivering van het cijfer: | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **D. Met de stage laat je zien dat je kunt functioneren als een ‘reflective practioner’** | | | | | | | | |
| *Kenmerken van een ‘reflective practioner’*   * Handelt pro-actief en neemt verantwoordelijkheid; * Kan opdrachten verhelderen; de ‘vraag achter de vraag’ herkennen; * Kan een planning maken en die zo nodig aanpassen; * Is zich bewust van de eigen kwaliteiten en expertise en in staat vandaaruit te handelen; * Reflecteert op het eigen handelen en leert daarvan. * Dit alles geldt ook voor de onderzoeksstage, waarin de student handelt als ‘onderzoeker’ en daarmee het beroepsveld van onderzoeker voor ogen heeft. | | | | | | | | |
| **Uitstekend**  *(Een of meer indicatoren zijn van toepassing)* | | | | **Voldoende** | | | **Onvoldoende** | |
| * De student gaat goed om met eigen tijd en die van anderen, plant realistisch, bewaakt de voortgang en past zo nodig de planning aan. * De student signaleert vragen en problemen. * De student betrekt op de juiste momenten anderen bij zijn of haar werk. * De student vraagt op de juiste momenten om hulp of feedback en profiteert daarvan. * De student geeft grenzen aan als dat nodig is. * De student is zich bewust van ethische codes en maatschappelijke gevoeligheden en handelt daarnaar. * De student ontwikkelt sensitiviteit voor de organisatiecultuur; participeert daarin op een verantwoordelijke en integere manier en leert van situaties waarin hij/ zij de plank heeft misgeslagen. * De student stelt zich   vriendelijk en collegiaal op | | | | * De student gaat over het algemeen goed om met eigen tijd en die van anderen, plant voldoende realistisch en past zo nodig de planning aan. * De student voert de afgesproken taken goed en (voldoende) zelfstandig uit/ * De student staat open voor feedback en neemt deze serieus. * De student geeft grenzen aan (maar vindt het soms nog moeilijk om de eigen opdracht af te bakenen of nee te zeggen als dat nodig is). * De student is zich bewust van ethische codes (maar worstelt soms nog met de vraag wanneer ze in het geding zijn en hoe ernaar te handelen. * De student ontwikkelt * sensitiviteit voor de organisatiecultuur en   participeert daarin meestal  op een verantwoordelijke en integere manier.   * De student stelt zich meestal vriendelijk en collegiaal op. | | | * De student gaat onvoldoende zorgvuldig om met de eigen tijd of die van anderen, plant niet of onvoldoende realistisch en/of past de planning niet aan als de situatie daarom vraagt. * De student stelt zich afwachtend en afhankelijk op; * De student reageert defensief op feedback en/of profiteert niet van feedback. * De student geeft geen grenzen aan; trekt teveel werk naar zich toe. * De student is zich te weinig bewust van ethische codes. * De student ontwikkelt geen sensitiviteit voor de organisatiecultuur en weet zich daarin niet goed te bewegen. * De student stelt zich te weinig klantvriendelijk en/of collegiaal op. * De student neemt onvoldoende verantwoordelijkheid voor de   stage | |
| en leert van situaties waarin een klant of collega dat anders ervaren heeft.  o De student neemt volledig de verantwoordelijkheid voor de stage. | | | | * De student neemt voldoende de verantwoordelijkheid   voor de stage | | |  | |
| 10 | 9 | 8 | | 7 | 6 | | ≤5 | |
| Motivering van het cijfer: | | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **E. Met de stage laat je zien dat je kunt rapporteren over je werk en over je eigen ontwikkeling** | | | | | |
| *Kenmerken van het vermogen om te rapporteren*   * De stagiair communiceert duidelijk, precies en correct, zowel mondeling als schriftelijk; * De stagiair stemt medium, toon en stijl af op het doel en de doelgroep van een verslag of boodschap. | | | | | |
| **Uitstekend**  *(Een of meer indicatoren zijn van toepassing)* | | | **Voldoende** | | **Onvoldoende** |
| * De student communiceert duidelijk, correct en bondig; zowel mondeling als schriftelijk. * De student kan de ander meenemen in een betoog of verhaal, door een goede structuur te kiezen en door aan te sluiten bij de vragen van de lezer of gesprekspartner. * De student stemt de inhoud en de toon van de boodschap goed af op de lezer of gesprekspartner. | | | * De student communiceert over het algemeen duidelijk, correct en bondig; zowel mondeling als schriftelijk. Soms is er mogelijk nog sprake van een gedachtesprong, een vage formulering of een overbodige omhaal van woorden. * De student kan de ander redelijk meenemen in een betoog of verhaal, de grote lijn is te volgen. * De student stemt de inhoud en de toon van de boodschap (op een enkele misser na) af op de lezer of gesprekspartner | | * De student is in mondelinge en/of schriftelijke communicatie te onduidelijk en/of omslachtig. * De student is in mondelinge en/of schriftelijke communicatie moeilijk te volgen, door te weinig of een verkeerd gekozen structuur. * De student stemt inhoud en toon van de boodschap onvoldoende af op de lezer of gesprekspartner. De stagiair geeft bijvoorbeeld veel irrelevante details, of het taalgebruik is te informeel. |
| 10 | 9 | 8 | 7 | 6 | ≤5 |
| Motivering van het cijfer: | | | | | |

|  |  |
| --- | --- |
| Cijfer:  gemiddelde van de vijf cijfers |  |

# Appendix 8. Format internship descriptions

Both external companies/organizations/schools as sections/individual researchers can offer internships via VU-net. The following format must be filled in to be sent to [stagevacatures.ggl@vu.nl](mailto:stagevacatures.ggl@vu.nl). Once approved, the internship description will be posted online.  
  
Name of organization / company:

Location:  
Address:  
Scope of work placement (FTE / hours per week):

Level (bachelor/master):

Start date:

End date:

Compensation:  
Deadline for registration:

Contact:

Address/room:

E-mail:  
Internship placement or description (200 words max.):

 

# Appendix 9. E-HRM procedure with internship programs

If an (internal or external) student is interested in a research-oriented internship at one of the faculty’s research centres, the student or the internship mentor may contact the head of department to discuss the possibilities of an internship assignment. When there is a green light, the head of department must register the intern via e-HRM through ‘create new employment or internship agreement;’ it regards an ‘external agreement.’

The first step for the head of department is sending a specially developed web form to the student. The student fills this out and attaches relevant documents (including CV and copy of identity). The continued process explains itself. Once the entire process is digitally completed, the intern will automatically receive a VU-net-ID by e-mail. The contract is sent to the home address and an employee card can be obtained at the Secretariat.

As to the compensation of internal interns: students receive no compensation for their internship. Students who do not have a public transport card, can invoice their travel expenses. Costs incurred by the intern as part of research, must be paid out of the department/research centre budget.